

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	135
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£87,517
Recovery premium funding allocation this academic year	£9,135
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	£96,652

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 (46%). Our disadvantaged pupils, regardless of their ability, will be supported and challenged 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 employ a highly qualified former literacy lead teacher to cover PPA, ensuring that quality first teaching is maintained at all times.

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. All staff are clear on the need to close the 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 36% of disadvantaged pupils have low levels of home reading (fail to achieve 20 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	38% 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.
3	Life experience questionnaires carried out by upper key stage 2 pupils show a disparity between disadvantaged and 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.
4	27% of our disadvantaged children also have SEND. The type of SEND varies and in many cases there are multiple needs, making learning even more of a challenge for these pupils.

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 20 reads with an adult per half term. Reading attainment for disadvantaged pupils will be in line with non-disadvantaged pupils. Pupil surveys will show that all pupils have a positive view of reading.
To support our vulnerable pupils so that they are able to learn effectively	Pastoral support will be in place for all our vulnerable pupils. This includes early help (PY4P) and hand in hand (nurture).

	<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). Every half-termly topic taught across school will be enhanced with an enriching learning experience.</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>Support plans used to support all our SEND pupils</p>	<p>Each pupil with SEND will receive targeted support through a series of personalised SMART targets that are assessed and reviewed each term.</p> <p>Every class teacher is a teacher of SEND and plans carefully to support these pupils in all lessons.</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: £57,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing training of RWI 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, 4
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

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,4

A dyslexia friendly programme (Nessy) is used to improve standards in reading and spelling for all pupils, including those with SEND	There is evidence to show that pupils make accelerated progress in reading and spelling using this programme. https://www.nessy.com/en-us/shop/research/nessy-reading-and-spelling-pilot-case-studies	1,4
Early language intervention (Nuffield early language intervention) to improve speaking and listening and develop vocabulary for pupils on entry into reception	Extensive research shows that pupils receiving the NELI programme make 3 additional months progress in oral language skills. https://www.teachneli.org/what-is-neli/evidence-and-programme-development/	1,4
Writing conferencing used as part of whole school approach to develop writing standards	Based on extensive evidence, writing conferencing (targeted feedback) has a very high impact for a very low cost. Feedback EEF (educationendowmentfoundation.org.uk)	4
Mastering number implemented across Reception/KS1 to ensure children quickly gain an understanding of number	Based on little evidence, mastering number has a high impact for very low cost. Mastery learning EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £12,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support services for vulnerable pupils/families	Case studies show that children receiving support have improved mental health and	2

(PY4P/listening ear/nurture)	wellbeing, which positively impacts their ability to learn in school. https://www.peopleshealthtrust.org.uk/sites/default/files/P4YP%20Activity.pdf	
Planned activities to involve parents and make them feel more part of their child's learning Attendance on educational visits and curriculum open days	Based on extensive research, increased parental engagement has a moderate impact (4 months additional progress).	3
Subsidised educational visits and residential activities to address gaps in pupil experiences based on outcomes of life experience questionnaires		3

Total budgeted cost: £96,652

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 2022 to 2023 academic year.

Analysis of the success criteria on last year's pupil strategy provides evidence that the strategies in place are having a strong impact on the intended outcomes, but that ongoing work is needed to maintain this.

2023 attainment outcomes for the end of key stage 2 show a gap between PP and non-PP pupils (-4% writing, -14% in maths and -18% in reading). However, tracking of this attainment gap through school shows that our disadvantaged pupils close this gap considerably from their entry point. 2023 attainment outcomes in Y1 shows significant gaps between PP and non-PP pupils (-39% maths, -50% reading, -50% writing).

As disadvantaged pupil pass through our school, the strategies we have in place to help them 'catch up' and 'keep up' are working for the majority.

There was a slight increase in the percentage of PP disadvantaged pupils having low levels of home reading, rising from 22% to 36%. Analysis of pupil surveys highlights that more work needs to be done to raise the profile of reading for pleasure, as some pupils recorded negative views of reading. Class teachers need to organise their reading folders so that priority one to one reading is given to those least supported at home.

Our CRAVE curriculum has continued to develop. Each half term, each class has enjoyed an educational visit linked to their topic. The breadth of experiences provided throughout the school journey of our children has enhanced the cultural capital of each child. As well as bringing their learning to life, the trips have provided writing stimuli, deepened foundation subject knowledge, and challenged our pupils to think more critically about the world. Y5/6 enjoyed a residential to Whitby, following the previous year's visit to London.