

Pupil premium strategy statement 2021 - 2022

Bratton Fleming Community Primary School

What is Pupil Premium?

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

From 2012-2013, this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families.

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	Bratton Fleming Community Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	26%
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 21
Date on which it will be reviewed	July 2022
Statement authorised by	Susan Denham (Headteacher)
Pupil premium lead	Susan Denham

Governor / Trustee lead	Tim Baker
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,280
Recovery premium funding allocation this academic year	£3,770
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	£45,050

Part A: Pupil premium strategy plan

Statement of intent

At Bratton Fleming, we create the best opportunities and experiences for every single pupil at the school. The aim of the strategy plan and the money provided, is to close attainment and progress gaps between Pupil Premium children and their peers. By creating a welcoming, safe and inclusive school, children are encouraged to fulfil their potential. We aim to develop the necessary skills to equip all children for life and encourage a love of learning that will continue after their time here.

Our current Pupil Premium strategy works to achieve these goals by:

- **Teaching:** 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.
This will be achieved this year through professional development, training and instructional coaching.
We aim to remove barriers to learning created by poverty, family circumstance and background and narrow the attainment gap.
We aim to ensure that ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- **Targeted Academic Support:** Our data from last academic year shows the positive impact targeted support can have in increasing the progress and attainment of all children.
The type of support a child receives will be determined through constant assessment and will consist of small group and where appropriate, 1-1 teaching. This includes, but not exclusive of, the teaching of new concepts or revisiting already taught learning to ensure they are embedded in the children's long-term memory.
Early reading and writing will be a focus with RWI phonics being used to accelerate progress.
- **Wider strategies:** Due to the pandemic and many periods of home learning, many children's emotional and social needs and behaviours were impacted. At Bratton Fleming, this continues to be a high priority through nurture support and interventions.
We are also targeting funding to ensure that all pupils have access to trips, residential and first hand learning experiences.
We aim to provide opportunities for all pupils to participate in other enrichment activities including sport and music.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<i>The gap in attainment between disadvantage and non-disadvantage children in their basic skills of reading, writing phonics and maths has widened.</i>
2	<i>Consistent quality first teaching across all classes is needed to support teaching and learning</i>
3	<i>The impact on wellbeing, mental health and behaviour of vulnerable pupils</i>
4	<i>Financial constraints on families making it difficult for disadvantaged pupils to attend trips, residential and wider experiences – cultural capital</i>

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
Children make better than expected progress in reading, writing and maths to close the gap on their non-disadvantaged peers both locally and nationally.	The % of children achieving their end of year targets across the school at or above age related expectations is more in line with non-pupil premium children. Rates of progress are at or above expected.
RWI is embedded throughout the school and is used as an intervention to accelerate the progress of children who have left the program.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. The % of disadvantaged children passing the phonics screening is more in line with non-pupil premium children.
Instructional coaching approach developed to maximise quality first teaching.	Teaching improves across all year groups and especially for the most vulnerable through teachers receiving quality coaching
Children will come into school happily and feel emotionally regulated even when challenged. Our processes for supporting the wellbeing, mental health and behaviour of vulnerable pupils are highly effective.	Sustained high levels of wellbeing and positive behaviours demonstrated through student surveys and teacher observations. Parents will report that their children feel safe and happy at school. Boxall assessment data will demonstrate emotional resilience.

	<p>Pupil conferencing with disadvantaged pupils will record positive well-being and improved behaviours.</p> <p>Children will communicate their knowledge and understanding of BLPs and how it improves their learning.</p>
Children's culture capital is built through experiencing a range of wider opportunities.	<p>A significant increase in participation in enrichment activities will be seen.</p> <p>There is a planned approach to the delivery of wider opportunities through: trips, visits and visitors, extra-curricular activities, residential and in-school opportunities.</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

Budgeted cost: £ 18,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning is focussed on evidence based strategies to support quality first teaching</p> <p>Improve teaching and learning through staff receiving instructional coaching as part of the MAT appraisal process.</p> <p>Use Walkthrus books and programmes.</p>	<p>First class teaching accelerates progress for all in reading, writing and maths. High quality teaching in the classroom shown to be the most effective way of supporting PP children.</p> <p>Headteacher and apprenticeship coach will provide coaching for teachers throughout the year and create a culture of coaching within the school.</p>	1, 2
<p>Ensure that RWI phonics program is embedded across the school</p>	<p>Data has shown that reading, phonics and writing attainment and progress needs to improve. Since the introduction of RWI we have seen an increase in the phonics attainment in all children.</p> <p>EEF (Improving literacy in EYFS) – prioritise the development of communication and language</p>	1, 2

Targeted academic support

Budgeted cost: £ 22,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of targeted small or 1-1 groups implemented across the school determined by ongoing data and during pupil progress meetings.	EEF research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6- 12 week, appear to result in optimum impact. Evidence also suggest 8+ months progress from giving more appropriate feedback. As a school we have noticed, since Covid and lockdown, that some pupils lack motivation and resilience in their learning.	1, 2
25% top up funding for targeted tutoring.	EEF research states that small group tuition has an average impact of 4 months additional progress over the course of the year. School Led Tutoring funding is allocated for around 60% of pupils, in Year 1 to11, eligible for pupil premium. 75% of the cost is subsidised in the academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium	1, 2

Wider strategies

Budgeted cost: £ 4,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage our most vulnerable pupils to show positive behaviours and positive attitudes towards learning during lessons and around school. Improve the wellbeing and mental health	Those children with the highest need often struggled to regulate their behaviour in the main class setting. Personalised support, behaviour plans and targeted interventions have all supported their behaviour. These seek to improve outcomes by reducing dysregulated behaviour. The impact is difficult to quantify but interventions are monitored and impact assessed. The number of incidents of dysregulated behaviour will be monitored for a reduction over time. Throughout the school, we also found high quality PSHE sessions (through One Decision), supported the children	3

of all pupils, especially PPP	to self-regulate their behaviour and emotions better during these uncertain years.	
Help develop pupils' cultural capital through: Subsidising trips, visitors and residential. Subsidising extra-curricular activities.	<p>The EEF states that 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>All PP pupils will receive individual letters about trips, events and residential detailing the support that is available to them.</p> <ul style="list-style-type: none"> • Records will be kept by the office of support provided. • Regular liaison will take place with parents to make them aware of opportunities available to them (e.g. clubs). • Attendance of PP pupils at clubs will be monitored and all PP pupils will be encouraged to attend a club. • Impact of attendance at financially supported activities will be monitored and evaluated by school staff 	4

Total budgeted cost: £45,050

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.

See PP strategy 2020_21 for impact of actions.

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