

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                   |
|---|------------------------|
| School name   | Bramham Primary School |
| Number of pupils in school  | 185                    |
| Proportion (%) of pupil premium eligible pupils   | 8%                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2, 2022-3, 2023-4 |
| Date this statement was published   | December 2021          |
| Date on which it will be reviewed   | October 2022           |
| Statement authorised by   | Sarah Richards         |
| Pupil premium lead  | Jo Hall/James Rugg     |
| Governor / Trustee lead   | Tom Irwin              |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £19,105 |
| Recovery premium funding allocation this academic year  | £       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £19,105 |

# Part A: Pupil premium strategy plan

## Statement of intent

The Bramham Shadwell Federation recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. This is directly in line with our ethos and philosophy of 'Excellence for All'. Our Federation Mission Statement communicates our values:

Within our Bramham and Shadwell Federation, we are proud of our family; we actively welcome new members and take their needs into account. We work towards our aspirations for the future and quickly develop our engagement in learning; we focus on our goals, we evaluate our progress along the way and we are determined to succeed. Our teachers are supportive and dedicated to all the children; they celebrate our dreams and ambitions and believe that each day in school is an exciting opportunity to help us exceed our expectations. Children only have one childhood and one chance at Primary School and every moment is precious as we grow as learners, building knowledge, resilience, independence and tolerance. We care for the environment and one another, learning to build positive and respectful relationships. If we make mistakes, we bounce back. Everyone is unique and acknowledged as part of our diverse family; this includes the children, parents, staff and governors - and together we continue to achieve 'Excellence for All'.

We use our Pupil Premium funding to help us live these values in both our schools.

**In our approach to planning and executing this strategy, we follow these key principles which we believe can maximise the impact of our pupil premium spending:**

### **High expectations**

We have high expectations for all our children: no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give each individual the optimum environment and support to enable success.

### **High quality provision**

Quality first teaching is key to good progress and attainment. We work to ensure that all our pupils receive high quality teaching and to undertake consistent application of key elements of teaching and learning such as planning, feedback and assessment. We provide high quality professional development for all staff.

### **Emphasis on basic skills**

High standards in English and mathematics can only be achieved if our children are confident and competent in basic skills and knowledge, such as reading age-appropriate texts fluently and having number fact fluency (a rapid recall of number facts, including times tables). Our emphasis on basic skills may be in the form of direct teaching and additional support, or may be indirect through improving attendance, behaviour or access to resources and support.

### **Broad and balanced curriculum**

Pupils access a wealth of learning opportunities across all subjects. We work to provide rich cultural experiences and to build up pupils' 'cultural capital'.

### **Knowing our children**

Pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of under-achievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. Likewise, there are pupils who may be vulnerable but who are not in receipt of pupil premium funding – we use the funding to support pupils with identified needs.

### **Collaboration**

We adopt a whole school and whole Federation approach: all relevant staff are involved in identifying and supporting pupils in need and to helping them to overcome the barriers to their learning. We work within the Sphere Federation to share ideas and to challenge each other on the impact of strategies.

### **Early intervention**

High quality provision in the Early Years Foundation Stage with a strong emphasis on reading and oracy and characteristics of effective learning (including metacognition) builds a strong foundation for subsequent success in Key Stages 1 and 2.

### **There are key elements to the execution of this strategy:**

#### **Evaluation**

We review how effective our previous strategy was. The last two years has seen disruption caused by the coronavirus, making it hard to reliably measure impact. Before the pandemic, however, we were increasingly confident that the strategies we had developed were successful. We continue to reflect upon the needs of our pupils and upon the impact of our strategies to meet these.

#### **Identifying barriers to learning**

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home, particularly in lockdown
- weak language and communication skills
- behavioural, social and emotional difficulties, particularly anxiety
- low confidence and self-esteem
- lack of resources to support homework, including IT
- ongoing absence of staff due to Covid-19

Barriers to learning are discussed for our pupil premium children on a termly basis with the teachers in class and Senior Leaders to ensure their individual needs are met to the best of our ability as a school and staff.

