

Brampton Village Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Brampton Village Primary School
Number of pupils in school on 6 th October 2022 (at October 2021 census)	602 (567)
Percentage of pupil premium eligible pupils on 6 October 2022 (at October 2021 census) - excludes service pupils	24.9% (23.6%)
Academic year/years that our current pupil premium strategy plan covers	2022/23; 2023/24; 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	April 2023
Statement authorised by	The Governing Body
Pupil premium leads	Peter Allen (HT) and Lisa Cooper (DHT)
Governors	Mary Campling-Woollam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187.75k
Recovery premium funding allocation brought forward from last year	£15.5k
Pupil premium funding carried forward from previous year	£5.9k
Total budget for this academic year	£206.1k

Statement of intent

All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to diminishing gaps between vulnerable pupils and their peers, and the pupil premium is an important tool in this process. Pupil premium helps remove barriers to learning so that all of our pupils reach their full potential and enables them to engage fully in our curriculum and school life. The percentage of our pupils eligible for pupil premium is above the national average for primary schools.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children are: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all members of staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles

- Quality first teaching and effective assessment meets the needs of all pupils, complemented by targeted academic support for pupils who are not making the expected progress.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- We will address non-academic barriers to learning such as attendance, behaviour, well-being and cultural capital, ensuring that disadvantaged pupils have access to a broad range of activities.

Central to our strategy is quality first teaching. Evidence demonstrates that this has the greatest impact on closing the disadvantage attainment gap and will benefit all of the pupils in our school.

In order to identify how we can best direct resources to meet the needs of our learners we will rely on robust assessment and will target support based on the evidence from that assessment for both disadvantaged and non-disadvantaged children. Interventions will be closely monitored to ensure that they are effective and achieve objective.

At Brampton Village Primary School we recognise the vital role that parents and carers play in the lives of their children, and working with their parents and carers is crucial to the progress of our disadvantaged pupils. We will ensure that parents and carers understand that they can make a positive contribution to their children's achievement in school by engaging in school processes. We actively encourage the take-up of free school meals by working proactively with parents and carers in a sensitive and supportive manner, and seek to remove any potential barriers, or perceived stigma attached, to claiming free school meals.

Brampton Village Primary School

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance of pupil premium children, including persistent absentees and late arrival at school.
2	Some pupils in receipt of pupil premium funding show weaknesses in learning behaviours. Some pupils lack resilience, determination and readiness to learn, and can lack self-motivation and the confidence to improve/
3	Some pupils have limited experiences beyond their home life and immediate community, especially in relation to access to books, libraries and technology.
4	Low attainment and slow progress rates made by pupil premium/disadvantaged children. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Assessments and observations indicate under-developed oral language skills amongst disadvantaged pupils.
5	There is high mobility of pupils due to growth of the village and the school. Many children have experienced two or three different schools in a few years and this has led to inconsistencies in their experience.

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
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for pupil premium compared to the wider school population. Child and Family Worker to work with families to improve attendance and decrease persistent absence. Attendance in 2021-2022 for pupil premium was 90.2% and for all pupils was 92.1%. Attendance outcomes in 2022-2023 for pupil premium and for all pupils will improve.
<p>To support children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn.</p> <p>All pupils will demonstrate learning behaviours in line with the school's "6 Rs" (Respect, Responsibility, Resilience, Resourcefulness, Reciprocity and Reflectiveness)</p>	<ul style="list-style-type: none"> Children make good progress and there are less instances of disruptive behaviour recorded. The STEPS approach to therapeutic behaviour management is successfully maintained Staff receive appropriate professional development for them to support children. Hours of teaching assistant time allocated to pastoral roles increased. Continued development of "The Bridge", a nurturing space for children who need some time in an alternative environment during the school day. Embedding of Provision Map and exploiting its functionality allows more careful tracking of provision and outcomes. Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, surveys and teacher observations.

Brampton Village Primary School

	<ul style="list-style-type: none"> There is evidence of effective support from the school's Child and Family Worker in helping with emotional needs.
To enable more children to access extra-curricular activities and to boost self-esteem.	<ul style="list-style-type: none"> More children are able to succeed and participate, enabling them to have the same opportunities as their peers.
Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school	<ul style="list-style-type: none"> The majority of pupils eligible for pupil premium make expected progress to prevent the gap between them and their peers widening. Teachers have identified children who need to make accelerated progress and the majority of these children achieve this. Interventions are implemented and evaluated for impact on progress and attainment, such that pupil premium pupils make expected or accelerated progress from their relative starting points. Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision so that most disadvantaged children make at least expected progress. The school purchases the full support package from the Local Authority. This means that Maths and English Advisers visit regularly to monitor and support staff in delivering Quality First Teaching. There is an associated cost with releasing staff as part of this. Implementation of Talk 4 Writing, a structured approach which will improve teacher confidence in teaching writing, and pupil outcomes in both written and oral language skills

