

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	Bramley Grange Primary School
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	January 2021
Statement authorised by	FGB
Pupil premium lead	Rachel Colquhoun
Governor / Trustee lead	Chris Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49 350
Recovery premium funding allocation this academic year	£12 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61350

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance data for the last 12 months shows that attendance amongst disadvantaged pupils has been 3.5% lower than non-pupil premium pupils

2	Attendance data for 2019/2020 shows that attendance amongst disadvantaged pupils has been 4.8% lower than non- pupil premium children.
3	<p>Assessments show that many of our disadvantaged pupils have been impacted by partial closure to a greater extent than other pupils. National Studies support these findings.</p> <p>This has resulted in significant gaps leading to pupils falling behind age related expectations especially in maths ,phonics and spelling.</p>
4	Observations, discussions show that 60% of our disadvantaged pupils have pastoral needs which impact on learning and attainment, higher than non pupil- premium children.

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
Attendance gap between non pupil premium and disadvantaged to be closed	Attendance for disadvantaged to be in line with non- pupil premium children
Improved maths attainment among disadvantaged pupils	KS2 Maths attainment for disadvantaged will be 60% at expected standard 60% achieving greater depth standard with all children achieving targets set
Improved phonics attainment among disadvantaged pupils	Y3/4 phonics assessments will show better than expected progress with 100% disadvantaged children completing the programme
Improved spelling attainment among disadvantaged pupils	KS2 SPAG attainment for disadvantaged will be 60% achieving the expected standard, 60% achieving greater depth standard will disadvantaged children achieving targets set

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: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Basic skills lessons in maths delivered weekly	EEF guidance Improving mathematics in key stages 2 and 3	3
Embedding of a mastery maths curriculum in line with DFE and EEF guidance	Mastery learning in maths can add 6+ progress	3
Phonics delivered daily across school - including LKS2	Phonics can improve decoding and fluency for older readers. For younger children evidence shows that effective teaching of phonics has a positive impact and is an important component in the development of early reading particularly for those from a disadvantaged background	3
Revamp and Relaunch teaching of spelling across whole school	Phonics can improve decoding and fluency for older readers. For younger children evidence shows that effective teaching of phonics has a positive impact and is an important component in the development of early reading particularly for those from a disadvantaged background	3
Develop an inclusion team who will remove barriers to learning	Maslow's hierarchy of needs shows that when all needs are met children can learn	1 2

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

Budgeted cost: £ 25 000

Activity that supports this approach	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Additional phonics sessions targeted at Y3/4 children delivered in collaboration with the English Hub	Phonics can improve decoding and fluency for older readers. For younger children evidence shows that effective teaching of phonics has a positive impact and is an important component in the development of early reading particularly for those from a disadvantaged background	3
Small group interventions - English	Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Small group interventions - Maths	Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £ 6 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for relevant staff to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 2

develop and implement new procedures		
Consultancy support on behaviour management and school routines with the aim of developing our school vision	Targeted and universal approaches can have positive overall effects: Behaviour interventions EEF - educationendowmentfoundation.org.uk	4
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	

Total budgeted cost: £ 61350

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of the google platform for virtual teaching.

Overall attendance in 2020/21 was higher than in the preceding years at 96.3%, at times when all pupils were expected to attend school; absence among disadvantaged pupils was 2% higher than their peers and persistent absence 3% higher. There is still a gap in attendance between disadvantaged pupils and non -pupil premium pupils. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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 (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We supported a child with transition to a new school and a new country
What was the impact of that spending on service pupil premium eligible pupils?	Teacher observed improved well - being for our service children.

Further information (optional)

We are participating in a disadvantaged project ' Making the difference' in collaboration with Rotherham Schools and supported by EEF. Our disadvantaged leader is leading this project, which is aimed at improving quality first teaching for disadvantaged pupils.