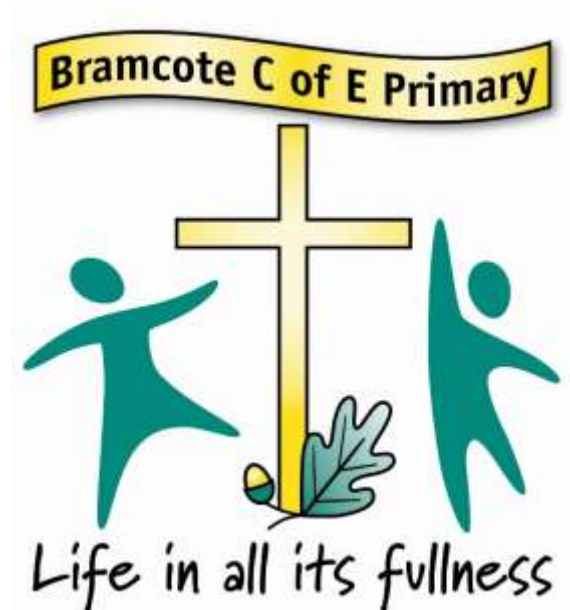


BRAMCOTE C OF E PRIMARY SCHOOL



PUPIL PREMIUM STATEMENT

2022-2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (2024-25) 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	Bramcote C of E Primary School
Number of pupils in school	196 (updated Jan 2025)
Proportion (%) of pupil premium eligible pupils	14 pupils (7%) (National -24.6% 2023-2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 academic years from September 2022
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Sarah Meredith, Headteacher
Pupil premium lead	Sarah Meredith, Headteacher
Governor / Trustee lead	Tim Brindley Chair of Governors

Funding overview

Detail	2022-23	2023-24	2024-25
Pupil premium funding allocation this academic year	£24,930	£26,190 (18)	£20,720 (14)
Recovery premium funding allocation this academic year	£3,232	£1,484 Apr/Aug	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Total budget for this academic year	£28,162	£27,674	£20,720 (Confirmed in reforecast Nov 2024)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year			
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Part A: Pupil premium strategy plan

Statement of intent

At Bramcote C of E Primary School, we strive to provide our children with “Life in all its fullness” by learning, growing, helping, rewarding, achieving and creating a happy, caring, stimulating, creative and Christian Community. We believe each child to be a gift and will love, encourage and nurture everyone irrespective of their background or the challenges they face. It is our aim to enable all children to make good progress and achieve their fullest potential in their work, their mind, their body, their heart and spirit so they become the person God wants them to be.

The Pupil Premium Grant is a vital resource that supports our vision of equity and excellence for every child. We recognise that pupils eligible for this funding may face challenges that impact their progress, including financial, social, or emotional disadvantages. Our strategy is designed to address these challenges holistically, ensuring that all pupils benefit from a tailored, evidence-based approach to their learning and well-being.

We aim to:

- Close attainment gaps between disadvantaged pupils and their peers by providing targeted academic support and high-quality first teaching.
- Support personal development by fostering resilience, confidence, and positive mental health through pastoral care and enrichment opportunities.
- Promote equity in access to extracurricular activities, resources, and experiences that enhance learning and life skills.
- Empower families by strengthening home-school partnerships and offering guidance to support their child’s education journey.

Our approach is underpinned by a rigorous analysis of data and evidence, ensuring resources are allocated effectively to maximize impact. We are committed to regular review and reflection, working collaboratively with stakeholders to adapt and refine our strategy as needed.

Through our Pupil Premium Strategy, we strive to uphold our school’s values of responsibility, respect, kindness, honesty, co-operation, responsibility and creativity ensuring that every child feels valued, supported, and equipped for lifelong success.

Our primary goal which is also integral to wider school plans is to deliver targeted support to children in receipt of pupil premium through a range of 1:1, small group, pre / post teaching sessions and in class support which will be regularly reviewed and modified as appropriate leading to secure learning and progress. All our teaching staff understand the importance of providing this support and intervention.

We believe it is important that well-being, self-belief and resilience are placed as a high priority for all children and for our pupil premium children we ensure that they are assured the opportunity to attend educational visits, residential and extra-curricular activities and support from our Emotional Literacy Support Assistant (ELSA)

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception to Y6, in general it is noted that there is a greater prevalence among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers which negatively impacts their development as readers.
3	Internal and external assessments indicate currently that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing & maths.</p>
5	<p>Our assessments observations and discussions with pupils and families have identified that that there are on-going difficulties in relation to children's social, emotional well-being that can be linked to the effects of COVID 19 pandemic. This is particularly evident with children from disadvantaged backgrounds.</p> <p>Teacher referrals for support have markedly increased since March 2020 with more pupils currently requiring additional support with social and emotional needs.</p> <p>A number of our PP children require support due to lack of self-belief, low self-esteem and confidence.</p>
6	<p>Although attendance data throughout the school has been improving over the year.</p> <p>A proportion of our disadvantaged pupils have been 'persistently absent' compared of their peers.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress due to missed learning and detrimental impact on social and emotional behaviours.</p>

