



'A lifelong love of learning;
a love of life.'

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	Bramber Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tracy Scott, Headteacher
Pupil premium lead	Tracy Scott
Governor / Trustee lead	Kerry Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,090
Recovery premium funding allocation this academic year	£1500
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	£25,590

Part A: Pupil premium strategy plan

Statement of intent

At Bramber our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This funding helps remove barriers to learning and enables our disadvantaged and vulnerable pupils to fully engage in our curriculum and school life.

The allocation of Pupil Premium funding is not entirely designated on a per-pupil basis but is strategically used to provide the most appropriate support to meet needs and overcome barriers to learning. The school takes an individualised approach to monitoring progress and attainment and this is reviewed termly at progress review meetings with senior leaders, class teachers and the SEND team. The Headteacher has overall responsibility for the pupil premium funding; she monitors the impact of spending on children's progress and attainment and the provision made for individual children that have specific barriers to learning.

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. Due to the COVID pandemic, our strategy is also integral to wider school plans for education recovery.

At Bramber, we are committed to supporting and developing the whole child. This funding ensures that the emotional wellbeing of our disadvantaged and vulnerable pupils is supported in order to remove this barrier to learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We have a small percentage of our school population receiving the pupil premium funding and we need to ensure it is used effectively to support their individual needs within the classroom and whole school context. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- 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.

The performance of disadvantaged pupils is monitored by the Governing Body who also check the Pupil Premium Funding expenditure.

Challenges

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

Challenge number	Detail of challenge
1	Discussions with pupils and parents indicate that sometimes access to enrichment experiences and learning materials outside of school are not financially viable. Parents can find it challenging to engage and support with home learning.
2	From lesson observations, discussions with teachers and pupils, some of our disadvantaged pupils do not have effective behaviours for learning. There is a need to develop good self-regulation and metacognition.

3	From lesson observations, discussions with parents, carers, teachers, pupils and some external agencies, some of our disadvantaged children have been affected by early childhood traumas, anxiety and the impact of the COVID pandemic. Support is needed to develop a secure sense of emotional well-being.
4	From assessments and discussions with parents, pupils and teachers, some children have additional learning needs that need to be met to support them to make expected or more progress.
5	Some of our children have SALT programmes or EAL that needs to be supported early to access the curriculum effectively. SALT programmes and EAL are higher than usual in our current KS1 cohort.

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 wellbeing for all our pupils, particularly our disadvantaged and vulnerable pupils.	Qualitative data from pupil, parent/carer voice via questionnaires, surveys, interviews and meetings, alongside teacher and pastoral team observations show improving and sustained improvements in levels of wellbeing and behaviours for learning.
To ensure that our enrichment offer includes opportunities for all, particularly our disadvantaged and vulnerable pupils	<p>All children in KS2 attend at least one residential visit in Y4,5 or 6.</p> <p>Our creative curriculum offers learning opportunities outside of the classroom. These are evident in planning.</p> <p>Our annual report from EVOLVE shows a varied selection of enrichment opportunities and this offer is sustained.</p> <p>We monitor our extracurricular offer to ensure that our disadvantaged children have the same access to these activities as our non-disadvantaged pupils.</p> <p>Our disadvantaged pupils have access to the learning materials to support the at home.</p>
All our pupils access learning successfully and understand the necessary behaviours to learn.	<p>Qualitative data from teacher observations and pupil voice show improved behaviours for learning.</p> <p>All pupils are making expected or above progress in reading, writing and maths.</p> <p>All non-SEN pupils are achieving age related expectations or above in reading, writing, maths.</p> <p>Zones of Regulation is embedded practice across the school and this is evident through learning walks and pupil/parent/staff voice.</p>

All our children have a strong foundation of oracy, language and phonics in order to develop as successful readers and writers.	Attainment data demonstrates that all disadvantaged pupils can read by the end of KS1.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated teacher time and training to support our CLA children	DFE guidance on the importance of the designated teacher role, especially having this role as part of the leadership team. Half of our pupils who qualify for PPG funding are PLAC or CLA.	2,3

