

Pupil premium strategy statement 2023 - 2024

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 2023 to 2024 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	83
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years: 2021 to 2024 This plan: 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lyn Brimson (Headteacher)
Pupil premium lead	Lyn Brimson

Governor / Trustee lead	Tim Baker
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375
Recovery premium funding allocation this academic year	£4,060
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	£40,435

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to ensure that all pupils make expected progress and acquire the knowledge and cultural capital they need to succeed in life. Our current pupil premium strategy intends to achieve this through:

- **Teaching:** Quality-first teaching across the whole curriculum is at the heart of our approach, in order that all pupils, regardless of their socio-economic background, will achieve their highest potential. We aim to remove barriers to learning created by poverty, family circumstance and background.
- **Targeted academic support and assessment:** Data from the previous academic year demonstrates the positive impact that targeted support can have in raising the progress and attainment of all pupils. Diagnostic assessment, small group teaching and early intervention with a rigorous review process will ensure that children's progress is constantly monitored and acted upon.
- **High aspiration for all:** Enabling every pupil to read fluently and with good understanding will support them to access the breadth of the curriculum. Using the Building Learning Power approach will develop a positive and confident attitude towards life-long learning.
- **Wider strategies:** Children's mental health needs to continue to be a high priority through nurture support and interventions. Targeted funding enables pupils to take part in first-hand experiences, including sporting events and music lessons, as well as residential visits.

Challenges

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

Challenge number	Detail of challenge
1	The gap in attainment between disadvantaged and non-disadvantaged pupils in their basic skills of reading, writing phonics and maths
2	Embedding the knowledge and skills from the curriculum to develop pupils' long-term memory; pupils need to develop resilience towards learning
3	The wellbeing, mental health and behaviour of vulnerable pupils
4	Financial constraints on families make it difficult for disadvantaged pupils to attend trips, residential and participate in the wider curriculum

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
Improved attainment and progress in reading, writing and maths.	The % of children achieving their end of year targets is more in line with non-pupil premium children.
RWI is embedded throughout the school	The % of disadvantaged children passing the phonics screening will be greater than the previous year.
Instructional coaching approach developed to maximise quality-first teaching.	A range of questioning and assessment strategies are used to embed key concepts
Children will come into school happily and feel emotionally regulated even when challenged.	Parents will report that their children feel safe and happy at school. Pupil conferencing with disadvantaged pupils will record positive well-being and improved behaviours. Children will communicate their knowledge and understanding of BLPs and how it improves their learning.
Children's cultural capital is increased through experiencing a range of wider opportunities.	A significant increase in participation in enrichment activities will be seen.
The attendance of disadvantaged pupils will increase year on year	Raised attainment due to improved attendance Improved monthly attendance analysis

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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Develop instructional coaching	https://www.walkthrus.co.uk/	1, 2
Review and embed the RWI phonics program	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1, 2
Improve the quality of the BLP approach	https://www.buildinglearningpower.com/about/recent-research/	4
Training for subject leaders	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1

Targeted academic support

Budgeted cost: £15,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use targeted small or 1-1 groups	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1, 2
Specialist mental health support	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	3

Wider strategies

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free morning snack	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	3
50% funding support for all trips including residential visits	The EEF states that 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education' https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4
Improve school attendance	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	

Total budgeted cost: £40,400

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 2022 to 2023 academic year.

The end of year 2023 assessments showed:

- 100% of Year 1 disadvantaged pupils passed their phonics screening test
- In the Year 2 SATs and teacher assessments, 80% of disadvantaged pupils were working at or above in reading, writing and maths
- 50% of Year 6 disadvantaged pupils were working at or above ARE in all three areas of reading, writing and maths in the end of Key Stage 2 SATs and teacher assessments

Early identification through the 6-week assessment checks, enabled support to be implemented immediately for pupils at risk of falling behind in phonics. Intervention groups, which targeted the pupils who needed more frequent rehearsal of key sounds, took place on a regular basis and the groups for this were fluid, allowing for specific and targeted support. An assessment lead was appointed so that there was consistency in the way the half termly assessments were delivered.

Meetings, held specifically with the Year 2 and Year 6 teachers, identified pupils who needed extra support. Strategies were implemented as well as the use of different resources to enable pupils to achieve and to provide more evidence towards end outcomes. Staff meetings supported book moderation and an analysis of how feedback was being used, helped pupils to receive extra support through marking comments.

Targeted support was implemented through small groups, 1:1 support and school led tutoring in Y6 throughout the year. This ensured that pupils were given extra support and opportunities to make greater progress.

Enrichment opportunities for all pupils, but especially the disadvantaged pupils, were provided throughout the year. This included support for trips, visits and residentials.

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

