



Brompton Community Primary School Pupil premium strategy statement



September 2022 – August 2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (including Nursery)	215
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Jane Byrne Headteacher
Pupil premium lead	Mrs Jane Byrne
Governor lead	Mrs Hazelwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79165
Recovery premium funding allocation this academic year	£7250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86415

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including 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 young carers. We will work in collaboration with other agencies; NYC advisors, The Beacon Partnership, Red Kite Alliance, Swaledale Alliance to embed quality teaching across the curriculum.

High-quality teaching is at the heart of our approach, 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. We will establish 1-1 and small group interventions for disadvantaged pupils at or below age-related expectation in reading and mathematics.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils. We will invest in quality, current literature to promote reading and writing to wider curriculum learning and promote reading for pleasure – this will build pupils' cultural capital.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Early Reading and Phonics)</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In 2021/2022 – children in Reception Pupil Premium 93.4% working at or above ARE compared to 89.6% non-Pupil premium</p> <p>KS 1/2 - 56.4% working AT or above with 71.4% non-Pupil Premium</p>
2	<p>Internal assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>There is an on-entry gap between starting points and though this gap closes throughout their time at our school more needs to be done to accelerate progress.</p> <p>On entry to Reception class in the last 2 years, In 2019/2020 – 88.3% PP pupils working AT or above compared to 91% non PP pupils.</p> <p>In 2020/2021 there were no PP pupils working AT or above compared to 42.1% non PP. This gap remains steady as the children continue to make progress in KS1. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.</p> <p>This negatively impacts their development as readers. (Y1 – all PP pupils are below/emerging in Phonics; Year 2 - 50% of PP pupils are below; Year 3 – 50% of PP pupils are below; Year 4 - 30% of PP pupils are below; Year 5 – 50% below and Year 6 – 40% are below)</p>
3	<p>Our assessments (including our GUINY survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of access to technology and educational materials. These challenges particularly affect disadvantaged pupils, including their attainment and in some cases their social and emotional health and well-being.</p> <p>85% of the pupils identified to Social Services are Pupil Premium children.</p>
4	<p>Our attendance data and levels of persistent absence in previous years demonstrates that the gap has not been significant between disadvantaged pupils and non-disadvantaged, in fact attendance from disadvantaged has been slightly above. However, this trend has changed since school closures and attendance</p>

	<p>and persistent absence has increased, particularly amongst disadvantaged pupils.</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 92% - 95% lower than for non-disadvantaged pupils (94%- 96%).</p> <p>In 2019 – 2020 - 67% of disadvantaged pupils have been ‘persistently absent’ compared to 33% of their peers and in 2020 – 2021 – 73% of disadvantaged pupils have been ‘persistently absent’ compared to 27% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
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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
<p>1/2</p> <p>Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Early Reading and Phonics)</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Internal assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>There is an on-entry gap between starting points and though this gap closes throughout their time at our school more needs to be done to accelerate progress.</p> <p>On entry to Reception class in the last 2 years, In 2019/2020 – 88.3% PP pupils working AT or above compared to 91% non PP pupils.</p> <p>In 2020/2021 there were no PP pupils working AT or above compared to 42.1% non PP. This gap remains steady as the children continue to make progress in KS1. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.</p> <p>This negatively impacts their development as readers. (Y1 – all PP pupils are</p>	<p>EEF - Improving Literacy in KS1 Develop pupils’ speaking and listening skills and wider understanding of language - activities which extend pupils’ spoken and receptive vocabulary</p> <ul style="list-style-type: none"> • EYFS provision to include child led responses to develop language skills • SLT to engage parents in development of language skills. • Improvements in the provision for reading for PP pupils. • Teacher and TA intervention for reading to be consistent across the whole school. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils working at ARE or above across the school in reading. • Access to pre-teaching of reading skills and exposure to texts. <p>Phonics at KS1 will show 85% of disadvantaged pupils will have the expected threshold for Phonics and KS2 reading outcomes in 2024/25</p>

<p>below/emerging in Phonics; Year 2 - 50% of PP pupils are below; Year 3 – 50% of PP pupils are below; Year 4 - 30% of PP pupils are below; Year 5 – 50% below and Year 6 – 40% are below)</p>	<p>will show that 90% of disadvantaged pupils have met the expected standard.</p>
<p>3 Due to financial constraints, pupils are unable to engage in residential and school trips to participate fully in academic work that proceeds and follows</p>	<p>EEF - Provision of a range of initiatives to extend children’s experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending the funding-successfully. Education Endowment Trust Toolkit</p> <ul style="list-style-type: none"> • Pupils’ who are eligible, will receive PP funding as soon as possible – early office checks. • A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding. • Funding will be available to support learning outside of school. <ul style="list-style-type: none"> • Funding will allow a greater number of PP pupils will have access to residential, school trips and after school clubs. <p>Funding used to encourage PP pupils to access external providers sport/music tuition.</p>
<p>4 Our assessments (including our GUINY survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of access to technology and educational materials. These challenges particularly affect disadvantaged pupils, including their attainment and in some cases their social and emotional health and well-being. 85% of the pupils identified to Social Services are Pupil Premium children</p>	<p>EEF - Provision of a range of initiatives to extend children’s experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending the funding-successfully. Education Endowment Trust Toolkit</p> <ul style="list-style-type: none"> • Pupils’ who are eligible, will receive PP funding as soon as possible. • A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding. • Funding will be available to support learning outside of school. • Funding will allow a greater number of PP pupils will have access to digital equipment in school opportunity to loan DFE devices if isolating • Audit current digital provision • Free opportunities to become a digital leader
<p>5 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<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 2%, and the attendance gap

