



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 academic year) 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	Brampton 'The Ellis' C of E (Aided) Primary School.
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22 <b>22/23</b> 23/24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body (Dec 2022)
Pupil premium lead	Alison Benbow
Governor / Trustee lead	Julie Williams (CofG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22 = £163,570 2022-23 = £168,195
Recovery premium funding allocation this academic year	2021-22 = £15,950 2022-23 = £16,095

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£184.290

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our School Curriculum Statement of Intent for all students.**

Our school curriculum fully embraces the National Curriculum and EYFS statutory framework providing a strong foundation on which to build resilient, resourceful and independent learners.

We believe that 'Reading is Freedom': every child has the right to be able to use reading as a tool to access learning, growing in knowledge with a wider connection to the world and an increased confidence in their own understanding.

Our curriculum is a progressive model underpinned by the development of strong basic skills in English and Math which supports the acquisition of knowledge and a deeper understanding through a spiral approach to learning.

We embrace a range of teaching and learning approaches that best enable all pupils to access the curriculum and allow teachers to follow their strengths and passions. Formative assessment and feedback is key to the success of our pupils.

Our learners are encouraged to take responsibility for their own learning journey; making choices, working collaboratively, articulating ideas clearly, respecting others' ideas and opinions and they are guided to being open to feedback that will enable them to improve their work and make progress.

Engaging, meaningful experiences and enriching visits are a valued element of our school's wider curriculum as an increased knowledge of the world opens up new horizons.

Possibilities are an important driver of our curriculum. We aim to provide children with the learning, fundamental Christian values and wider knowledge, skills and experiences that will enable them to make the best choices in life for the path they choose to follow.

We provide a wide range of extra-curricular opportunities which enables our learners to take part in local, wider and global community activities.

At Brampton Ellis Primary School we strive to ensure **that all pupils make at least expected progress** in all subjects through:

- Quality First Teaching
- High Quality, relevant CPD for all staff.
- Targeted, specific academic and pastoral support
- Inclusive practice with a robust pastoral support system
- Positive engagement with families, promoting good attendance and punctuality and a climate of trust and mutual respect.
- Support and promote positive mental health and well-being of pupils, staff and families.

## Challenges

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

Challenge number	Detail of challenge
1	SEMH challenges of our pupils and parents impacts on pupil's emotional regulation and ability to access learning.
2	Gaps in learning – attainment and progress of disadvantaged pupils. Legacy of Covid.
3	Limited vocabulary knowledge is impacting on pupil's understanding of texts and core curriculum knowledge.
4	Poor rates of attendance for some disadvantaged pupils.
5	Delayed speech and language of early year's pupils.

## 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 To promote engagement in learning by addressing social, emotional and mental health issues in order for pupil premium pupils to build resilience in all aspects of school life.	<ul style="list-style-type: none"> <li>• PP Pupils with SEMH needs are supported to be able to access learning successfully through early identification and allocation of effective, inclusive provision, so that most make progress in line with ARE, and 100% make progress in line with individual expectations.</li> <li>• PP pupils will show increased levels of resilience and self-regulation in the classroom and at unstructured times. This will be evident through behaviour logs and classroom/playtime observations. Pupils will have developed strategies to self-regulate and manage their own emotional dysregulation.</li> <li>• Recordmy will demonstrate a reduction in individual deregulated behaviours.</li> <li>• Pupil voice demonstrates that pupils are happy in school</li> </ul>
2 For the pandemic not to have had a detrimental impact on PP pupils' attainment and progress.	<ul style="list-style-type: none"> <li>• For PP pupils to achieve at least in line with ARE and/or to make expected rates of individual progress.</li> <li>• For any 'gaps' in knowledge created by the pandemic to be caught up.</li> </ul>
3 To develop and extend the vocabulary of PP pupils in order to allow successful access to the whole school curriculum	<ul style="list-style-type: none"> <li>• Discrete teaching of vocabulary across school.</li> <li>• Pupils will have access to the targeted academic vocabulary language displays throughout school.</li> <li>• 'Reading for pleasure' encourages a broader diet of vocabulary.</li> <li>• All children are read to every day.</li> </ul>
4 To improve the attendance rate of PP pupils.	<ul style="list-style-type: none"> <li>• Attendance rates at the end of this academic year (2022/2023) will be 96% or above.</li> </ul>

