

Brampton Village Primary School

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	Brampton Village Primary School
Number of pupils in school on 24 November 2021 (at October 2021 census)	567 (553)
Percentage of pupil premium eligible pupils on 24 November 21 (at October 2021 census) - excludes service pupils	23.6% (21.7%)
Academic year/years that our current pupil premium strategy plan covers	2021/22; 2022/23; 2023/24
Date this statement was published	14 th December 2021
Date on which it will be reviewed	24 th March 2022
Statement authorised by	The Governing Body
Pupil premium leads	Peter Allen (HT) and Lisa Cooper (DHT)
Governors	Mary Campling-Woollam Belinda Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152.7k
Recovery premium funding allocation this academic year	£15.2k
Pupil premium funding carried forward from previous years	£2.0k
Total budget for this academic year	£169.9k

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.

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 teaching 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.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- All children have access to the same extra-curricular 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.

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	The effect of school closure and remote learning on progress has been highly variable among all of our pupils, but has particularly affected our disadvantaged pupils where there is a higher level of complex need related to both learning and behaviour. These findings are supported by national studies.
2	Effect of school closure/remote learning particularly on Year 2 and Year 3 pupils, where learning behaviours along with social and emotional maturity have been affected by the impact of losing a high proportion of two school years.
3	Some pupils have limited experiences beyond their home life and immediate community, especially in relation to access to books, libraries and technology. Assessments and observations indicate under-developed oral language skills amongst disadvantaged pupils.
4	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.
5	There is high mobility of pupils due to growth of the village. Many children have experienced two or three different schools in a few years and this has led to inconsistencies in their experience.
6	There has been evidence of increased emotional need amongst many children since school closure. This has impacted on their learning and have not made expected progress.
7	Increased staff mobility due to the increasing number of classes, both teachers and support staff. This has previously led to inconsistencies in learning.

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
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 PP 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 PP 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 PP 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.

Brampton Village Primary School

Attendance rates for pupils eligible for PP continue to increase	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for PP. Attendance in 2020-2021 for PP was 92.4% and for all pupils was 95.4%.
To support children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn.	<ul style="list-style-type: none"> Children make good progress and there are less instances of disruptive behaviour recorded. The STEPS approach to behaviour management is successfully implemented Staff receive appropriate professional development for them to support children. Additional time funded for the SENCo to support children, and administrative support put in place. Creation and outfitting of “The Bridge”, a nurturing space for children who need some time in an alternative environment during the school day. Implementation of Provision Map allows more careful tracking of provision and outcomes. Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, surveys and teacher observations.
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.

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: £62.3k

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>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>	<p>1</p> <p>7</p>

Brampton Village Primary School

<p><i>Funding of an additional class in lower KS2 to allow single year teaching rather than mixed Year 3/Year 4 classes.</i></p> <p><i>2021/22's Years 2 and 3 have missed proportionately the highest amount of school due to covid and learning behaviours and resilience have suffered as a consequence. For Y3 in particular, moving from a single age class in KS1 to a mixed class in KS2 a particular challenge.</i></p>	<p>Primarily for financial reasons the school has run mixed age classes in Key Stage 2 for some years during a time of rapid growth. There is no definitive evidence as to whether mixed classes improve or impede pupil progress, except that the children who demonstrate a benefit in terms of social development and self-confidence in mixed age classes are those in the older age group.</p> <p>Cronin (2019) <u>To mix or not to mix: a critical review of literature on mixed-age groups in primary schools</u></p> <p>De Lemos (1999) <u>The effectiveness of multi-age grouping: an Australian study</u></p>	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40.3k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>HLTA led interventions delivered outside the classroom targeted at pupils who require additional support to overcome barriers to learning. Our HLTA led interventions will be 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>	2
<p><i>“Top up” of funding received as School Led Tutoring grant.</i></p> <p><i>The School Led Tutoring Grant covers 75% of the cost of tuition, specifically aimed at smaller groups, and pupil premium is being used to cover the remaining 25% 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>	2 4

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

Budgeted cost: £67.3k

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.</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>	2 5

Brampton Village Primary School

<p><i>Additional support for children with behaviour issues and/or difficulty accessing learning in the classroom.</i></p> <p><i>Cost of setting up “The Bridge”, a nurture room to support children with sensory or social and emotional needs and also for children who, for various reasons, find it difficult to be in large classes all the time.</i></p>	<p>We have financed the work of a part time Pastoral Worker this year, whose role is to provide both proactive and reactive support for our vulnerable pupils.</p> <p>She acts as a key worker for children who are struggling, meeting with them 1:1 throughout the week, and delivers targeted social and emotional programmes if required. They 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. The funding has also been used to provide counselling services (play and music therapy) if necessary.</p> <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>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.</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
<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>	6

Total budgeted cost: £170.2k

Brampton Village Primary School

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly but not significantly lower than all pupils across the school.

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 offset by our desire to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by White Rose, the Oak National Academy but primarily through resources developed by our staff.

Attendance remains a focus of our current plan as we need to ensure that our disadvantaged pupils receive as much direct teaching as possible.

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

Brampton Village Primary School

Service pupil premium funding

Number of service pupils at October census	38	Service pupil premium funding allocation this year	£14.1k
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?		<p>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.</p> <p>The Transition Mentor has supported children which has helped to limit 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>