

Three Year Pupil premium strategy statement 2021 - 2024

This statement details our three-year strategy on the school's use of pupil premium (and recovery premium for the academic years 2021-24) 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 2021	Data 2022
School name	Bramingham Primary School	
Number of pupils in school	391	400
Proportion (%) of pupil premium eligible pupils	16.37%	14%
Academic year that our current pupil premium strategy plan covers	2021-2022	2022-2023
Date this statement was published	September 2021	September 2022
Date on which it will be reviewed	September 2022	September 2023
Statement authorised by	Petra Sutton/ Satinder Bains	Petra Sutton/ Satinder Bains
Pupil premium lead	Katie Flowers	Anna Tiana
Governor lead	Lisa Dolan	Lisa Dolan

Funding overview

Detail	Amount (2021)	Amount (2022)
Pupil premium funding allocation this academic year	£80,700	£81,715
Recovery premium funding allocation this academic year	£9,931	£11,552
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£90,631	£93,267

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all subject areas. When making decisions about how we will use the Pupil Premium funding we have considered the needs, challenges and barriers to learning for our Pupil Premium cohort alongside the research conducted by the Education Endowment Fund. The challenges are varied and barriers for our disadvantaged children include weaker language and communication skills, attendance linked to complex family circumstances, limited experiences outside of school, learning difficulties –26% -15 children out of 58 (exc EY) are identified as SEND.

High quality teaching is at the heart of our approach, with a focus on areas in which the disadvantaged pupils require the most support. Teaching staff are involved in the analysis of their class performance information, and they organise and evaluate interventions based on individual needs, targeting the areas that are the barrier to making progress.

Principles

- We ensure that the teaching and learning opportunities meet the needs of all children. This means we act early and intervene as the need is identified.
- We ensure that appropriate provision is made for all children, with needs assessed and addressed. This includes children who should be working at Greater Depth
- We recognise that not all children who receive free school meals will be socially disadvantaged. Equally, we recognise that there are children who are not registered or qualify for Pupil Premium funding but are socially disadvantaged and we reserve the right to use the funding to support these individuals or groups of children
- We will allocate the Pupil Premium funding following a needs analysis. This will mean not all children will receive interventions and support at one time
- We have a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

School Context

We are located in the north of Luton and we have a resourced provision for children with physical and medical needs. We have a high number of children with EHCPs (23) who also qualify for the Pupil Premium funding (5 children).

We have a high number of children attending who are out of catchment. With our Pupil Premium group 70% (39 children) who attend Bramingham are out of catchment. We are usually oversubscribed with our intake and classes are full in Key Stage 1. However, we tend to have a high number of children leaving us at the end of Year 4 due to parents opting for the middle school system in Bedfordshire, rather than opting for a Luton High School. In July 2021, we had 12 children leave us at the end of Year 4, this year 16 children have left during or at the end of Year 4. This means, classes are not full to capacity in Years 5 and 6 but throughout the year, children will join us. We are hugely impacted by mobility.

We had 6 children who qualified for Pupil Premium leave us in Year 6 but our new cohort of Year R, we only have 2 children who receive Pupil Premium.

Our Pupil Premium numbers (64) are as follows:

<i>Year</i>	<i>Yr R</i>	<i>Yr 1</i>	<i>Yr 2</i>	<i>Yr 3</i>	<i>Yr 4</i>	<i>Yr 5</i>	<i>Yr 6</i>
<i>2021-2022</i>	6	7	7	9	16	13	6
<i>2022-2023</i>	2	6	8	7	9	14	13

Objectives

- To continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal performance information
- To increase the % of disadvantaged children achieving greater depth
- For disadvantaged pupils to exceed the national progress scores
- To increase the number of disadvantaged pupils achieving Age Related Expectations at the end of Year 6.

Pupil premium strategy plan work towards achieving those objectives

The range of provision for this group include and would not be limited to:

- Employing a 0.6 teacher who will enable us to group the children according to their maths attainment in KS2. This will allow for daily, smaller targeted maths teaching groups which will accelerate progress.
- Appointing a member of SLT with a focus on inclusion and raising attainment
- Writing conference sessions led by a teacher for disadvantaged children in Year 5 and 6
- Trained TAs to provide twice daily phonics intervention in KS1.