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: £44.9k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD – release time associated with working with local authority advisors on maths and English to help maintain Quality First Teaching.</i></p> <p><i>Attendance at external briefings and courses.</i></p> <p><i>Consultancy and Training for “Talk 4 Writing”, launched late Spring term 2023</i></p> <p><i>Roll out of new Phonics scheme (ELS) into KS1 (introduced in Early Years in 2022), staff training</i></p>	<p>Research from the Education Policy Institute (EPI) (2020) found that <i>high-quality CPD for teachers has a significant effect on pupils’ learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers:</i></p> <p><i>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</i></p> <p><i>Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive.</i></p>	4, 5

Brampton Village Primary School

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

Budgeted cost: £68.9k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions delivered outside the classroom targeted at pupils who require additional support to overcome barriers to learning. Our interventions will be delivered by HLTAs and Teaching Assistants, directed primarily to small groups of up to a maximum of six children.</i></p> <p><i>All interventions will be recorded on provision mapping software to allow an objective assessment of the effectiveness of interventions and to provide centralised records to teachers and school leadership.</i></p> <p><i>Sessions will include phonics, reading support, and maths work.</i></p>	<p>Targeted deployment, where interventions are delivered to small groups or individuals can help previously low attaining pupils has a higher impact than deployment in everyday classroom environments.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-and-learning-toolkit/teaching-assistant-interventions and</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4, 5
<p><i>“Top up” of funding received as School Led Tutoring grant.</i></p> <p><i>The School Led Tutoring Grant covers 60% of the cost of tuition, specifically aimed at smaller groups, and pupil premium will be used to cover the remaining 40% of the cost.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be effective to support low attaining pupils and those falling behind.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4

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

Budgeted cost: £92.3k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Inclusion and pastoral support to increase engagement with families, to improve attendance and behaviour. 2022/23 will see an increase in pastoral support hours and an addition of a Child and Family Worker to the team.</i></p> <p><i>Additional support for children with behaviour issues and/or difficulty accessing learning in the classroom.</i></p> <p><i>Development and running costs of “The Bridge”, a nurture room to support children with sensory or social and emotional needs; also for those children who, for various reasons, find it difficult to be in large classes all the time.</i></p> <p><i>Increase in SENCo hours to full time for the summer term onwards.</i></p>	<p>Targeted behaviour interventions can help to prevent exclusions that remove children from school for periods of time, and also reduce low-level disruption that reduces learning time in the classroom.</p> <p>The Child and Family Worker keeps in touch with families where there are issues with attendance, working closely with our SENCo and the remainder of the pastoral team.</p> <p>The pastoral teaching assistants act as key workers for children who are struggling, meeting with them 1:1 throughout the week, and delivering targeted social and emotional programmes if required..</p> <p>The pastoral team have a role in settling and supporting the transition of our new children, and prepares our departing pupils for the next stage in their education. One of the pastoral staff also works with children from service families.</p>	1, 2, 5

Brampton Village Primary School

	<p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour interventions</p> <p>There is a wide body of evidence associating social and emotional skills in childhood with improved outcomes in later life.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p><i>Whole school training in “STEPS” behaviour management with the aim of developing our school ethos and improving behaviour across the school.</i></p> <p><i>STEPS which is a therapeutic-thinking and trauma-informed approach to behaviour.</i></p>	<p>A universal approach to behaviour management can have positive overall effects, helping to prevent disruption. It is important to maintain high expectations and to embed a consistent approach across the school.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2
<p><i>Direct support is provided for our disadvantaged, vulnerable families who are in need and financially struggling. This will comprise a grant towards school uniform, funding of educational visits, clubs, music tuition and a substantial contribution towards the cost of residential visits in Years 4 and 6.</i></p> <p><i>Direct support comprises a small part of our planned expenditure but has benefits for pupil wellbeing and increasing cultural capital.</i></p>	<p>Direct support provided by the school is to ensure equality of opportunity to children from disadvantaged children and is actively supported by governors.</p> <p>Support for educational visits, extra curricular clubs and music tuition have benefits for children in terms of increasing cultural capital and have wider benefits such as more positive attitudes to learning and increased well-being.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3

Total budgeted cost: £206.1k

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level (although these comparisons are to be considered with caution given the caveats stated above). Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significant.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Throughout the year internal and external assessments were used to track the progress and attainment of groups of pupils. This is shown in the table below:

Diminishing Differences Report
Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (491 pupils)

