

Pupil premium strategy statement 2021- 2024 (updated November 2022)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (in line with the 3 year plan) 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	199
Proportion (%) of pupil premium eligible pupils	27/199 (13.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£40,470
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£4,212 (plus £2808 school contribution) Total: £7,020
Total budget for this academic year	£48,597

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 (2021/ 2022)?

- 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.

Yellow: Ongoing

Green: Completed and successful in 2021/22 but will still be continued to ensure the ultimate objectives are met.

Additional objectives for 2022/ 2023

- Continue to implement 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school by completing the additional 'Rapid Catch Up' training for children in KS1 and KS2.
- Implement the 'Hooked on Books' scheme of learning across KS2 classes to help improve delivery of reading lessons, leading to an increase in outcomes for disadvantaged learners.

- Complete the full entitlement of National Tutoring hours available (15 hours across the academic year) to further increase outcomes in reading and mathematics for disadvantaged learners.
- Continue to promote the school's wraparound care by contacting parents/ carers of children eligible for the Pupil Premium fund.

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 across the 3-year plan

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 reading 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: £ 1,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' and 'Hooked on Books' to ensure quality first teaching in lesson time and during targeted intervention.	EEF – T&L Toolkit - Phonics All staff to continue to be trained in the revised Letters and Sounds SSP, 'Little Wandle Revised', 'Rapid-Catch-up scheme of work' and also 'Hooked on Books'. <i>Evidence states that phonics has a positive impact overall (+5 months) with very</i>	1

	<p><i>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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 41,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers appointed to work one afternoon to support 1:1 or small group interventions.</p> <p>Cost:</p> <p>CTG Time 17.5 hours ATA support: £15, 632</p> <p>Resources to support these sessions (manipulatives etc): £100</p> <p>1:1 teaching support. 17.5 hours teaching: £12, 637</p>	<p><u>Small Group Tuition</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.</p> <p>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</i></p>	1, 2 & 4

	<p><i>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>After school support (BOS Kids) and after school club & trip subsidy</p> <p>Wraparound care: £7,600</p> <p>Trips: £1,800</p>	<p><u>Small Group Tuition</u></p> <p><u>Extending school time</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>	1, 2 & 5
<p>School Led Tutoring</p> <p>Cost: £4,212 (£2,808)</p>	<p><u>Small Group Tuition</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 1:6 teacher to pupil ratioed regular sessions during the 2022/23 academic year. Depending on the age of the pupils, these sessions will be 30 - 1 hour and will mainly take place before the start of the school day or at the end of the 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>	1, 2 & 4

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

Budgeted cost: £ 1,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptop Lease Scheme Cost: £ 1,060	The Federation takes a pro-active approach to the use of technology to support learning. It uses many different	3

	<p>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. The laptop scheme ensures all pupils have access to a laptop at home.</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>Research from Apple</p> <p><i>(Impact +4 months)</i></p>	
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Total budgeted cost: £ 44,277

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 2021 to 2022 academic year.

Intended Outcome 1: Children will become competent readers and there will be an improvement in reading outcomes across the school.

Success criteria: 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.

Impact for 2021/ 2022 academic year: 67% (18/27) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 22) which is an increase from 62% (Summer 21).

[in comparison to 80% of non-disadvantaged pupils]

Reflection: There has been a +5% increase in disadvantaged pupils who are working at or above age-related expectations (compared to 20/21 data) due to significant CPD for staff. However, we are still quite a way off our 3-year target for Outcome 1 as we feel we need further time to embed new systems. As a result of this, we will consider the following as an update to our objectives (page 2).

- *Continue to implement 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school by completing the additional 'Rapid Catch Up' training for children in KS1 and KS2.*
- *Implement the 'Hooked on Books' scheme of learning across KS2 classes to help improve delivery of reading lessons, leading to an increase in outcomes for disadvantaged learners.*
- *Complete the full entitlement of National Tutoring hours available to further increase outcomes in reading for disadvantaged learners.*

Intended Outcome 2: Children will become competent mathematicians and there will be an improvement in mathematics outcomes across the school.

Success Criteria: 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.

Impact for 2021/ 2022 academic year: 71% (19/27) of disadvantaged pupils are working at or above age-related expectations in mathematics (Summer 22) which is an increase from 67% (Summer 2021).

[in comparison to 84% of non-disadvantaged pupils]

Reflection: There has been a +4% increase in disadvantaged pupils who are working at or above age-related expectations (compared to 20/21 data). However, we are still quite a way off our 3-year target for Outcome 2. As a result of this we will consider the following as an update to our objectives (page 2).

- *Complete the full entitlement of National Tutoring hours available to further increase outcomes in mathematics for disadvantaged learners.*

Intended Outcome 3: Improved outcomes with the Year 1 Phonics Screening Check.

Success Criteria: 100% of pupils who are eligible for the Pupil Premium grant will pass their phonics screening check at the end of Year 1.

