

## 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	Bramley C of E (VA) Infant and Nursery School
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1/12/21
Date on which it will be reviewed	19/7/21
Statement authorised by	Shona Taylor-Headteacher
Pupil premium lead	Shona Taylor-Headteacher
Governor lead	Jane Wingfield

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2630
Recovery premium funding allocation this academic year	£500
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	£3130

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

The key to effective pupil premium spending is to ensure that we meet the needs of all of our pupils, but it is essential we narrow the gap between pupil groups. Historically attainment for pupils in receipt of pupil premium is lower nationally. Through targeted interventions and working to eliminate the barriers pupils may face, we consider each pupil as an individual and what will make a difference to them and ensure we do whatever it takes to develop their learning thus optimising the impact of pupil premium funding. Our aim is early identification and intervention, to ensure accelerated progress to reach age related expectations (ARE) and above as pupils' progress through the school. We rigorously analyse our data and draw upon expertise within the school, the wider confederation, the local authority and nationally to ensure we are providing the best provision that we can.

At Bramley C of E (VA) Infant and Nursery School, in line with our school vision statement 'Aim High' we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. This includes supporting children to achieve their personal, social and emotional skills alongside their academic learning.

- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and we are determined to provide both them and their families the support and guidance they need to help them overcome these barriers.
- We aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Phonic and Reading skills, pupils are frequently working below age related expectations. In line with national research disadvantaged pupils also enter with a lower vocabulary than their peers.
2	Social and emotional development, due to lockdown children have had less opportunity to develop social skills.
3	Parental engagement, some disadvantaged families find engagement with school more challenging than other parents. They require additional support in order to be able to engage with their child's 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
Pupil will pass the phonics test at end of Year 1	Children will be able to use phonic knowledge up to and including set 3 and use these to read both real and pseudo words. By 2023/24 100% of pupil premium children will meet the expected standard.
Pupils will meet end of Key stage expectations for reading.	KS1 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Pupils will meet expectation for PSED at end of Reception	EYFS outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Parents will feel confident in supporting their child with home learning.	Parental surveys and anecdotal evidence will show families feel supported.

<p>Parents will feel that school is accessible to them as adults.</p>	<p>Parents workshops will be complete to support families Families will have access to home school link worker where appropriate.</p>
---	---

## 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: £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD reading and phonics	An understanding of how to teach early reading is beneficial to all children and enables children to make progress across the school. To ensure consistency of practice and fidelity to the program ongoing staff training is essential. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Emotional Literacy Support Assistant (ELSA)	Emotional support is of benefit when staff are highly trained and practice is embedded across the school. Our trained ELSA has dedicated time to support pupils as well as meeting with teaching staff and parents to ensure strategies are consistent and reviewed. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2

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

Budgeted cost: £ 275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield early language intervention	Early language screen and subsequent interventions, allow for evidenced based diagnostics and directed interventions to develop children language acquisition. <a href="https://www.teachneli.org/what-is-neli/">https://www.teachneli.org/what-is-neli/</a>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
--	---	--

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

Budgeted cost: £ 2200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Parental support	Evidence shows children make approximated 4+ months additional progress when families are engaged in school learning. It is particularly important to begin this engagement when the children are young. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3
HSLW	The home school link worker offers support to families both within and outside of school, allowing parents additional support to help meet their children's needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2/3

**Total budgeted cost: £ 3175**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than the outcomes we had aimed to achieve in key areas of the curriculum. 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.

School actively encouraged Pupil premium children to attend school during periods of partial closure, however many families chose not to attend and school sourced technology to support online learning.

- 66% (3 of 5 pupils) of pupils in receipt of the pupil premium achieved the expected standard in the Phonic Check in Autumn 2020.

At the end of KS1:

- 40% (2/5 pupils) met the ARE for reading
- 20% (1/5 pupils) met the ARE for writing