

Brambleside Primary School

Pupil Premium strategy statement 2022-23



This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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	Brambleside Primary School
Number of pupils in school	411 (22-23)
Proportion (%) of pupil premium eligible pupils	30 (October 2022) 29 (October 2021)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Drew Brown
Pupil premium lead	Michelle Eaton-Brown
Chair of Governors	Bill Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,660.00
Recovery premium funding allocation this academic year;	£5,346.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,061.56
Total budget for this academic year	£55,067.56

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low income families. The additional funding was to help schools “narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds”. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is lower than the national average for primary schools. Pupil Premium also provides funding for children who have been looked after continuously for more than six months, those who have been adopted and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. We look at each child individually and identify the barrier to be addressed and the support required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our Priorities

Setting priorities is the key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all students receive high quality teaching in each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

What are your ultimate objectives for your disadvantaged pupils?

For all of our pupils (disadvantaged and not) we aim to enhance oral language skills, address SEMH concerns, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality teaching and adult support through targeted intervention programmes when needed. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics and reading to enhance reading skills and influence reading for pleasure.
2	Access to high quality teaching and intervention in order to target knowledge gaps
3	Improve oral language and vocabulary skills using WellComm assessment and Speech and Language therapy interventions with a speech therapist.
4	Continue to develop Well-Being opportunities to support Social, emotional and Mental Health needs.
5	Non-academic barriers including attendance, family support and access to extra curricula activities.

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 reading outcomes for PP children including developing a love for reading and increasing phonics skills	Children will be at the expected level or better in all areas. Those with SEND to have made progress based on their individual targets.
Children have access to high quality teaching in all lessons	Children will be at the expected level or better in all areas. Those with SEND to have made progress based on their individual targets.
Increase language skills including oral and written vocabulary, comprehension and expression	Children will be at the expected level or better in all areas. Those with SEND to have made progress based on their individual targets.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice and teacher observations Social and Difficulties Questionnaires analysed to show increase in social and emotional development.
To use family support to remove barriers such as attendance and financial difficulties in order to close the gap between PP and non-PP children	Attendance levels improve having a positive impact on the child and closing the attendance gap.

	Attendance figures are maintained for PP children so they are at least in line with national (95%)
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Activity 2022-2023

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):

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing CPD to improve phonics teaching and reading	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Ensure all relevant staff (including new staff) have received training to deliver the Rocket phonics scheme effectively and to include new phonic books to send home/ share in class. This cascades to include TAs.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p>	1 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tuition for pupils to target the areas they need to improve most.	<p>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:</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>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary and language enhancements	<p>Implement Wellcomm language assessment and intervention in EYFS and speech therapist support for those with SCLN leading to increased vocabulary development.</p> <p>EEF evidence ' Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-Being activities to support social, emotional and mental health needs and to increase self-regulation and resilience	<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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with families through Early Help Assessment, family support and through a range of experiences	<i>Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)</i>	1 3 5
Improving attendance and removing financial barriers enabling a readiness to learn and the chance to access the curriculum through a range of experiences for the most disadvantaged pupils	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	

Total budgeted cost: £55,067,56

Part B: Review of outcomes in the previous academic year

During 2021-22, Pupil Premium funding impacted our pupils in the following ways:

- All pupils made 100% progress based on their starting point
 - 80% of PP children in KS2 achieved ARE or above in Reading
 - 80% of PP children in KS2 achieved ARE or above in Writing
 - 40% of PP children in KS2 achieved ARE or above in Maths
 - 100% of PP children in KS1 achieved just below the expected level in Reading, Writing and Maths
 - 100% of PP children in Y1 passed their phonics screener
- All Pupil Premium children attended all class trips/residentials

- 38% of PP children accessed tutoring support to help increase their progress and attainment
- 45% of children accessed well-being support within school including transition work for Secondary School
- All pupils benefited from targeted support to increase their progress in areas of need (Phonics, Maths, Reading etc)
- Rock Steady Music lessons, holiday clubs and Premier Sports clubs were funded for Pupil Premium children throughout the school year allowing disadvantaged children to be given equal opportunities to engage in a range of extra curricula clubs.
- Speech Therapy was funded for Pupil Premium children with speech and language needs. A speech therapist has provided face to face sessions for Pupil Premium children and trained staff to effectively deliver speech interventions with our Pupil Premium children.
- Pupil Premium children have accessed well-being support throughout the year which, when needed, resulted in further referrals, support for child and parent and regulation techniques in place.
- Targeted intervention has been in place to support learning needs.
- Dynamo Maths, Lucid Rapid Dyslexia and Phonics Hero were purchased to identify and support learning needs.
- SEND needs have been identified through assessments with an SPLD assessor and Educational Psychologist resulting in diagnosis and recommendations to support Pupil Premium children in school.
- Family Support for parents has been in place through Early Help Assessments to address difficulties/barriers and issues, often resulting in referrals to other agencies to support attendance, finances, family support and SEND needs.