

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 Vale Primary |
| Number of pupils in school | 144 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Robert Rumsby Headteacher |
| Pupil premium lead | Jamie Grafton Assistant Headteacher |
| Governor / Trustee lead | Par Bual |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 62,490 |
| Recovery premium funding allocation this academic year | £ 6,670 |
| 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 | £69,160 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make at least good levels of academic progress, and leave primary school with the knowledge, skills and personal qualities needed to successfully tackle the next stage of their education. We have a high percentage of disadvantaged pupils (41%). Our disadvantaged pupils, regardless of their ability, will be supported and challenged in order to realise their potential.

Our school motto is 'Every child, every day.' Ensuring disadvantaged children attend school through a clear early help programme is crucial in our endeavour to provide them with an engaging curriculum, high-quality teaching and a nurturing environment where they feel safe, supported, and motivated to learn. We aim to make our school an exciting place to be, so that children want to attend. Once they are here, our strategy will ensure that our objectives are met.

The key to our strategy is quality first teaching, an engaging curriculum and wider school experiences. Quality first teaching is underpinned by rigorous formative assessment, and progress tracking. To maintain sustained progress, wave two and wave three interventions are carried out for pupils in need. We also offer targeted support for pupils most in need of education recovery through use of the National Tutoring Programme.

We aim to offer rich and broad experiences for our children to develop the cultural capital of each child. We want our pupils to be outward looking, and not be limited by their immediate locality. This is primarily achieved through our CRAVE curriculum. Immersive learning experiences are provided in all subjects so that disadvantaged pupils have gaps plugged in their knowledge, skills and experience. All subject leaders have high expectations of disadvantaged pupils, and monitor progress and attainment. Our expectation is that pupils have the opportunity to excel in all areas of the curriculum.

To implement this strategy successfully, disadvantaged pupils are monitored and assessed as soon as they enter EYFS. Throughout their primary education, they are continuously monitored so that necessary interventions can be implemented for individuals and groups. Small family school. Work in collegiate fashion. All staff clear on need to close gap between NPP and PP.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Analysis of reading records indicate that 31% of disadvantaged pupils have low levels of home reading (<10 home reads per half term). This impacts their ability to make progress with reading fluency and comprehension. It also impacts their love of reading, appreciation of different genres of literature, and understanding of the world. |
| 2 | Our records from a range of parent events (parent evenings/class assemblies/open days) and completed homework show that there are low levels of parental engagement from many of our disadvantaged pupils. |
| 3 | 54% of our disadvantaged children are classed as vulnerable (have at some point had a safeguarding concern raised). Our vulnerable children are disadvantaged as they suffer from emotional distress, anxiety, low self-esteem and lack of resilience. Consequently, their ability to work to the best of their ability is impacted, which results in slower academic progress. |
| 4 | Life experience questionnaires carried out by upper key stage 2 pupils show a disparity between disadvantaged and non-disadvantaged pupils e.g. 5% of disadvantaged pupils have visited London, compared with 45% of non-disadvantaged pupils. Limited life experiences negatively impact our disadvantaged pupils in terms of creativity, knowledge of the world and speaking and listening skills. This impacts their progress in all curriculum subjects. |
| 5 | Our assessment data shows that 53% of disadvantaged pupils are working below ARE in writing. These pupils need to make significantly accelerated progress in Y6 in order to be 'secondary school ready'. |

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 |
|--|--|
| Increase the frequency with which all pupils read with an adult, particularly our disadvantaged pupils | All children will achieve a minimum of 10 reads with an adult per half term. Reading attainment (ARE) will be at least in line with national. |

| | |
|---|---|
| | <p>Reading attainment for disadvantaged pupils will be in line with non-disadvantaged pupils.</p> <p>Pupil surveys will show that all pupils have a positive view of reading.</p> |
| <p>To increase the percentage of parental involvement across a wide range of school events</p> | <p>Registers from parent events will show an increase in attendance, particularly from the parents of disadvantaged pupils.</p> <p>Homework completion will be at least 90% in all classes.</p> |
| <p>To support our vulnerable pupils so that they are able to learn effectively</p> | <p>Our vulnerable pupils will have at least 96% attendance.</p> <p>Pupil surveys and teacher observations will show that vulnerable pupils feel safe and happy at school and enjoy learning.</p> <p>Vulnerable pupils will make at least 4 steps of progress in each subject.</p> |
| <p>To design a curriculum that enhances the life experiences of all our pupils and develop their cultural capital</p> | <p>The CRAVE curriculum will offer rich learning experiences in all topics taught across school (visits, visitors, immersion days).</p> <p>Our pupils will think more critically and creatively, and will use a more broad and advanced vocabulary, which will lead to greater levels of progress and attainment across the curriculum.</p> |
| <p>Improve writing progress and attainment for all pupils across school</p> | <p>Writing attainment (ARE) will be at least in line with national.</p> <p>Writing attainment for disadvantaged pupils will be in line with non-disadvantaged pupils.</p> |

