



Pupil premium strategy statement – Bramber Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Tracy Scott
Pupil premium lead	Tracy Scott
Governor / Trustee lead	Kerry Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 13,986.20
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 40,936.20

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; they monitor 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.

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 relatively small percentage of our school population receiving the pupil premium funding and we need to ensure it is used effectively to support their 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	From analysing school attendance data, attendance for disadvantaged pupils is lower than our non-disadvantaged pupils.

2	A high percentage of our pupil premium pupils are also on our SEND register. However, where the need is not cognition and learning, disadvantaged pupils are not always meeting age-related expectations in reading, writing and maths.
3	From speaking with families, discussions with school staff and external agencies, and analysing internal data, poor emotional regulation and wellbeing is affecting many of our disadvantaged pupils.
4	From lesson observations, monitoring of learning, discussions with teachers and support staff, many of our disadvantaged pupils do not have a strong sense of themselves as learners, which can result in some disengagement from learning.

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 the attendance of our disadvantaged pupils.	Attendance is in line with national averages and our non-disadvantaged pupils.
Where cognition and learning SEN need is not a barrier to learning, disadvantaged pupils achieve age-related expectations in combined reading, writing and maths and are in line with non-disadvantaged peers.	Those pupils identified to not have cognition and learning need to be a barrier to learning will be at age related expectation for reading, writing and maths combined. This attainment will continue throughout their time at Bramber.
Improved emotional regulation and wellbeing is evident in our disadvantaged pupils.	Less reports of emotional dysregulation on CPOMS Less personalised pastoral and wellbeing support needed for individual pupils Parent survey report improvements in emotional wellbeing and regulation. School staff report improvements in regulation in the classroom. Also evident in learning walks and observations.
Our pupils are able to apply metacognitive knowledge and regulation when learning.	Children speak about themselves as learners and use strategies to support themselves. School staff report improvement in engagement and independence. Book looks show an increased level of detail in learning responses. Assessment data shows improved progress.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement evidence-based teaching strategies: 'The Bramber Way': Teaching and Learning Policy</p> <p>Utilise high-quality teaching methods that are proven to engage all pupils, particularly those from disadvantaged backgrounds. This includes adapted instruction and active learning techniques that cater to diverse learning styles.</p> <p>Release teachers to share expertise across the school, working to ensure our practice is consistent and high quality for all pupils. Offering mentoring and coaching where necessary.</p>	<p>EEF: The EEF Guide to the Pupil Premium EEF</p>	All
<p>Implement Reciprocal Reading from Year 2 onwards.</p> <p>Improve comprehension skills and ensure a consistent approach to guided reading across Key Stage 2.</p> <p>Release teachers for training and observing practice across the school.</p>	<p>FFT: Reciprocal Reading - FFT</p> <p>EEF Reading comprehension strategies EEF</p>	2
<p>Provide professional development for staff:</p> <p>Equip teachers with training on metacognition, emotional wellbeing and mental health strategies, enabling them to support pupils effectively in the classroom.</p> <p>Equip teachers with training on metacognition and regulation strategies.</p>	<p>EEF: Effective Professional Development EEF</p> <p>Metacognition and Self-regulated Learning EEF</p>	3 and 4

enabling them to support pupils effectively in the classroom.		
<p>Review the use of Zones of Regulation</p> <p>Release one teacher from KS1 and KS2 to lead on this and review and adapt whole school policy.</p>	Our Research Backed Approach The Zones of Regulation	3 and 4
<p>Improve oracy across the school.</p> <p>Release teachers in the oracy team to develop action plan to improve oracy and release to implement strategy for the whole school approach</p>	EEF Oral language interventions EEF	2 and 3
<p>Establish Mastering Number as a whole class provision for Years 4 and 5.</p> <p>Release teachers for training and collaborative teaching.</p>	Mastering Number at KS2 NCETM Supporting Research, Evidence and Argument NCETM Improving Mathematics in Key Stages 2 and 3 EEF	2

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

Budgeted cost: £23, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the provision in the Learning Pod.</p> <p>Targeted 1:1 and small group interventions, led primarily by a specialist teacher and support staff offering adapted quality first teaching that focuses on core skills in reading, writing and mathematics.</p>	EEF: Small group tuition EEF	All
Implement oral language interventions:	Oral language interventions EEF	2 and 3

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

Budgeted cost: £ 8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and emotional support: Provide access to counselling and support services that address the emotional and social needs of disadvantaged pupils. This can help them feel more secure and engaged in their learning environment.</p> <p>Play Therapist available in school one day a week to support individual children.</p> <p>Wellbeing Co-ordinators offer 1:1 and small nurture group provision</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1, 3 and 4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p>Working together to improve school attendance - GOV.UK</p>	1
<p>Extracurricular activities: Continue to offer a range of extracurricular opportunities that cater to diverse interests, ensuring that disadvantaged pupils have access to clubs and activities that promote social skills and engagement.</p> <p><i>Bramber is currently one of the school's piloting a '50 Things to Do' project in Worthing, that supports offering enrichment activities to disadvantaged children.</i></p>	<p>An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</p>	All

Engage families in emotional wellbeing initiatives: Host workshops and information sessions for parents to equip them with strategies to support their children's emotional health at home.	Working with Parents to Support Children's Learning EEF	All With particular focus on 1,3 and 4.
Create a school-wide emotional wellbeing policy: Establish clear guidelines and practises that promote emotional health across all school activities and interactions.	Improving Social and Emotional Learning in Primary Schools EEF	
Develop the sensory garden for whole school wellbeing provision. Provide outdoor sensory support and a place for mindfulness and wellbeing.		
Incorporate mindfulness practises: Introduce mindfulness exercises in small groups to help pupils develop self-awareness and emotional control. Sensory Circuits provided daily to support emotional regulation and a successful entry into school.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, 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: £ 40,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). The internal summative and formative data demonstrates that our disadvantaged pupils, who are non-SEND, are slightly below their non-SEND non-disadvantaged peers. Our SEND disadvantaged pupils are in line with their non-disadvantaged SEND peers.

Our end of Key Stage 2 data demonstrated that in reading, writing and maths combined our disadvantaged pupils were 16.7% lower than non-disadvantaged national averages. In reading, writing (including grammar, spelling and punctuation) and maths there has been an improvement in non-disadvantaged outcomes from the previous academic year. This year, all disadvantaged pupils in Key Stage One met the phonics screening check.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of our disadvantaged pupils is lower than our non-disadvantaged pupils. From analysing our data regarding wellbeing support, our disadvantaged pupils have been supported more than non-disadvantaged pupils.

Reviewing our previous strategy, that ended at the end of the last academic year, we met most of our intended outcomes. Any that were not met fully have been addressed in our new strategy that begins this academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year in order to achieve previous intended outcomes and new intended outcomes based on our current school cohort.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reciprocal Reading	Fischer Family Trust
Nuffield Early Language Intervention (NELI)	Nuffield