

## 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	Brompton-on-Swale CE Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	(26/204) 12.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mike White (Exec HT)
Pupil premium lead	Emma Saunders
Governor / Trustee lead	Andrea Offord

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,900
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£3300 (inc. £1073 school contribution)
<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	£35,100

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent readers.
- To ensure that all disadvantaged pupils make or exceed nationally expected academic progress.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements (including the use of a laptop to support their studies) with no or minimal need for additional financial commitment from parents.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Implement the 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school to ensure all children are competent readers, irrespective of their starting point.
- Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading.
- Support the development of reading by purchasing a wide range of decodable books for use at home and school, including e-books.
- Provide a heavily subsidised laptop lease scheme for low-income families.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residential ensuring children are not financially disadvantaged.
- Provide free wraparound care for disadvantaged pupils, which includes support with reading and homework activities.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- That all learners, irrespective of financial barriers, have access to an appropriate electronic device for their learning.

## Challenges

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

Challenge number	Detail of challenge
1	Only 62% (13/21) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 21) [in comparison to 79% of non-disadvantaged pupils]
2	Only 67% (14/21) of disadvantaged pupils are working at or above age-related expectations in mathematics (Summer 21) [in comparison to 85% of non-disadvantaged pupils]
3	Only 76% (16/21) of disadvantaged pupils had access to their own appropriate technology at home in order to utilise school's remote learning offer to support the curriculum. (Summer 21)
4	Attendance for disadvantaged pupils was 95.47% for the 2020/21 academic year. [in comparison with 98.02% for non-disadvantaged pupils]
5	9.5% (2/21) of disadvantaged pupils attended school's wraparound care, which also provides reading and homework support. (Summer 21)

## 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 will become competent readers and there will be an improvement in reading outcomes across the school.	At least 95% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.
Children will become competent mathematicians and there will be an improvement in mathematics outcomes across the school.	At least 95% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in mathematics across the school.
Improved outcomes with the Year 1 Phonics Screening Check	100% of pupils who are eligible for the Pupil Premium grant will pass their phonics screening check at the end of Year 1.
All disadvantaged learners have access to technology for learning at home.	100% of disadvantaged learners have access to an appropriate device to support their learning at home.
Improved attendance for disadvantaged learners.	There is no attendance gap between that of disadvantaged pupils and their non-disadvantaged peers.

All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	All disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need for additional financial commitment for parents/carers.
All disadvantaged pupils are offered school's wraparound care to support academic progress and well-being.	Disadvantaged pupils benefit from school's wraparound care and reading/homework support. Those identified, attend sessions regularly.

## 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: £ 1750

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and during targeted intervention.	<p><a href="#">EEF – T&amp;L Toolkit - Phonics</a></p> <p>All staff to be trained in the revised Letters and Sounds SSP, 'Little Wandle Revised'.</p> <p><i>Evidence states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p> <p><i>(Impact +5 months)</i></p>	1

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

Budgeted cost: £ 28,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Teachers appointed to work one afternoon to support 1:1 or small group interventions.</p> <p>Cost: £ 18,360</p> <p>Resources to support these sessions (manipulatives etc)</p> <p>Cost: £100</p>	<p><u><a href="#">Small Group Tuition</a></u></p> <p>Pupils will receive structured interventions, small group tuition, one-to-one support with their class teacher where they will review areas of learning they struggle with, consolidate learning or be upskilled for the next lesson. This is known as CTG (closing the gap) in our school.</p> <p>During this time, teacher to closely monitor the attendance of disadvantaged children and to report any commonalities within missed sessions. Regular monitoring of the attendance percentage of disadvantaged pupils will be monitored by the Pupil Premium Champion and half termly reports published and shared with the Head of School. Any concerns will be communicated with parents.</p> <p><i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i></p> <p><i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</i></p> <p><i>(Impact +4 months)</i></p>	<p>1, 2 &amp; 4</p>
<p>After school support (BOS Kids) and after school club &amp; trip subsidy</p> <p>Cost: £10,120</p>	<p><u><a href="#">Small Group Tuition</a></u></p> <p><u><a href="#">Extending school time</a></u></p> <p>BOS Kids is our before and after school club where children are able to complete homework in a small group setting with both TA and HLTA support.</p> <p><i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</i></p>	<p>1, 2 &amp; 5</p>
<p>School Led Tutoring</p> <p>Cost: £3,300</p>	<p><u><a href="#">Small Group Tuition</a></u></p> <p>In order to make best use of the DfE's School Led Tutoring grant, we will be deploying teachers and teaching assistants to undertake 1:1 to 1:3 teacher to pupil ratioed regular sessions during the 2021/22 academic year. Depending on the age of the pupils, these sessions will be either 20 or 30</p>	<p>1, 2 &amp; 4</p>