Aims of the plan 2024-25

Aim	Target	Target Date
Attainment in Reading, Writing and Maths at the expected level.	Approximately 61% of disadvantaged children (cohort dependent) are attaining at the expected level in reading, writing and maths.	July 2025
Attainment in reading, writing and maths at Higher level.	10% of pupils are able to achieve the Higher Standard / Greater Depth in reading, writing and maths.	July 2025
Phonics	66% (National 66% 2024) pupil premium pupils in Y1 to achieve the Y1 phonics check.	July 2025
Pupils with SEN and PP are able to access specific planned interventions to promote good pupil progress and outcomes.	Pupil Premium Pupils who are also identified as SEN receive support, access specific intervention programmes e.g. Nessy, Number shark, Reading eggs, Maths seeds. Phonics interventions. These interventions have a positive impact on their progress from their starting points.	July 2025
Good progress in Personal, social, emotional development.	<p>Improvements are seen through a reduced number of behaviour incidences being reported and increased participation and engagement in class activities is seen.</p> <p>Pupils are able to access out of school activities leading to raised self-esteem.</p> <p>Pupils are able to take up opportunities to participate in class educational visits leading to improved outcomes and social integration.</p> <p>Pupils are supported with ELSA interventions / access to Forest School increasing engagement and emotional regularion.</p>	July 2025

Long Term 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Through assessments and observations oral language among disadvantaged pupils is improved leading to better long term outcomes for the children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024-2025 indicate 100% of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024-2025 indicate that 100% of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in engagement and behaviour. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2024-25** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use a baseline and end of year assessment of reading to give accurate indication of attainment.</p> <p>Staff to ensure assessments are interpreted and administered correctly and in house moderation takes place to secure outcomes.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>HLTA to deliver NELI intervention to support language and communication to identified disadvantaged pupils in Y1.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Infant staff to consistently deliver Phonics Bug-Club phonics (DfE validated Systematic Synthetic Phonics programme) daily to secure stronger phonics teaching for all pupils. Monitor and support disadvantaged pupils as appropriate.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Changes</p>	3

CPD (including Teaching for Mastery)	<p>to our maths scheme of work – involving more taught reasoning which enables the application of arithmetic.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning. Using KAPOW well-being resources to provide a clear progressive approach throughout school to the teaching of Social and emotional learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Continuing ELSA support</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills by	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Staff training attended and Drawing club introduced into Reception and Y1 supporting building vocabulary, listening and understanding.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as part of our morning interventions and recovery.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Reading Eggs – supports phonic strategies and whole word reading for pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Addition staff to support with delivery of specific intervention delivered either 1:1 or within a small targeted group.	<p>Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £5,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being and PSHE approaches prioritised with the aim of strengthening our school ethos and improving behaviour and learning behaviours across school.</p> <p>2 Circle times time tabled per week</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Staff to develop and implement new procedures as laid out in Attendance policy January 2025</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Updated Attendance policy / more tightly monitoring of punctuality and absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £20,720

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal school assessments during 2023/24 suggested that the performance of disadvantaged pupils had improved from the previous year in key areas of the curriculum.

Our assessment of the reasons for these improvements we recognised from identifying needs earlier and putting support and intervention in place swiftly.

Small group and 1:1 interventions were applied, we subscribed to Reading Eggs and Maths Seeds and this had a huge impact particularly on Y2 pupils who had struggled from entry into school due to the effects of COVID 19 on their learning.

ELSA support and a comprehensive RSHE framework supported pupils socially and emotionally with their mental health and well-being this enabled them to demonstrate better learning behaviours.

Consistently applying Bug-Club phonics through the infants with better match reading books being available enabled improved phonic outcomes even if just slightly below expected standard.

Attendance has improved throughout 2023/24 continued to be just above national.

One issue noted regarding attendance was the amount of holidays taken in term time. A proportion of these were children from pupil premium families who chose to take children out of school due to affordability.

Throughout the school year we worked on a restorative and relationship based behaviour policy, this meant that children were made more accountable for their actions and worked in partnership to restore harm done. We noticed that this had a huge impact on learning behaviours throughout school and particularly those with SEMH issues who were also Pupil Premium.

Externally provided programmes

Programme	Provider
None	N/A

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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No Service Premium was received at Bramcote C of E Primary School.
What was the impact of that spending on service pupil premium eligible pupils?	No Service Premium was received at Bramcote C of E Primary School.