Impact for 2021/ 2022 academic year: 3/5 (60%) Y1 pupils eligible for the Pupil Premium grant passed their phonics screening check at the end of the 2021/ 2022 academic year.

Reflection: 2/5 pupils eligible for the Pupil Premium grant did not pass due to specific circumstances. At present it is felt that one child looks to be on track to catch up and pass the phonics screening check at the end of Year 2.

- *2 x pupils (currently in Y2) who did not pass the phonics screening check to focus on this as part of their tutoring sessions and complete the Little Wandle Rapid Catch Up intervention in school.*
- *2 x pupils currently in Y1 that are eligible for Pupil Premium grant to complete phonic interventions as part of their tutoring sessions and complete the Little Wandle Rapid Catch Up intervention in school.*

Intended Outcome 4: All disadvantaged learners have access to technology for learning at home.

Success Criteria: 100% of disadvantaged learners have access to an appropriate device to support their learning at home.

Impact for 2021/ 2022 academic year: 100% of pupils had access to technology outside of the classroom. 11/26 (42.3%) pupils signed up to the laptop loan scheme in 2021/2022 whilst others had their own laptop or device at home or used the free wraparound care facility to complete their work.

Reflection: Only 76% (16/21) of disadvantaged pupils had access to their own appropriate technology at home to support the curriculum in 2021 therefore the laptop scheme has supported those who may have felt financially constrained to purchase one.

Intended Outcome 5: Improved attendance for disadvantaged learners.

Success Criteria: There is no attendance gap between that of disadvantaged pupils and their non-disadvantaged peers.

Impact for 2021/ 2022 academic year: Attendance figures for Pupil Premium children (2021/22) were 90.9% compared to 94.5% for non-Pupil Premium children.

Reflection: In line with our attendance policy, attendance meetings were put in place and letters sent home to pupils whose attendance was persistently low. Data reflects an improvement in individual pupil percentages across the academic year. Robust procedures are in place and constant vigilance to improve attendance of those eligible for the Pupil Premium grant. We are aware that 90% attendance is still too low, and efforts will be made this academic year to ensure pupils are consistently attending school. The Head of School is regularly communicating figures to members of staff and the Pupil Premium Champion.

Intended Outcome 6: All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.

Success Criteria: All disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need for additional financial commitment for parents/carers.

Impact for 2021/ 2022 academic year: £1635 was subsidised for Pupil Premium children to experience residential visits and curriculum enhancements.

Reflection: 100% of pupils eligible for the Pupil Premium grant accessed a range of experiences. Residential visits and curriculum enhancements including a trip to London, Peat Rigg Outdoor Education Centre, Year 4 Camp out, Ripon Cathedral and Yorkshire Sculpture Park were paid for. Subsidising these trips meant that Pupil Premium children were able to access the curriculum enhancements without missing out on due to financial constraints.

Intended Outcome 7: All disadvantaged pupils are offered school's wraparound care to support academic progress and well-being.

Success Criteria: Disadvantaged pupils benefit from school's wraparound care and reading/homework support. Those identified, attend sessions regularly.

Impact for 2021/ 2022 academic year: 18/26 (69.2%) of Pupil Premium children eligible attended our wraparound care in 2021/22.

223 morning wraparound care sessions were attended and 1198 after school wrap around session were subsidised.

Reflection: There has been a huge increase in children eligible for the Pupil Premium fund attending wraparound care afterschool session to support learning. Summer term 2022 showed that 69.2% (18/26) were engaged compared to 9.5% (2/21) in the Summer term of 2021. This wraparound care also provides reading and homework support.

- *Continue to promote the school's wraparound care by contacting parents/ carers of children eligible for the Pupil Premium fund.*

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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> <p>34/204 (16.7%) service pupils (2021/22)</p>	<table border="1"> <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>Trip subsidy</td> <td>£350</td> </tr> <tr> <td>Total</td> <td>£11,280</td> </tr> </tbody> </table> <p>Actual allocation for Service Pupils Premium £12,203</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	Trip subsidy	£350	Total	£11,280
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Total	£11,280														
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> With 9/24 service pupils with SEND across the school, these pupils received additional and regular small group support with their teacher as part of our 'Closing the Gap' strategy. On the whole, this time helped to close some of the gaps in learning and improved their confidence when being upskilled in areas of the curriculum and consolidating other areas of learning. 2 wraparound care places were subsidised (both morning and evening) to support 2x service pupils who were falling below age-related expectation. 														

	<ul style="list-style-type: none">• 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.• MKC Club and Little Troopers club provides valuable time for service pupils to come together to work collaboratively and take part in events together with other service pupils across the county.• 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.• Leadership time has been provided to enable our Service Pupil Champion to undertake the following activities:<ol style="list-style-type: none">1. Liaise with other local schools with service pupils and share good practice.2. Organise visits for service pupils to meet with others from around the County.3. Regularly check our 'service pupils' mailbox' and provide support as and when necessary.4. Consider our provision for service pupils and make improvements as appropriate.
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