491 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22	
Males	245 (49.9%)	27 (11.0%)	61.0%	77.5%	7.0
Females	246 (50.1%)	24 (9.8%)	70.7%	82.4%	6.6
Difference (change in difference):			9.7	4.9 (-4.8)	
All Pupils	491 (100%)	51 (10.4%)	65.9%	80.0%	6.8
Pupil Premium	165 (33.6%)	27 (16.4%)	53.6%	69.6%	6.7
Difference (change in difference):			12.3	10.4 (-1.9)	
491 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22	
Males	245 (49.9%)	29 (11.8%)	41.2%	61.6%	6.9
Females	246 (50.1%)	24 (9.8%)	55.4%	74.8%	6.5
Difference (change in difference):			14.2	13.2 (-1.0)	
All Pupils	491 (100%)	53 (10.8%)	48.4%	68.3%	6.7
Pupil Premium	165 (33.6%)	27 (16.4%)	34.8%	56.5%	6.6
Difference (change in difference):			13.6	11.8 (-1.8)	
491 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22	
Males	245 (49.9%)	28 (11.4%)	59.9%	79.3%	6.9
Females	246 (50.1%)	24 (9.8%)	62.2%	81.5%	6.6
Difference (change in difference):			2.3	2.2 (-0.1)	
All Pupils	491 (100%)	52 (10.6%)	61.0%	80.4%	6.8
Pupil Premium	165 (33.6%)	27 (16.4%)	47.1%	71.7%	6.8
Difference (change in difference):			13.9	8.7 (-5.2)	
491 pupils		Missing Assessment in one or more	On Track or Higher in all		Progress
Combined	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22	
Males	245 (49.9%)	29 (11.8%)	37.5%	58.3%	6.9
Females	246 (50.1%)	24 (9.8%)	49.5%	70.3%	6.6
Difference (change in difference):			12.0	12.0 (0.0)	
All Pupils	491 (100%)	53 (10.8%)	43.6%	64.4%	6.8
Pupil Premium	165 (33.6%)	27 (16.4%)	32.6%	53.6%	6.7
Difference (change in difference):			11.0	10.8 (-0.2)	

Difference Key: Widening Narrowing Unchanged

This shows that the gaps in Reading, Writing and Maths, as well as combined, closed in all year groups with progress being in line across the school.

Work with Local Authority Advisers took place according to an agreed schedule across the year. This supported developments in all year groups and focussed on curriculum planning, assessment and quality of provision. Notes of Visit made comment on effective teaching seen as well as identifying next steps.

Investment was made in supporting children in KS1 with phonics and the impact of this was seen in the Phonics outcomes in both Year 1 and Year 2.

KS1 Outcomes

- 33.3% of the school's Disadvantaged cohort achieved the expected standard in Reading.
- 23.8% of the school's Disadvantaged cohort achieved the expected standard in Writing.
- 28.6% of the school's Disadvantaged cohort achieved the expected standard in Maths.
- 9.0% of the school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths.

KS2 Outcomes

- 81.8% of the school's Disadvantaged cohort achieved the expected standard in Reading.
- 45.5% of your school's Disadvantaged cohort achieved the expected standard in Writing.
- 45.5% of your school's Disadvantaged cohort achieved the expected standard in Maths.
- 27.3% of the school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths.
- The school's Disadvantaged cohort of 11 pupils have a Reading Scaled Score of 104.6.
- The school's Disadvantaged cohort of 11 pupils have a Maths Scaled Score of 99.9.

Brampton Village Primary School

NFER Data Summer 2022

Test Performance Profile Report Summer 2022

Reading	< 100	100+
All Pupils	89 (26.3%)	175 (51.8%)
Pupil Premium	33 (28.9%)	55 (48.2%)
Not Pupil Premium	56 (25.0%)	120 (53.6%)

Writing	< 100	100+
All Pupils	89 (26.3%)	83 (24.6%)
Pupil Premium	45 (39.5%)	20 (17.5%)
Not Pupil Premium	44 (19.6%)	63 (28.1%)

Mathematics	< 100	100+
All Pupils	93 (27.5%)	176 (52.1%)
Pupil Premium	36 (31.6%)	53 (46.5%)
Not Pupil Premium	57 (25.4%)	123 (54.9%)

Combined	Below 100 in one or more	100+ in all
All Pupils	153 (45.3%)	74 (21.9%)
Pupil Premium	63 (55.3%)	20 (17.5%)
Not Pupil Premium	90 (40.2%)	54 (24.1%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding

Number of service pupils at October 2022 census (2021)	42 (38)	Service pupil premium funding allocation this year	£12.2k
Measure	Details		
How did you spend your service pupil premium allocation last academic year?	As in previous years, and in line with recognised good practice, we put support in for our Service Children through increased administrative support and a Transition Mentor.		
What was the impact of that spending on service pupil premium eligible pupils?	The increased administrative support has enabled families to be supported through school holidays when many of them want information about starting, often at short notice.		

Brampton Village Primary School

	<p>One of our pastoral team also operates as Transition Mentor, welcoming new children to the school and helping them in preparation for moving on when parents are posted. They support children in limiting the impact of long absences of a parent due to postings. They have been able to meet children regularly, write messages and deal with related anxieties.</p> <p>As part of their role the Mentor has helped children when faced with difficulties with making friends due to regular school movement.</p> <p>Previous surveys from Service Families have indicated that they preferred to have emotional support for their children in school to help when adults were posted overseas.</p>
--	---

Additional activity

We also do many, many things for pupils which do not cost money. For example, clear transition into the school or into secondary school, regular meetings and parent meetings. Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We have looked at a variety of evidence from multiple sources of data including assessments, book scrutiny, conversations with pupils, parents and staff in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used The Education Endowment Foundation Guide To The Pupil Premium to help us develop our strategy and in order to secure better outcomes for pupils.

The Education Endowment Foundation Guide To The Pupil Premium :

A tiered approach to Pupil Premium spending

Teaching	Targeted Academic Support	Wider Strategies
<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p>