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

Budgeted cost: £ 13,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver the NELI programme to pupils in EYFS	Recognised intervention programme to support early literacy in EYFS. EEF evaluation show the positive impact on attainment of this programme.	5
Implement Zone of Regulation across the school	EEF toolkit – very high impact of self – regulation on teaching and learning Zones of Regulation – research base https://www.zonesofregulation.com/uploads/3/4/1/7/34178767/thezonesofregulationresearchand_scholarly_articles.pdf	2,3
Additional support staff to support children with additional learning needs.	EHCP – recommended targets from local advisory support teams. EEF research into deployment in TAS EEF blog: The impact of Teaching Assistants – A Holistic Picture https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture	2,3,4

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

Budgeted cost: £ 9,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group provision to improve the quality and quantity of social and emotional learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3
Purchase resources to support learning and self/co-regulation and the delivery of high-quality interventions	EEF – improving mathematics teaching recommends the use of manipulative and representations to develop understanding. Teacher assistant interventions show impact on the EEF toolkit.	2,3,4
Support the funding of extracurricular and enrichment activities.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	1

Total budgeted cost: £ 25,590

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.

Objective	Success Criteria	Impact
<p>Support and promote wellbeing on return from school after COVID school closure.</p> <p>Ensure that children's emotional wellbeing is such that they can then learn effectively.</p>	<p>High levels of attendance and participation in school.</p> <p>Happy to be in school and engaged in learning.</p> <p>Incident of poor behaviour choices reduced.</p>	<p>Ongoing support for wellbeing will be addressed in the new strategy.</p> <p>Attendance continues to be above national averages. No exclusions, either full or part time.</p> <p>CPOMS – generally low-level behaviour concerns that have been addressed.</p> <p>Parent questionnaire – Autumn 2021: most parents agreed or strongly agreed that their children were happy in school. (average point score 1.45 where 1 is strongly agree and 2 is agree).</p>
<p>Provide a recovery curriculum that ensures that gaps in learning have been addressed.</p> <p>Diminish the difference through evidence based quality first teaching and intervention support.</p>	<p>Disadvantaged pupils make expected progress in line with their non-disadvantaged peers.</p> <p>Attainment of disadvantaged pupils is equal to non-disadvantaged peers.</p> <p>Children at least expected progress from their previous key stage outcomes.</p> <p>Year 2 children to meet the phonics screen expectations in the Autumn Term 2020.</p> <p>Year 1 children to meet the phonics screen expectations in the Summer Term 2021.</p>	<p>100% of non-SEND disadvantaged pupils met ARE in reading and maths. 78% met in writing. The two children that did not had targeted interventions to support.</p> <p>69% of all pupils made progress</p> <p>Year 2 – all disadvantaged pupils met the phonics screen by the end of Year 2 (2 in November and 1 in May)</p> <p>Year 1 – all disadvantaged pupils met the phonics screen in summer 2021.</p>
<p>Non-SEND disadvantaged pupils achieve outcomes in line with their non-disadvantaged peers</p>		
<p>In the event of school/bubble closures due to COVID 19, ensure that the remote learning provision for our disadvantaged children is equal to our non-disadvantaged children.</p>	<p>Parent/carer survey to establish IT hardware and internet provision at home.</p> <p>Devices allocated from school to disadvantaged pupils unable to access remote learning at home.</p> <p>Class teachers monitor engagement.</p> <p>Ensure parental engagement through contact, support and training if needed.</p> <p>Support staff allocated specific children to focus on whilst learning remotely and offer</p>	<p>Questionnaire sent to parents and carers to ascertain remote learning and technology access at home, which was used to plan for our remote learning package moving forward.</p> <p>Devices were allocated where necessary to all disadvantaged pupils that required them.</p> <p>81% of disadvantaged pupils attended school in some capacity over lockdown Jan- March 2021.</p> <p>Those at home, full engagement and regular phone calls home from pastoral team. 120 welfare checks made over lockdown period January – March 2021</p>

	additional support where required.	
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Externally provided programmes

Programme	Provider
Success @ Arithmetic	Edge Hill University
Nuffield Early Language Intervention (NELI)	Nuffield
Zones of Regulation	Written and devised by Leah Kuypers
Toe by Toe	Keda Publications
Stride Ahead	