- Delivering language interventions across the school as advised by the SAL therapist and training TAs to deliver programmes such as NELI and Blanks.
- CPD for all staff on vocabulary to target children’s communication and language skills (training from the Bell Foundation)
- CPD on Writing for all staff
- Increasing frequency of 1 to 1 reading sessions with a TA/ teacher.
- Interventions such as precision teaching across the school to support the development of sight word reading and spelling skills
- To increase the range of clubs offered across the school and where numbers are limited, priority to be given to disadvantaged children.
- Reviewing our attendance strategy and continue with support provided by our Family Workers for families and children. The focus will be on attendance and organising external agency intervention if required. Our family workers will arrange transport to enable children to attend school in times of a family crisis
- Subsidised access to Breakfast and After School clubs to encourage attendance and punctuality
- Pay for activities, educational visits and subsidise any residential visits to encourage participation, ensuring children are gaining rich experiences
- To provide school and PE uniform if required
- Provide behaviour and nurture support during lunchtimes by providing activities in order to engage and promote our school values and thus enhance learning
- Support provided by our Senior Mental Health lead
- Small group after school tutoring

This is not an exhaustive list and interventions and support will change in response to the needs of our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Attendance issues- our data indicates that attendance for the disadvantaged pupils is lower than whole school
2	Language which impacts on reading and writing. This is a whole school challenge as children are showing vocabulary gaps
3	Word reading skills/ phonics which negatively impacts on their development as readers
4	Mathematical reasoning skills due to language difficulties as documented in challenge 2

5	Social and emotional needs – at times due to family issues and this has been compounded by national lockdowns and lack of enrichment opportunities. Our family worker and DSL caseload have increased significantly due to changes in family situations which impact on children’s social and emotional needs
6	Cognitive learning needs due to SEND (20% of the group also identified as SEND- 3 children have an EHCP)

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	Review 21/22
To increase attendance	Attendance gap between the PP group and all other pupils will decrease. Attendance for PP group will be 95%+ (currently PP is 94.72% and non PP 96.95%)	PP 93.2% Whole school 94.3%
To increase the number of children achieving the expected standard for Phonics	62% of the PP group in Year 2 are on track to achieve expected by the end of the autumn term. Year 1 to achieve above national average in the Phonics Screener by June 2022.	Year 2: PP:86% Year 1: PP: 100%
To improve vocabulary skills in order to improve writing and reading skills	Assessment and observations will indicate a vast improvement in vocabulary. This is evident when triangulated with other sources of evidence, including in lessons, book scrutiny and ongoing formative assessments.	Year R: PP:100% achieved GLD in Communication & Language KS1 PP: Reading 42.9% Writing:28.6% KS2: PP: Reading 87.5% Writing:75%
To improve mathematical skills	KS2 maths outcomes will show in 2024/25 more than 60% of disadvantaged pupils will meet the expected standard.	KS2:PP:87.5%
To improve reading skills	KS2 reading outcomes in 2024/25 will show more than 75 % of disadvantaged pupils meet the expected standard.	KS2:PP:87.5%
To ensure that children are emotionally ready to learn	Improved well- being and engagement demonstrated by: - Qualitative data from pupil voice, pupil and parent	15 PP children supported by FWs

	<p>surveys and teacher observations</p> <ul style="list-style-type: none"> - Reduction in behavioural incidences - A significant increase in participation in enrichment activities amongst the disadvantaged pupils 	
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD- Writing with new staff and refresher training for all staff</i> <i>We will fund ongoing teacher training and release time and resources</i> <i>Request support from LA Writing Lead</i></p>	<p>In KS1 and KS2, children struggle to use talk to connect ideas and explain their thoughts coherently</p> <p>There is a strong evidence base that suggest oral language intervention, high quality classroom discussions are inexpensive to implement with high impact on reading. Talk For Writing is based on the principles of how children learn. It enables children to imitate the language that they need for a particular topic orally, before reading and analysing it and then writing their own version</p>	2,3
<p><i>CPD- All staff to receive training on Teaching and Developing Vocabulary</i> <i>We will fund ongoing teacher training and release time and resources led by newly appointed Assistant Head who is qualified to deliver the Bell Foundation training</i></p>	<p>Gap analysis of reading comprehension assessments show children struggle with aspects of vocabulary (see above for evidence)</p>	2,3