#### **Use of assessment**

We acknowledge the importance of assessment as a basis for planning provision including additional support and challenge. Assessment data is analysed each term in our Accountability Meetings in order to evaluate the performance of all pupils, including consideration of pupils selected for support using pupil premium funding where this can be evaluated in terms of quantitative outcomes.

#### **Provision**

Children are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. We take a flexible and responsive approach and therefore plans set out here may sometimes vary to meet an individual's need, if a specific or immediate one becomes more apparent.

#### **Consideration of evidence**

We refer to research and evidence when considering the actions we take to address barriers to learning. The [Education Endowment Foundation's Teaching and Learning Toolkit](#) is central to this. (Reference to this is made below, using 'EEF' abbreviation.) For example, evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils and therefore we invest a significant amount in continuing professional development.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Previous limited progress and current lower attainment, which has been exacerbated by Covid lockdowns.           |
| 2                | Limited opportunities and lack of routines at home to fulfil homework expectations, which include daily reading. |
| 3                | Behavioural, social and emotional difficulties, particularly anxiety   |
| 4                | Challenging and inconsistent circumstances at home which affect the ability to engage in learning                |
| 5                | Lack of resilience when encountering difficulty  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria  |
|--|---|
| High quality teaching and/or additional provision for all children, in all lessons and interventions so that that pupils eligible for PP make <b>accelerated progress</b> and increase attainment. | The majority of pupils make strong progress in Reading, Writing and Maths.<br>All pupils make at least expected progress in Reading, Writing and Maths.   |
| More children meet our <b>homework expectations</b> , reading on a daily basis.  | All targeted children make strong progress in reading and show enjoyment in reading.  |
| Through greater social and emotional support, <b>selected children are more ready and able to learn.</b>   | All children chosen for support demonstrate increased engagement in learning evidenced by teacher observation.<br>All of these selected children make at least expected progress in reading, writing and maths. |
| Through consistent support and challenge, employing metacognitive techniques, targeted children are more resilient in their approach.  | All targeted children demonstrate increased resilience as evidenced by teacher observation.<br>All of these selected children make at least expected progress in reading, writing and maths.                    |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Release of English and Maths leaders to support class teachers                                    | <i>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.'</i> ( <a href="#">DfE, 2021</a> )  | 1                             |
| Subsidise leadership costs to free up senior leaders to support new teachers in school.           | <i>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.'</i> ( <a href="#">DfE, 2021</a> )  | 1,3,5                         |
| Carry out individual and small-group interventions to support and challenge pupils appropriately. | Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations.<br>EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months).  | 1                             |
| Invest in new systematic synthetic phonics programme and new decodable reading books.             | Our provision in phonics is effective and our outcomes have been very good; the new programme will help to ensure fidelity in our teaching for new staff and the new books will refresh our reading materials so that children remain engaged, developing a love of reading at an early age with the long-term view of ensuring children reach at least - age-related expectations.<br>EEF evidence: 5 months' extra progress can be made through effective phonics provision. | 1,2                           |
| Appointment of a Federation Well-Being Mentor   | Provides training and support for all members of staff across the Federation. Working with children and families to address ongoing needs and responding to crisis situations.   | 3,4,5                         |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,100

| Activity                                      | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| After school booster sessions                 | Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations. EEF evidence: 6 months' extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition.  | 1                             |
| National Tutoring Programme                   | We are in the process of joining the NTP which will provide tailored one to one and group support to PP children to ensure they make the required progress and attainment by the end of the academic year.  | 1-5                           |
| Alpha to Omega                                | We have limited in-house evidence around the long-term impact of this because we began to invest just before the pandemic.  | 1                             |
| In house one to one support and interventions | Based on our assessment procedures, children are identified for targeted support throughout the school day in order to make the required progress and attainment. This is reviewed at the start of each term and adjusted to meet the needs of the children. Our in-house assessment data shows children make at least good if not accelerated progress as a result of interventions. | 1-5                           |
| <b>Mathletics</b>                             |   | 1, 2, 4                       |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,005

