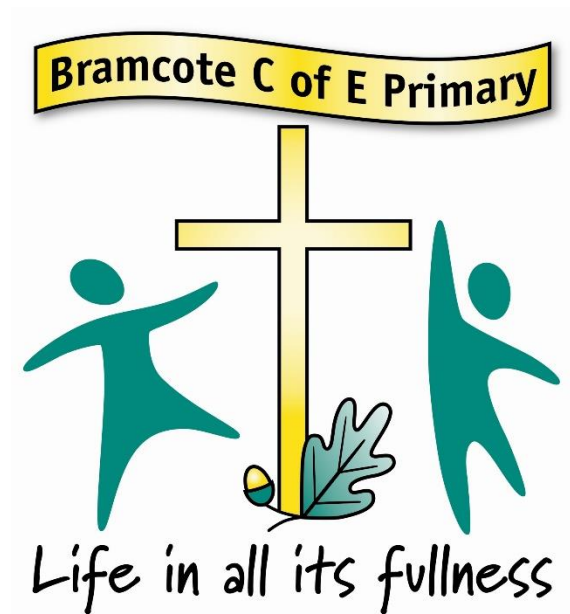


# BRAMCOTE C OF E PRIMARY SCHOOL



## PUPIL PREMIUM STATEMENT

2022-2025

# Pupil premium strategy statement

This statement details our school's use of pupil premium (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	Bramcote C of E Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	10 – 5% (18 at October Census 9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 academic years from September 2021
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Meredith, Headteacher
Pupil premium lead	Sarah Meredith, Headteacher
Governor / Trustee lead	Cindy Jones Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450 (10 pupils)
Recovery premium funding allocation this academic year	£6,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,950

# 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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including enabling 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 who are 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.

At the heart of our approach we will provide all learners with high-quality first teaching, 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 primary goal which is also integral to wider school plans for education recovery, is to deliver targeted support to children in receipt of pupil premium this is provided through a range of 1:1, small group, pre / post teaching sessions and in class support. Support sessions are carried out, 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. Their needs are also considered when allocating places with our school councillor.

## 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 through to KS2 and in general, are more prevalent 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. This negatively impacts their development as readers.
3	Internal and external (where available) 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 &amp; maths.</p>
5	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. More currently require additional support with social and emotional needs.</p> <p>A number of our PP children require support due to lack of self-belief and confidence.</p>
6	<p>Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.</p> <p>X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period.</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> <p><i>*Difficult to compare attendance due to Covid19 and impact on whole school attendance.</i></p>

## Aims of the plan 2021-22

Aim	Target	Target Date
Attainment in Reading, Writing and Maths at the expected level.	Approximately 78% (Cohort dependent targets) are attaining at the expected level in reading, writing and maths.	July 2022
Attainment in reading, writing and maths at Higher level.	25% of pupils are able to achieve the Higher Standard / Greater Depth in reading, writing and maths.	July 2022
Phonics	100% pupil premium pupils in Y1 to achieve the Y1 phonics check.	July 2022
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, Phonics interventions, specific maths interventions have a positive impact on their progress from their starting points.	July 2022
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>	July 2022

## 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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. 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 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met 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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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"> <li>• 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%.</li> <li>• 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.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2021-22** 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>Training for staff to ensure assessments are interpreted and administered correctly.</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></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>Training for Foundation teacher and HLTA to deliver NELI intervention to support language and communication.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Infant staff to receive training in the delivery of Phonics Bug-Club a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	3

CPD (including Teaching for Mastery)	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
<p>Improve the quality of social and emotional (SEL) learning. Subscribe to Heart Smart TV to provide a clear progressive approach throughout school to the teaching of Social and emotional learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></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
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	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.	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: <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Buying in a teacher time to lead 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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

**Budgeted cost: £5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on well-being and PSHE approaches with the aim of developing our school ethos and improving behaviour and learning behaviours across school.</p> <p>Providing a CASY councilor for ½ day per week for the year to support children with anxiety, friendship issues and to support mental health and well-being.</p> <p>1:1 session plus 2 nurture groups per ½ term.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.eef.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent 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: £19,950**

## 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 school assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 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, staff provided pupils with videos to support parents with teaching.

Although overall attendance in 2020/21 was lower than in the preceding x years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

*\*Difficult to comment on attendance for the year 2020-21 due to school closure in January 2020 and the impact of children being out of school due to Covid isolation or class closures during the period up to July.*

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 offered places to identified pupil premium and SEN children during school closure in January 2020 to support families who were struggling to support their children.

We ensured that pupil premium children were offered laptops during school closure to support their learning at home.

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

Programme	Provider
None	N/A

## 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.