



Brompton Community Primary School Pupil premium strategy statement



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)	209
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governing Body
Pupil premium lead	Mrs Jane Byrne
Governor lead	Mrs Hazelwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£70580

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:

- Ensuring high quality teaching and high expectations in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- 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.

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

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.</p>
2	<p>Internal assessments indicate that Reading and phonics 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>
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.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment and in some cases their social and emotional health and well-being.</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.</p> <p>However, this trend has changed and attendance and persistent absence has increased, particularly amongst disadvantaged pupils.</p>

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
1.Improved oral language skills and vocabulary among disadvantaged pupils.	<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> <p>-EYFS provision to include child led responses to develop language skills</p> <p>-SLT to engage parents in development of language skills.</p> <p>-Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,</p>

<p>2. Improved reading and phonics attainment among disadvantaged pupils</p> <p>3. Children have improved access to technology and educational materials</p>	<p>including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> -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>Children deepen their knowledge, understanding and skills across a broad and balanced curriculum. School supports parents who are more able to support their children at home in preparation for studies in school.</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"> -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>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 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 between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. -the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils is on par with peers.

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: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development opportunities to support teachers/TA's with a particular emphasis on English and Maths	Embed Talk for Writing, National College CPD and Great Teacher Toolkit effectively. Staff use evidence-based whole-class teaching interventions to support learning. The EEF guidance is based on a range of the best available evidence.	1, 2
Embed a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. All staff have received training to deliver the ELS phonics scheme	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. CPD Delivering Early Letters and Sound (ELS) Early Reading and Phonics - Purchase of Resources	1,2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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).	1
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
Enhancement of our maths teaching and planning with the Maths Hub Sustaining Mastery TRG	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	All

	The EEF guidance is based on a range of the best available evidence. Engagement with Maths Hub Sustaining Mastery TRG supports staff CPD. Introduction of Mastering Number in KS1	
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: £53,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: Introducing vocabulary interventions for children with poor language and communication skills Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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:	2
Small group tuition: Introducing targeted English and Maths teaching for pupils who are not on track for age-related expectations	Provide access to support software e.g. Education City, IDL English and Maths, TT Rockstars. Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge Teacher and TA support in lessons. Providing feedback is well-evidenced and has a high impact on learning outcomes.	3

	Effective feedback tends to focus on the task, subject and self regulation strategies: it provides specific information on how to improve	
One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TA's/Tutors.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,4

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

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address the diverse needs of well being 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'	All
Engage the families facing most challenges 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. Regular communication with families via newsletters, Seesaw and targeted contact with staff. Workshops to help parents support their children e.g. Wellbeing in Mind.	
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: £ 70580

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 2023 to 2024 academic year.

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.

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.

Analysis of pupils who are supported by Pupil Premium funding shows that achievement is rising and the gap between non-pupil premium children is closing. However, there is still more work to do. The pattern across year groups is variable. This is even more so if you remove the children eligible for Pupil Premium funding who also have SEN

Overall attendance 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 are still impacted. 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. Feedback from children as part of the Gold UNICEF Rights Respecting School Award and the Growing Up in North Yorkshire Survey demonstrates that they have a very positive view of school life and are developing skills for the next stage of their school life but that there are still gaps in their knowledge. 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	

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Time for our Senior Mental Health lead to support staff e.g. to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils