

Three Year Pupil premium strategy statement 2024 -2027

This statement details our three-year strategy on the school's use of pupil premium (and recovery premium for the academic years 2024-27) 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	Bramingham Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	55
Academic year that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	January 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Petra Sutton/ Satinder Bains
Pupil premium lead	Anna Tiana
Governor lead	Phil Turner

Funding overview

Detail	Amount (2024-2025)
Pupil premium funding allocation this academic year	£76,960
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	£76,960

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. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges and barriers faced by our vulnerable children, such as those who have a social worker and young carers. Our strategy is to also support their needs, regardless of whether they are disadvantaged or not.

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 –27% -15 children out of 55 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. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non- disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non- disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 and there is challenge with their learning. 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 (29). 15 children with SEND qualify for the Pupil Premium funding, and 6 of the children have an EHCP.

We have a high number of children (62%) attending who are out of catchment. With our disadvantaged group 71% (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.

Our Pupil Premium numbers 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>Total</i>
2024-2025	7	5	6	14	11	5	7	55 14%

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 scaled 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 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 Blanks.
- CPD on fluency for teaching staff

- Increasing frequency of 1 to 1 reading sessions with a TA/ teacher.
- Reading fluency groups
- To increase the range of clubs offered across the school and where numbers are limited, priority to be given to disadvantaged children. Clubs will be released a week before to our disadvantaged children before they are released to the whole school. Clubs led by school staff are free to access.
- In line with our Attendance Strategy, our Attendance Champion and Officer meet on a weekly basis to identify any attendance or punctuality issues. This enables early intervention and support to be targeted where it is needed. Our family workers will arrange transport to enable children to attend school in times of a family crisis.
- 20% discount 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 SEMH 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 or early morning targeted intervention

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- last year's data indicates that attendance for the disadvantaged pupils is broadly in line with whole school. However, the attendance (94.5%) is below our whole school target (96%).
2	Assessments, observation and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. Language impacts on reading and writing. This is a whole school challenge as children are showing vocabulary gaps. 54% of the disadvantaged group are EAL, with a further 18% that have a Speech and Language difficulty
3	Word reading skills/ phonics / lack of fluency which negatively impacts on their development as readers and writers
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 crisis. Our family worker and DSL caseload have increased significantly due to changes in family situations which impact on children's social and emotional needs. 44% of the group receive additional support from the DSL/Family Worker
6	Cognitive learning needs due to SEND (27% of the group also identified as SEND)

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2027 demonstrated by: <ul style="list-style-type: none"> the attendance percentage to be >96% the percentage of all pupils who are persistently absent being <10%
To increase the number of children achieving the expected standard for Phonics in Yr 1	Year 1 to continue to achieve above national average in the Phonics Screener by 2027
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.
To improve mathematical skills	KS2 maths outcomes will show in 2027 more than 70% of disadvantaged pupils will meet the expected standard.
To improve reading skills	KS2 reading outcomes in 2027 will show more than 70 % of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Improved well- being and engagement demonstrated by: <ul style="list-style-type: none"> Qualitative data from pupil voice, pupil and parent surveys and teacher observations Reduction in behavioural incidences A significant increase in participation in enrichment activities amongst the disadvantaged pupils

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: £6,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance.</i>	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.	4

<p><i>Focus on how to develop fluency and automaticity</i></p> <p><i>We will provide maths CPD on fluency and how to develop arithmetic and reasoning skills. We will timetable additional fluency sessions across the school.</i></p>	<p>Mathematics guidance::Key Stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	
<p><i>Embedding language support across the curriculum. These can support pupils to articulate key ideas, understand and use vocabulary correctly and consolidate understanding. We will provide resources and training to teaching staff</i></p>	<p>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</p> <p>There is a strong evidence base that oral language interventions are inexpensive to implement with high impact on reading.</p> <p>Oral language interventions. Teaching and Learning Toolkit EEF</p>	2
<p><i>Subscription of standardised diagnostic assessments (COPs & LASS)</i></p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils</p> <p>Diagnostic assessment EEF</p>	2,3,4,6
<p><i>Subscription of DfE validated Systematic Phonics programme – ELS and Oxford Owl online resources to secure stronger phonics teaching. Training TAs to develop and embed phonics</i></p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for Pupil Premium children</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	3
<p><i>Improve the quality of social and emotional learning.</i></p> <p><i>Staff to be trained on Therapeutic Thinking and this will be embedded into practice</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Improving Social and Emotional Learning in Primary Scholls EEF</p>	5

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

Budgeted cost: £ 45,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller maths group teaching in KS2	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those	4

<p>Year 6 targeted maths intervention</p> <p>Year 6 weekly arithmetic booster session</p> <p>Year 6 weekly writing conferencing session</p> <p>Smaller English groups in Y5 & 6</p>	<p>falling behind. Smaller teaching groups enables targeted high-quality teaching to meet the needs of the children.</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Targeted smaller intensive phonics teaching x 2 day in YR1</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>Our phonics results have improved and have been above national since 2022.</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>3, 6</p>
<p>Reading and spelling probe intervention/ reading fluency groups</p>	<p>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</p> <p>Reading Fluency Teaching and Learning Toolkit</p>	<p>3, 6</p>
<p>Targeted support for individuals, to remove the barriers to learning</p>	<p>An analysis of a child's attainment and identifying the barriers so appropriate next steps can be planned 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</p> <p>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. This will be documented on a provision map</p> <p>Pupil progress meetings with middle and senior leaders will scrutinise provision and impact.</p> <p>Special Educational Needs In A Mainstream School EEF</p>	<p>6</p>
<p>Lunchtime Doodle club</p>	<p>The award-winning app gives children a personalised work programme tailored to</p>	<p>4</p>

	<p>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</p> <p>EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Therapeutic Thinking	<p>Both targeted interventions and universal approaches can have positive overall effects</p> <p>Behaviour Interventions Teaching and Learning Toolkit EEF</p>	5
<p>Nurture groups and outside agency work eg Young Carers, provided/ facilitated by Family Worker</p> <p>Music therapy sessions</p> <p>Therapy Dog</p> <p>Parental workshops</p>	<p>Support for children in school to ensure they are emotionally ready to learn.</p> <p>Supporting parents will help improve outcomes for children</p> <p>Family Worker has completed Designated Senior Mental Health training (Trauma Informed Schools UK)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
<p>Subsidise school trips and access to clubs</p> <p>Clubs offer will be released a week before to disadvantaged children</p> <p>Priority for disadvantaged children booking clubs/ open evenings. Staff support parents to access.</p>	<p>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 and increase attendance and punctuality</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2,5
<p>Embedding principles of good practice set out in the DfE's guidance on Working Together To Improve School Attendance,</p> <p>This will involve training and release time for Attendance Champion</p>	<p>There is a clear link between poor attendance and lower achievement.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</p>	1

and Officer to implement procedures and work closely with Family Workers. This may include our Family workers collecting/ dropping off children from home-school, arranging transport		
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: £79,756

Part B: Review of outcomes in the previous academic year (2023/2024)

Pupil premium strategy outcomes

2023/ 2024 Performance Information

Reception

2023-24 4 children from this cohort were identified as disadvantaged.

% Achieving Good Level of Development	Overall 2023-24
BPS - Disadvantaged	60%
BPS - Non-Disadvantaged	66%
National Disadvantaged	52%

Phonics Year 1

2023-2024 6 children from this cohort are identified as

2023-2024	% Achieving Expected Standard (32+) 2023-2024
BPS - Disadvantaged	100%
BPS - Non Disadvantaged	85%
National Disadvantaged	68%

End of KS2

2023-2024 19 children from this cohort were identified as Disadvantaged

% Achieving Age Related Expectations 2023-2024	RWM	Maths	Reading	Writing
BPS - Disadvantaged	39%	50%	67%	61%
BPS - Non Disadvantaged	52%	62%	74%	67%
BPS - National Disadvantaged	45%	59%	62%	58.5%

Attendance

2023-2024	Attendance
BPS- Disadvantaged	94.54%
BPS - Whole school	95.04%

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.

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. The Co-Headteachers are trained in Therapeutic Thinking and the training will be rolled out to whole staff in 2024-2025.

Enrichment

A wider range of clubs have been offered across the school (see clubs list). Disadvantaged children were prioritised in terms of access to the clubs. In addition, we have employed a Sports Coach for September 2024.

Residential trips and curriculum trips were subsidised for Disadvantaged children from the Pupil Premium budget. 6 Disadvantaged children in Year 3 and 4 attended the school camp, 11 Year 5 went to Caldecotte and 6 Year 6 children went to the Isle of Wight.

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

- 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 all KS2 children.