	<ul style="list-style-type: none"> <li>• Persistent absenteeism will have been targeted within the early help attendance matters pathway.</li> <li>• All staff promote and reward good punctuality and attendance.</li> <li>• Remote learning offer is available for pupils who are not able to attend school.</li> <li>• Pupil's attitudes to attendance and punctuality have improved.</li> </ul>
5 To enhance speech and language opportunities within early years, including early identification of speech and language need.	<ul style="list-style-type: none"> <li>• Children who require SALT will have been seen by a speech and language therapist and are supported by S&amp;L programs and accurate staff modelling in school (SLA with NHS).</li> <li>• GLD outcomes in S&amp;L and Reading will have been at least in line with National.</li> <li>• Early identification of pupils not on track to achieve a GLD have accessed appropriate interventions and additional support.</li> <li>• Staff read a breadth of texts on a daily basis, exposing pupils to a wide range of vocabulary, language structures and correct pronunciation of words.</li> <li>• Reading to children is promoted and celebrated with families.</li> </ul>

### 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: £12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching for all pupils. Assistant Head Teacher and Deputy Head Teacher to lead Teaching and Learning across School. INSET days and targeted CPD for all staff.</p>	<p>EEF guide to pupil premium, tired approach – teaching as top priority. EEF guide to <a href="#">using your pupil premium effectively</a>.  Sutton Trust – Quality first teaching has a direct impact on student outcomes.  <a href="#">School Funding and Pupil Premium 2022 - Sutton Trust</a></p>	<p>1 To promote engagement in learning by addressing social, emotional and mental health issues in order for pupil premium pupils to build resilience in all aspects of school life.  2 For the pandemic not to have had a</p>

		<p>detrimental impact on PP pupils' attainment and progress.</p> <p>3 To develop and extend the vocabulary of PP pupils in order to allow successful access to the whole school curriculum</p>
<p><i>'Reading is Freedom'</i>  English Lead(s) to continue work across school in supporting the teaching of phonics, reading and the development of a rich vocabulary.  INSET days, targeted CPD for all staff and bespoke support.  Introduction of 'Little Wandle' as our chosen Phonics scheme from October 2022.</p> <p><b>Purchase of books</b> to support the teaching of phonics and reading.  <b>Purchase of books</b> for each class promoting Reading for pleasure.</p>	<p><b>There is a direct link between a pupil's vocabulary Knowledge and their academic achievement.</b></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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Centre for Literacy in Primary Education</a> states that the use of high quality books within the reading curriculum is at the heart of a schools successful approach to engage and support children to become motivated and independent readers.</p> <p><a href="#">CLPE   Centre for Literacy in Primary Education</a></p>	<p>3 To develop and extend the vocabulary of PP pupils in order to allow successful access to the whole school curriculum</p> <p>5 To enhance speech and language opportunities within early years, including early identification of speech and language need.</p>

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Year 6 Cohort divided into 4 class groups to support high SEMH need, provide smaller class numbers and higher staff/pupil ratios.</i></p>	<ul style="list-style-type: none"> <li>This has been successful previously. We divided this cohort into 4 classes from April 2022 and SEMH issues from the Summer Term 2022 decreased significantly.</li> </ul> <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><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 To promote engagement in learning by addressing social, emotional and mental health issues in order for pupil premium pupils to build resilience in all aspects of school life.</p>
<p><i>Year 6 targeted intervention 25% of cohort targeted for daily small group work interventions in Mathematics and English.</i></p>	<ul style="list-style-type: none"> <li>School based data analysis highlighted which pupils would benefit from this intervention. Groupings remain fluid and respond to need across the cohort.</li> </ul> <p><a href="#">Small group tuition   EEF</a></p> <ul style="list-style-type: none"> <li>DFE catch up funding criteria – schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.</li> </ul>	<p>2 For the pandemic not to have had a detrimental impact on PP pupils' attainment and progress.</p>
<p><i>Year 5 targeted intervention 25% of cohort targeted for daily small group work interventions in Mathematics and English</i> <b>Summer Term 2023</b></p>	<ul style="list-style-type: none"> <li>School based data analysis highlighted which pupils would benefit from this intervention. Groupings remain fluid and respond to need across the cohort. – see link above.</li> <li>DFE catch up funding criteria – schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.</li> </ul>	<p>2 For the pandemic not to have had a detrimental impact on PP pupils' attainment and progress.</p>