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: £43,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1, 5 |
| Purchase of a reading comprehension scheme | Based on extensive research, reading comprehension strategies have a very high impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 1 |
| Purchase of standardised diagnostic assessments | NFER tests are used to identify specific strengths and weaknesses of each pupil in all year groups. Question level analysis is then used in inform the planning of lessons and which pupils to support through specific interventions. | 1 |
| CPD for writing conferencing for all teaching and support staff | Based on extensive evidence, writing conferencing has a very high impact on learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 5 |

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

Budgeted cost: £16,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>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 number of which are disadvantaged pupils.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | 5 |
| <p>Additional reading/spelling sessions targeted at pupils who require further support. This is delivered using a dyslexia friendly programme (Nessy)</p> <p>Purchase of an intervention to target pupils with low level spoken English, particularly those that are disadvantaged (Flash academy)</p> | <p>There is evidence to show that pupils make accelerated progress in reading and spelling using this programme.</p> <p>https://www.nessy.com/en-us/shop/research/nessy-reading-and-spelling-pilot-case-studies</p> | 1 |
| <p>Early language intervention (Nuffield early language intervention) to improve speaking and listening and develop vocabulary for pupils on entry into reception</p> | <p>Extensive research shows that pupils receiving the NELI programme make 3 additional months progress in oral language skills.</p> <p>https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</p> | 1,5 |

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

Budgeted cost: £10,160

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Support services for vulnerable pupils/families (PY4P/listening ear/nurture) | Case studies show that children receiving support have improved mental health and wellbeing, which positively impacts their ability to learn in school. https://www.peopleshealthtrust.org.uk/sites/default/files/P4YP%20Activity.pdf | 2, 3 |
| Planned activities to involve parents and make them feel more part of their child's learning Attendance on educational visits Reading/writing open days | Based on extensive research, increased parental engagement has a moderate impact (4 months additional progress). | 1, 2, 5 |
| Subsidised educational visits and residential activities to address gaps in pupil experiences based on outcomes of life experience questionnaires | | 4,5 |

Total budgeted cost: £69,160

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 end of year internal assessments showed that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils. There is no PP data to compare to from 2019 (3 years ago), as that cohort had no disadvantaged pupils. As a result of the low level attainment, a significant number of our disadvantaged pupils will need to make accelerated progress in the 2021/22 academic year.

The impact of COVID-19 had a significant impact on the attainment of both disadvantaged and non-disadvantaged pupils, but the impact was felt greater for our disadvantaged pupils, as they were unable to access the extra support that was planned for use in school. We were able to offer support through our use of home school teaching, but engagement with this was lower from our disadvantaged pupils. To provide as much support as possible, we prioritised vulnerable disadvantaged pupils when allowing children back into school during the second national lockdown, whilst still adhering to COVID guidelines. As a result, these children didn't suffer from the mental health challenges that have been reported in other schools locally and nationally. As well as good levels of wellbeing, behaviour amongst all our pupils has significantly improved over the past year. This allows us to focus on driving academic progress in our current plan.

There has been an improvement in attendance for our disadvantaged pupils. The percentage of disadvantaged pupils with disruptive attendance patterns has dropped from 17% to 12%, which is broadly in line with non-disadvantaged pupils.

To tackle the impact of lost learning, our school made use of recovery funding to target Y5 pupils who had fallen furthest behind in maths. Using online tutoring (3rd space learning), we were able to deliver a catch up programme for these pupils prior to starting Y6. This strategy has already had a strong impact, as Autumn term 2 assessments showed that all Y6 pupils had made accelerated progress 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 |
|-----------|----------|
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