



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Abbots CE Primary School
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	(43/120) 35% (May 21 Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021(Sept) – 2024 (July)
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022, 2023
Statement authorised by	Dan Brearey - Head
Pupil premium lead	Dan Brearey
Governor	Paul Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,075
Recovery premium funding allocation this academic year	£17,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£71,475

Part A: Pupil premium strategy plan

Statement of intent

At Brampton Abbots we firmly believe and strive for every child, no matter their background or level of disadvantage, to achieve their potential. To this end, we work hard to ensure that our disadvantaged children achieve at least in line with their peers. Our current plan is multi-faceted across many areas of academic and non-academic elements to ensure the widest possible impact.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged families
2	<ul style="list-style-type: none"> • Early reading – disadvantaged children typically enter Reception with lower than average early reading skills • Core fluency in oracy, maths and writing
3	Social and emotional support for disadvantaged pupils and families (inc mental health)
4	Disadvantaged families tend have more limited experiences beyond their home life and immediate community
5	Children from disadvantaged families are less likely to have well developed 'Positive Learning Behaviours' (ie growth mindset, resilience, meta cognition and positive mental health)
6	Academic and social Impact of lock-down upon disadvantaged children and their families.

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
Improve school attendance for target disadvantaged families	Compared to previous academic years, target families attendance will improve significantly or to above 95%
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (reading, writing, maths). Those that have fallen behind make accelerated progress towards catching up.	All disadvantaged children make expected progress from previous summer and from previous Key Stage outcomes. Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental/written arithmetic.
Evidence from both statutory and internal data collection that PP children achieve as well as non-PP children across the year in all core subjects.	Data from Data snap-shots and EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children.

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff in developing Positive Learning Behaviours through INSET, workshops, follow-up visits and action research projects	The EEF Toolkit suggests that developing aspects such as meta-cognition, growth mindset and resilience (all aspects of the Positive Learning Behaviours approach) has a positive impact (both academically and socially) upon all ages of primary phase children. EEF toolkit suggests that metacognition and self-regulation have a high impact for a very low cost.	2, 5, 6
Mastering Number training (YR-Y2)	The EEF Toolkit suggests that a 'mastery approach' to learning in mathematics can improve outcomes for children taught in this way. This is a new approach being spear-headed by the NCETM and the local Salop Maths Hub	2, 6
Mastery teaching to individual year groups across Key Stage 2	The EEF Toolkit suggests that a 'mastery approach' to learning in mathematics can improve outcomes for children taught in this way.	2, 6
Adoption of SeeSaw Learning Platform across KS2 to support effective learning and feedback	The EEF Teaching and Learning toolkit suggests that there is moderate to high impact upon learning for low to moderate cost	2, 6
Continuing the Talk-4-Writing approach across all year groups	EEF toolkit suggest that oral language interventions and initiatives have a moderate impact for very low cost.	2, 6
Development of reading comprehension strategies across KS2 classes	EEF toolkit and work conducted by Christopher Such in his book 'The Art & Science of Teaching Primary Reading'	2, 6
Mastery teaching to sole year groups across KS2	EEF toolkit identifies Mastery learning as having a high impact for very low cost.	2, 6
CPD and support for reading fluency and comprehension strategies	EEF toolkit identifies this as having very high impact for very low cost	2, 6
Targeted maths support – FunKey Maths	EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost.	2, 6

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
123 Maths intervention	EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Rapid Read	EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Teacher and Teaching Assistant catch-up sessions	EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Additional Teaching Assistant hours to support targeted areas of core subjects both in and out of core lessons	EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Phonics Booster sessions across EYFS and KS1	EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support programme for target families	There is a direct link between school attendance and academic outcomes. If we can increase the attendance then there is a much greater chance of success for disadvantaged children.	1, 6
Financial support for uniform and cost of living	Although there is little evidence to support the impact of this low cost initiative, many disadvantaged families are unable to provide even a basic level of uniform for an average week at school.	2, 3, 6
Financial support for extra-curricular activities and pursuits (inc, clubs,	EEF toolkit supports many of the elements of engagement that this funding underpins.	2, 3, 6

music tuition, hire of equipment etc)		
Graduated response model to the support of wellbeing and mental health	Although EEF evidence is unclear on this element, it is clear that this is an element of support that is needed for both children, staff and parents across the community.	3, 6
Additional time and support for Early Help for disadvantaged families	EEF toolkit identifies parental engagement as having a moderate impact.	3, 6
Train 1-2 TAs to support Forest School initiatives across the year groups as a wellbeing and positive learning behaviours initiative	EEF Toolkit identifies: Behaviour interventions, self-regulation, social and emotional learning as having positive impact upon learning.	2, 3, 6

Total budgeted cost: £71,500



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.

Due to COVID-19, performance measures have not been collected or published for 2019-20 and 2020-21. Internal outcomes or any other forms of data will not be used to hold schools to account during these periods.