	<p>minutes long and will mainly take place before the start of the school day.</p> <p><i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i></p> <p><i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</i></p> <p><i>(Impact +4 months)</i></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Laptop Lease Scheme</p> <p>Cost: £ 960</p>	<p>The continuing pandemic has heightened the need for pupils to have appropriate technology in their own homes for educational purposes.</p> <p>The Federation takes a pro-active approach to the use of technology to support learning. It uses many different online learning environments to motivate and inspire its pupils as well as reduce workload for its staff. This scheme also encourages the quality and quantity of learning that takes place in the home learning environment.</p> <p><i>EEF - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i></p> <p><i>Technology can be engaging and motivating for pupils.</i></p> <p><a href="#">Research from Apple</a></p> <p><i>(Impact +4 months)</i></p>	3

**Total budgeted cost: £ 34,590**

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.

Although our previous 3-year Pupil Premium Strategy (2018-21) focused on 3 different aims, the following objectives were achieved during the 2020-21 academic year.

- Work closely with the local Maths Hub to monitor our maths teaching across the school.
- Create plans and implement pedagogical changes to practice.
- Continue to utilise 'Closing the Gap Time' as a key strategy to impact on the achievement of disadvantaged pupils.
- Provide team-teaching CPD opportunities for several staff as appropriate.

*The school has taken an active part in the Mastery Readiness Programme for the last 2 years. Our Maths Leader is a Mastery Specialist in training. As a result of this, staff report higher levels of subject expertise and enthusiasm.*

*'Closing the Gap Time' has been utilised every week for every class over the past 3 years. Disadvantaged pupils receive structured interventions, small group tuition and one-to-one support with their class teacher where they have reviewed areas of learning they struggle with, consolidate learning or have been upskilled for the next lesson.*

*Several staff taught together to share and develop their own practice, discussing different strategies to impact on disadvantaged learners' achievement.*

*At the start of the 2020-21 academic year, 61% of disadvantaged learners were working at or above the expected standard in mathematics. By the end of the year, this figure had increased to 69%, despite the challenges of the pandemic.*

## 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
Not applicable	



## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details												
<p>How did you spend your service pupil premium allocation last academic year?</p>	<table border="1" data-bbox="762 414 1353 734"> <tbody> <tr> <td>Closing The Gap Time</td> <td>£1,940</td> </tr> <tr> <td>Wellbeing support sessions</td> <td>£3,450</td> </tr> <tr> <td>After School Clubs (MKC Club and Little Troopers)</td> <td>£3,800</td> </tr> <tr> <td>Leadership time</td> <td>£500</td> </tr> <tr> <td>TA lunchtime activities</td> <td>£1,240</td> </tr> <tr> <td>Total</td> <td>£10,930</td> </tr> </tbody> </table> <p>Actual allocation for Service Pupils Premium £10,850</p>	Closing The Gap Time	£1,940	Wellbeing support sessions	£3,450	After School Clubs (MKC Club and Little Troopers)	£3,800	Leadership time	£500	TA lunchtime activities	£1,240	Total	£10,930
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Total	£10,930												
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>8 service pupils with SEND in Y2-Y5 have received additional and regular small group support with their teacher as part of our 'Closing the Gap' strategy.</p> <p>On the whole, this support has maintained their attainment, despite them missing a significant proportion of last academic year due to the pandemic.</p> <p>5 service pupils who were in need of some wellbeing support have received regular sessions with a trained member of staff last academic year. As a result of this, several pupils and their parents reported improvements in their well-being and lowering of their anxiety levels.</p> <p>Whilst the salary costs for our two after-school clubs have still had to be paid, neither club was able to run last academic year due to the constraints of our Covid risk assessment.</p> <p>Additional lunchtime TA support has been provided for our Service pupils throughout last academic year. This additional adult provides playground games and activities to increase pupil interaction and help service pupils to increase their social circle. Anecdotally, Service pupils report that they benefit from this additional support.</p> <p>Leadership time has been provided to enable our Service Pupil Champion to undertake the following activities:</p> <ol style="list-style-type: none"> <li>1. Liaise with other local schools with service pupils and share good practice.</li> <li>2. Organise visits (virtual, this year) for service pupils to meet with others from around the County.</li> </ol>												



	<ol style="list-style-type: none"><li>3. Regularly check our 'service pupils' mailbox' and provide support as and when necessary.</li><li>4. Consider our provision for service pupils and make improvements as appropriate.</li></ol>
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