<i>Training and NELI intervention</i>	Due to the lockdowns, children did not get the same level of opportunity to interact with their peers and develop their language skills. Early language intervention is key in order to narrow the gap NELI has been found to improve children' language and early literacy skills	2,3
<i>Training and Blanks intervention</i> <i>We will fund ongoing teacher training and release time and resources</i>	Many of our SEND children with Communication and Language difficulties are advised by SALT to have input using the Blanks programme. This is a tiered programme to match the different levels of receptive and expressive language	2,3
<i>Purchase of additional reading books to support the DFE validated phonics and quality reading books</i>	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading	2,3
<i>Purchase of diagnostic assessments</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions and high-quality teaching	6
<i>Participate in the Enigma Maths Hub Mastering Number programme: Reception and KS1</i>	Lead teachers to be trained and then disseminate information to relevant staff. Daily additional session incorporated in the curriculum to develop number fluency which will develop automaticity that is crucial to future success in maths and academic progress more generally	4,6

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller maths group teaching in KS2	Our maths results have been higher, with a progress score of 2.31 in 2019. Smaller groups enable greater differentiation to meet individual needs	4,6
Smaller English groups in Y6	This enables targeted high quality teaching to meet the needs of the children. Children will have greater opportunities to participate in talking activities.	2,6
Targeted smaller intensive phonics teaching x 2 day in KS1	Our phonics results have improved (lower in 2017 as we had a high number of SEND in the year group). In autumn 2020, 95% of Year 2 achieved the expected standard Targeted phonic interventions have been shown to be more effective when delivered as regular sessions	3
Pre teaching vocabulary and language groups across the school Fund high quality teaching assistant to deliver language programmes in KS1 and KS2	Our analysis of the SATs showed that children struggled with the vocabulary questions in the reading comprehension. Vocabulary also impacts on children's writing	2
Reading and spelling probe intervention/ precision teaching	Children who struggle with working memory difficulties, do not have the automaticity in reading and spelling high frequency words and this becomes a barrier to their reading fluency and writing stamina. By developing the high frequency reading and spelling knowledge, the working memory is free to focus on composition and comprehension skills	6
Targeted support planned by teachers, to remove the barriers to learning	An analysis of each child's attainment and identifying the barriers so appropriate next steps can be planned by teachers and delivered by TAs/ teacher. Research shows when a TAs are effectively used within the classroom, the gap can be narrowed. This can be small group or 1:1 intervention	2,3,4,6

	For children displaying learning difficulties, a battery of assessments will take place to ascertain a deeper understanding of the child's learning profile and a plan of action will be shared, once any barriers are identified.	
Lunchtime Doodle club	The award-winning app gives children a personalised work programme tailored to their strengths and weaknesses. It revises what they are finding challenging and consolidates what they already know. It makes sure that every child is working in their zone of proximal development. The app presents questions in a range of ways, developing mathematical vocabulary and reasoning skills. Frequent use of the app is proven to help children make three months of progress in just one month	4

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

Budgeted cost: £ 15,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family workers to collect/ drop off children from home-school, arranging transport	Due to family issues, parents have found it difficult to transport their children into school (especially those that live out of catchment). If this is the case, provision is made so children attend school if they are well enough to do so. Regular attendance is vital for consistency and progression as documented in the DFE's Improving School Attendance	1
Allocate funded places in breakfast club and afterschool club when required	Some children have not had breakfast when arriving at school. If this is the case, children will be offered cereal/ toast/ fruit. Children can engage in a wider range of activities	1,5
Increase the capacity of the DSL as caseload involving PP children and families has increased	Complex cases last year resulted in more referrals and greater external agency work and support for families. In order to support children and families, ongoing support needs to continue so children are emotionally ready to learn	6
Nurture groups and outside agency work eg	Support for children in school to ensure they are emotionally ready to learn.	5

Young Carers, provided/ facilitated by Family Worker	Supporting parents will help improve outcomes for children Family Worker to complete Designated Senior Mental Health training (Trauma Informed Schools UK)	
Fund school trips and access to clubs	Funding school trips/ visits / access to clubs will enable children to have a richer and wider experience and opportunity. Engagement in these events will support children in their learning.	2,5
Family worker to work closely with families where there is persistent absenteeism	There is a clear link between poor attendance and lower achievement.	1
Contingency for unexpected acute issues	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: £

Part B: Review of outcomes in the previous academic year (2021/2022)

Pupil premium strategy outcomes

2022 Performance Information

Reception

6 children from this cohort were identified as Pupil Premium.