<p>To deliver bespoke speech and language programmes to identified pupils in early years.</p> <p><b>TA x2 – 10 hours per week</b></p> <p><b>S&amp;L Service Level agreement</b></p>	<ul style="list-style-type: none"> <li>Pupils identified in school and assessed by S&amp;L team who then create bespoke programme of intervention.</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5 To enhance speech and language opportunities within early years, including early identification of speech and language need.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £93,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily monitoring of all pupils attendance and punctuality.</p> <p>Monthly attendance team meetings to discuss pupils/families of concern.</p> <p>Early Help support brokered.</p> <p>Individual attendance plans implemented, monitored and reviewed.</p> <p><b>Early Help manager to lead this work within the larger Inclusion Team.</b></p>	<ul style="list-style-type: none"> <li>School based data highlights which pupils/families require additional support.</li> </ul> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <ul style="list-style-type: none"> <li>Rotherham – Early help school attendance matters pathway.</li> </ul>	<p>4 To improve the attendance rate of PP pupils.</p>
<p><b>School Inclusion team</b> support pupils and families both formally and informally.</p> <ul style="list-style-type: none"> <li>➤ 'Chat n Chill' sessions for our year 5 and 6 pupils.</li> <li>➤ Support for pupils/families through our inclusion team. This can be formally through early help pathway of informally.</li> <li>➤ Drawing and talking therapy sessions.</li> </ul> <p><b>Additional recruitment of two Inclusion Champions and internal promotion of two staff to Inclusion Ambassadors.</b> to offer support to staff in supporting their students.</p> <p><b>Introduction of the Zones of regulation across school.</b></p>	<ul style="list-style-type: none"> <li>Pupils/families identified by staff in school, outside agencies or self-nominated.</li> <li>Public Health England – promotion of schools supporting the mental health and well-being of pupils.</li> <li>EEF research states that Self-regulation and metacognition had a very high impact for very low cost based on extensive evidence</li> </ul> <p><a href="#">Metacognition and self-regulation   EEF</a></p> <p>We utilised a <a href="#">DfE grant to train a senior mental health lead</a>. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</p>	<p>1 To promote engagement in learning by addressing social, emotional and mental health issues in order for pupil premium pupils to build resilience in all aspects of school life.</p>

<p><b>Reduce costs</b> = Access to after school clubs, trips, residential visits, on site experiences – including music lessons</p>	<ul style="list-style-type: none"> <li>• Ofsted research (2019) emphasis given to all pupils gaining cultural capital but especially those identified as Pupil Premium.</li> <li>• Pupil/parent voice – PP pupils wish to engage in these activities.</li> </ul>	
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Total budgeted cost: £185,000

## 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 2021 to 2022 academic year.

#### Pupil Premium Strategy 2021-2022 Review

**1. To promote engagement in learning by addressing social, emotional and mental health issues in order for pupil premium pupils to build resilience in all aspects of school life.**

Our assessments and observations indicated that pupil behaviour, 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.

**2. For the pandemic not to have had a detrimental impact on PP pupils' attainment and progress.**

End of KS assessments in 2022 showed that the performance of disadvantaged pupils was lower than National Comparisons at KS2 but above National at KS1. Therefore, our aim was not achieved for end of KS2 disadvantaged students.

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 online resources via Edmodo.

We continue to strive towards closing the gap in attainment for all our disadvantaged student.

**3. To develop and extend the vocabulary of PP pupils in order to allow successful access to the whole school curriculum**

Reading remains at the heart of our curriculum. Engaging stories take place each day in every class from FS1 to Year 6 promoting vocabulary acquisition. 'Little Wandle' has been introduced as our DFE approved phonics scheme (October 2022). Our phonics results and KS1 reading results were above National Comparisons in 2022 and KS2 reading result was just below National Comparisons in 2022. GLD at the end of Foundation Stage was above National Comparisons in 2022. We continue with our efforts as detailed in the plan.

**4. To improve the attendance rate of PP pupils.**

Although overall attendance in 2021-2022 was lower than in the preceding year it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was over 20% higher than their peers and persistent absence around 2% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

**5. To enhance speech and language opportunities within early years, including early identification of speech and language need.**

An increasing number of Early Year Students are experiencing delays in language acquisition and clear articulation. This has been compounded by the COVID Pandemic. SALT support is focused on early intervention with teaching assistants delivering programs devised by the Speech and Language therapist through our SLA with the NHS. This work remains ongoing as detailed in the 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
N/A	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We extended our Inclusion team by 3 staff last year. Part of their remit is dedicated to the emotional wellbeing and academic achievement of service children. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Attainment of service children is at Age related or above. Emotional well being of service children addressed when needed – anxiety around potential deployment to war in Ukraine.