



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	Bramhope Primary School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	2.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	16.12.21
Date on which it will be reviewed	16.12.22
Statement authorised by	Rachel Colbourn
Pupil premium lead	Chris Dawes
Governor / Trustee lead	Caroline Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,760
Recovery premium funding allocation this academic year	£2000
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	£16,760



Part A: Pupil premium strategy plan

Statement of intent

Our overall objective is straight-forward - we work to support every child to be successful in every way. However simple or complex the individual pupils' needs are, we try to work out what the pupils needs and ensure we provide it at the right level and at the right time.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This is used alongside research conducted by the EEF, The Sutton Trust as well as other organisations and agencies.

Common barriers to learning for some pupils in the small cohort of disadvantaged children that have been identified at Bramhope Primary School are: providing additional support for parents, weaker maths, language and communication skills, lack of confidence, more frequent behaviour difficulties as well as attendance and punctuality issues. We seek to ensure all families feel included in the school and local community. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Challenges

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

Challenge number	Detail of challenge
1	Lack of diversity of reading books throughout the school leading to a lack of sense of belonging.
2	Literacy and a love of reading: Some pupils entering school with below age-appropriate literacy skills which makes it difficult for them to fully access the curriculum.

3	Numeracy skills: Some pupils entering school with below age-appropriate numeracy skills which makes it difficult for them to fully access the curriculum.
4	Parental engagement can be challenging with a small number of parent/ carers of our disadvantaged pupils. It is vital for school and parents to work together to maximise pupil progress.
5	Financially disadvantaged: a small number of pupils do not always access curricular and extra-curricular activities.
6	A number of pupils require some additional pastoral support in order to maximise progress.

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
<i>Accelerate</i> progress in speech and language development from EYFS so pupils meet national expectations. (2)	<ul style="list-style-type: none"> • Targeted interventions in place • Increased opportunities for conversations and good role modelling by adults • Referrals to speech and language service to be made throughout the year.
<i>Improve</i> the level of attainment of KS1/KS2: phonics, reading and writing. (2,3)	<ul style="list-style-type: none"> • Targeted interventions show progress against objectives • Gaps in learning narrowed • attainment data
<i>Ensure</i> all disadvantaged pupils receive access to high quality Teaching and Learning, with a particular focus on Literacy and numeracy (1/2/3)	<ul style="list-style-type: none"> • All classes follow an appropriate curriculum that is broad and balanced, leads to success and engages disadvantaged learners. • Assessment used effectively to raise profile of literacy across the school, evidenced at Progress checks chronologically through the year.

	<ul style="list-style-type: none"> • Pupil voice demonstrates an increased love of reading and understanding of the importance of literacy and numeracy across the curriculum.
<p><i>Equip</i> all staff to effectively support pupil's social, emotional and mental health (6)</p>	<ul style="list-style-type: none"> • Early identification of children's needs • Pastoral care register shows support in place to meet identified needs • Regular reviews show impact of support •
<p><i>Remove</i> barriers which prevent disadvantaged pupils accessing extra-curricular activities. (5)</p>	<ul style="list-style-type: none"> • Finance is not a barrier to disadvantaged children attending extra-curricular activities. • Increasing number of disadvantaged children taking part in extra-curricular activities. • Full engagement in all enrichment opportunities.



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: £ 12,343

The teaching of reading, writing and spelling in KS1 is of a consistently high quality.	Evidence that supports this approach	Challenge number(s) addressed
Purchase Read Write Inc reading and writing scheme for Y1-Y3 plus KS2 intervention	EEF & Sutton Trust – the effects of high quality classroom teaching are significant for disadvantaged children.	2,3
Ring fence school budget in order to provide cover for subject leads so that they can monitor their subject and ensure they are effectively meeting the needs of disadvantaged learners. This is supplemented by ring fencing money for staff training with school improvement advisor	Sutton Trust- Investing in high-quality teaching is the most effective way to improve the attainment of pupils.	1,2,3
Hold robust pupil progress meetings with the head teacher and SENCO to evaluate impact of provision, identify any other barriers to learning and agree next steps to address these.	School research has shown these meetings benefit pupils and ensure barriers to learning/ areas of weaknesses are being identified and being addressed through quality first teaching and targeted interventions.	2,3

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

Budgeted cost: £ 1400.00

Improve key mathematical skills and give children confidence in their arithmetic.	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Mathletics subscription for children to access at home.</p> <p>Purchase Times table rockstars subscription for children to access at home.</p>	<p>Mathletics is independently proven to significantly improve levels of attainment and progress (University of Oxford).</p> <p>https://www.teachwire.net/uploads/products/9-reasons-your-school-should-be-using-Mathletics-a-business-case.pdf</p> <p>Mathletics and TT Rockstars are proven to increase parental engagement.</p>	3,4,5
<p>Accelerate progress, close the attainment gap</p> <p>Identify and target gaps in learning through quality first teaching and targeted interventions.</p> <p>Utilise a range of targeted interventions such as Pre teaching, Precision teaching Lexia, Alpha to Omega and Spot on Number- KS1 maths. Use EEF toolkit, FFT to identify any further interventions required.</p>	<p>EEF recommendation- Use high quality structured interventions to help pupils who are struggling with their literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions</p>	2,3





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

Budgeted cost: £ 3017.00

Increase the diversity of the school reading books	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a range of age appropriate class reading books from ethnically and socially diverse and under represented backgrounds.</p>	<p>Research Evidence on Reading for Pleasure (DfE, 2012)</p> <p>The Sutton Trust</p> <p>Children who are read to gain a higher amount of pleasure from reading.</p> <p>Children who are taught about diversity daily will have a more rounded understanding of the world around them.</p> <p>Guidelines on diversity and inclusion in schools (British Council, 2010).</p>	<p>4,5,6</p>
<p>Raise confidence, self belief and aspirations of pupil premium children</p> <p>Provide funding and priority places to support pupil premium children, enabling them to access enhanced experiences such as extra-curricular musical tuition, pottery club and sports clubs</p>	<p>Sutton Trust- Schools should focus on ensuring a wider range of their pupils develop a broad array of non academic skills, through both classroom strategies and extra-curricular enrichment activities such as debating, cultural visits and volunteering.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</p>	<p>5, 6</p>

<p>Ensure all enrichment experiences (such as dance workshop) enhance the curriculum.</p>		
<p>Support families of pupil premium children so they feel fully supported with their child's learning</p> <p>Provide workshops focusing on ways to help children health-wise plus academically and socially.</p>	<p>EEF- Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	<p>5,6</p>
<p>Provide staff with effective support in order to strengthen children's social, emotional and mental health.</p> <p>Arrange parent workshops focusing on strategies to support children's mental health and well-being.</p> <p>Provide funding for dedicated pastoral team of two HLTAs to work 1:1 and in groups with children.</p>	<p>DfE: use your existing resources more effectively promote good mental health and wellbeing in your setting. Quickly identify individual pupils who need support with their mental health work effectively with local children and young people's mental health services, including Mental Health Support Teams where they are established.</p>	<p>6</p>



<p>Provide DDSL with lead senior mental health training</p> <p>Fund additional support for parents eg Thesan Coaching.</p>		
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Total budgeted cost: £ 16,760



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.

Of the pupils who attended school and sat the summer term internal standardised tests:

100% achieved expected standard or more in reading.

100% achieved expected standard or more in maths.

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A