% Achieving Good Level of Development	Overall
Pupil Premium	100%
Non-Pupil Premium	59.6%
National Pupil Premium	49.6%

Communication and Language

% Achieving Good Level of Development in Communication and Language	Overall
Pupil Premium	100%
Non-Pupil Premium	69.2%
National Pupil Premium	72.6%

End of KS1

7 children from this cohort were identified as Pupil Premium

% Achieving Age Related Expectations + % Achieving GD	RWM	Maths	Reading	Writing
Pupil Premium	29% 0%	28.6% 14.3%	42.9% 0%	28.6% 0%
Non Pupil Premium	43% 4%	71.7% 13.2 %	66% 7.5%	58.5% 7.5%
National Pupil Premium	50% 5%	62% 12%	62% 14%	55% 7%

Phonics Year 1

8 children from this cohort are identified as Pupil Premium

	% Achieving Expected Standard (32+)
Pupil Premium	100%
Non Pupil Premium	84.0%
National Pupil Premium	62.6%

End of KS2

8 children from this cohort were identified as Pupil Premium

% Achieving Age Related Expectations	RWM	Maths	Reading	Writing	GPS
% Achieving GD					
Pupil Premium	62.5% 12.5%	87.5% 12.5%	87.5% 50%	75% 12.5%	87.5% 25%
Non Pupil Premium	61% 9.8%	85.7% 16.7%	75% 38.6%	61.4% 13.6%	75% 45.5%
National Pupil Premium	43% 3%	57% 12%	63% 17%	56% 6%	59% 17%

Attendance for academic year 2021/2022

	Attendance
Pupil Premium	93.23
Whole school	94.3

Our Family Workers have been collecting and dropping children from home to school and vice versa. There have been occasions where children have not been able to attend school because of a parents' health or other family circumstances. At these times, we have ensured that the children are in school – two children in particular whose attendance was affected by home circumstances have improved from 81.3% to 92.7% and 83.8% to 88.9%.

Our Family Worker has completed the Senior Mental Health training on Trauma Informed Schools and she will be working with children and families to support them with their emotional needs.

Enrichment

A wider range of clubs have been offered across the school (see clubs list). Pupil Premium children were prioritised in terms of access to the clubs. In addition, we employed a Sports Coach in June 2022. As part of her remit, she has been leading sports clubs at lunchtimes and after school, with priority given to Pupil Premium.

Residential trips and curriculum trips were either subsidised or paid for Pupil Premium children from the Pupil Premium budget. A group of Pupil Premium children in Year 3 attended a Forest School event. As a result, one child who is particularly quiet was able to talk confidently to the year group about the experience as he was highly motivated and engaged with the activities.

School Led Tutoring

Five highly experienced teaching assistants have undertaken the training and we have provided tutoring either 1:1 or small group. The focus groups have included:

- Pupil Premium Comprehension (Year 2 and 6- see above for PI)
- Pupil Premium writing (across the school- see above PI)
- Pupil Premium Maths (Year 4 – child achieved GD in Yr4 Maths assessment)
- Pupil Premium Comprehension (Year 5 – child achieved expected in Yr 5)
- *See impact PI above*

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
Doodle Maths, English, Tables, Spelling	Doodle Learning

Further information (optional)

- Throughout the year, we will be offering a wide range of high quality extra-curricular activities to boost well-being and add enrichment to children's experiences. This will include a residential trip offer for KS2
- We have appointed a new teacher who is a member of the Senior Leadership Team to lead on the Pupil Premium Strategy
- We will continue with the School Led Tutoring, which will be overseen by our Inclusion Lead