	<p>between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</p> <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils is on par with peers.
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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 (CPD, recruitment and retention)

Budgeted cost: £ 52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pobble Training and Support for all Teachers</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>EEF research – Improving Literacy at KS2 ‘Rapid provision of support is important, but it is critical to ensure it is the right support.... Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills that a pupil already knows well. A range of diagnostic assessments are available, and staff should be trained to use & interpret these effectively.</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>1, 2</p>
<p>CPD Delivering Early Letters and Sound (ELS) Early Reading and Phonics - Purchase of Resources</p>	<p>EEF - Improving Literacy in KS1 Develop pupils’ speaking and listening skills and wider understanding of language -activities which extend pupils’ spoken and receptive vocabulary EEF - Improving CLL in Early Years Prioritise the development of communication and language EEF Improving Literacy in KS2 ... activities that extend pupils’ expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.</p>	<p>1,2</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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 – we will be utilising Nuffield Early Years Intervention (NELi).</p>	<p>1</p>

Subject Leadership Training (Swaledale & Beacon Partnerships)	Leadership capacity at both senior & middle leadership level is crucial in supporting & challenging staff to improve practice & raise pupil outcomes – distributed leadership impact	1,2
Teach Year 6 between two highly effective senior staff to increase their capacity to have a wider impact on the progress of disadvantaged and vulnerable groups.	Quality first teaching and strong leadership of provision for the disadvantaged has the most significant impact on outcomes for pupils.	All
Increase TA capacity in every year group reflecting focus on addressing gaps in learning for the disadvantaged and most vulnerable	Internal data evidences that our experienced TA team have a significant impact in addressing barriers to learning for our disadvantaged and most vulnerable students and their outcomes.	All
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will continue to 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>Whole school approach to Attachment Trauma Response and Emotional Coaching.</p> <p>Staff training in 'Thrive'</p> <p>Work with parents to increase attendance and improve attainment and well being.</p>	5

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

Budgeted cost: £26,500

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:	1,4
Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	2

pupils who require further phonics support.	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:	
Tutoring for English – Reading/Writing	EEF research – Improving Literacy at KS2 ‘Rapid provision of support is important, but it is 1, 5, 7 7 critical to ensure it is the right support.... Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills that a pupil already knows well. A range of diagnostic assessments are available, and staff should be trained to use & interpret these effectively	

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of enhancing our school ethos and maintaining respectful behaviour for learning across school.	Both targeted interventions and universal approaches can have positive overall effects: Continue to embed ‘Legacy’ Principles throughout school Whole school approach to Attachment Trauma Response and Emotional Coaching. Staff training in ‘Thrive’	5
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.	6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 87,000 (Plus cost of academic mentoring.)

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.

Ensure all relevant staff (including teaching assistants) have received training to deliver phonics, EGPS and Writing effectively supported by relevant resources.

* Link to EEF Pupil Premium Guide Actions: All staff have had Phonics Training delivered by the LA and the English Hub as well as by Phonics Lead within school.

Teachers have continued to receive EGPS training, and it continues to be monitored within school.

Teachers have received Pobble Training for Writing as well as Subject Leader and Senior Leader training and input.

Impact: Staff are more confident in the areas where they have received training however the full impact of training has not been fully seen due to the continued impact of Covid on staff and pupils in 2020/2021.

ECT successfully completed Year 1 of training and secured positive results for pupils in class

Phonics – all staff received training and support programme was implemented at the start of the spring term and double sessions were implemented to catch up. January 2023 will have been 1 complete cycle and suggests greater impact in summer term. Also implemented in Y3 for pupils who needed catch up.

EGPS / Writing – Diagnosis of data from KS1/2 SATs to identify areas for development. Spelling and vocabulary were highlighted. Writing training and monitoring delivered by English Lead. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year, 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, which was aided by use of our online Learning Platform – See-saw and online resources such as White Rose Maths, Classroom Secrets, Oak Academy, Purple Mash, Time Tables Rock stars, NCETM, and Power of Reading.

Overall attendance in 2020/21 was higher (96.7%) than the national average (91%). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 3% higher. These gaps are larger than in previous years.

Our assessments and observations indicated that pupil 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 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

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
Pobble	
Times Table Rockstars	
Seesaw	
Essential Letters and sounds	
Kapow	