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Subsidised appointment of Well-Being Mentor   |  | All                           |
| Invest in local extended services and inclusion partnerships.<br>One to one counsellor<br>Mindmate<br>EPOSS referrals | Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential. | 3,4,5                         |

|  |  |            |
|--|--|------------|
| <p>Payment to cluster for Attendance Officer</p>   | <p>EEF evidence: those involved in social and emotional support can make 4 months' extra progress.</p> <p>We provide one to one counselling and talk time for PP children who are vulnerable and have additional social and emotional needs.</p> <p>We work closely with the attendance officer to encourage children to attend school by looking at practical ways to support them with transport, home visits and reassurance.</p> |            |
| <p>Children across school participate in a variety of funded experiences, which may include theatre visits, music lessons, after-school clubs, residential. This will include subsidised visits to art galleries / sculpture park as part of the curriculum this year.</p> | <p>Previous activity in this area evidences pupil enjoyment and engagement in learning</p> <p>EEF evidence: those who participate in the arts can make 3 months' extra progress.</p> <p>We run a range of subsidised enrichment activities after school including sports teams, art, music and language clubs and subsidise our Year 6 residential for our PP children.</p>  | <p>All</p> |

**Total budgeted cost: £19,105**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupil Premium children make up 8% of the school population. (185 on roll, 15 PP children.)

53% of the PP children are also on the SEND register and although they are included in whole school data, also have their own specific tracking for progress when necessary. (23 children on SEND register, 8 PP, so 34% of our SEND children are also PP)

80% of the PP children are listed as vulnerable with a history of significant CP issues within the family settings. (12 children)

In 2020-21 we continued to gather internal data; we have not been able to use any external data due to the circumstances this year. We have assessed the children throughout the year, adapting our schedule around the January – March lockdown. All children’s progress and attainment were tracked with support put in place based on these.

*10% of PP children made “expected & above” progress in Writing. The progress for all pupils in this category was 56.86%. The percentage for non PP children achieving “expected and above” progress was 60.71%*

*In Reading, 40% of PP children made progress that was “expected and above.” 61.43% of non PP children made this level of progress. Of the whole school, 59.48% made this level of progress.*

*In Maths, 40% of PP children made progress that was categorised as “expected & above.” In the group of non PP children, 62.86% made this progress compared to 61.44% of all children.*

Progress was limited for some PP children last year due to lockdown. Whereas remote learning was provided, many experienced difficulties accessing this and engaging fully. Teachers report that many of the PP children did little academic work during lockdown and that parents struggled to support them with their learning. In addition to this we know that many PP children had no routines for sleeping and structuring their day. All of these children were invited into Key Worker care as a priority however some parents did not keep to this daily routine and children did not access regular learning, despite regular communication with parents to encourage this.

Accelerated progress for PP children was a focus for 2020-21; those children falling behind the usual annual expectation of 7 points progress were targeted for recovery of learning. Interventions (including additional reading) and monitoring of these children at pivotal points throughout the year took place.

Alpha to Omega - Class teachers reported that the PP children who participated in this intervention worked with enthusiasm and growing confidence. These children achieved



progress that was “very good and above.” Strategies from the intervention could be seen being independently implemented in the classroom.

We revised our homework policy and shared expectations with parents; all PP children received both maths and English homework weekly as well as spellings, Mathletics and times tables.

**The Education Endowment Foundation reports that homework has an impact of +2 Months. Evidence suggests that the use of digital technology, particularly to supplement other approaches to teaching, (such as using Mathletics for homework) has an impact of +4 months.**

Separately, schools were allocated Covid catch-up premium. Plans for this were set out in a separate document, as funds were released to support pupils following 2019-20 lockdown). Funding was allocated per pupil.

Learning for Life Skills and SMSC curriculum opportunities alongside specific tasks and challenges develop metacognition to help PP children recognise their emotions, motivating factors and barriers. Two high quality professional development sessions took place in September 2020.

**The EEF Toolkit reports that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of 7 months’ additional progress.**

**The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. There were indications that some programmes were particularly beneficial for pupils from low income families.**

PP spending supports children whose parents require additional help with the cost of visits, visitors and residential.

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
| N/A       |          |
|           |          |

## Service pupil premium funding (optional) N/A

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*