

Pupil Premium Strategy Statement – Brompton – on-Swale 2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	32 (16.7%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mike White
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,890
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£66,856

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent writers.
- 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 (2024/ 2025)?

- Provide CPD for all staff across the school to improve subject knowledge for the teaching of writing.
- Moderator course successfully completed by the Federation writing lead who will support staff when moderating writing in each year group.
- CPD for all staff when planning and delivering writing.
- Shine resources purchased to support GAPs skills during intervention.
- Weekly writing tasks during CTG (Closing the Gap time) to support Pupil Premium children to develop their sentence structure and vocabulary development.
- Researching and purchasing appropriate writing resources for writing intervention work.
- 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 residentials ensuring children are not financially disadvantaged.
- Provide free wraparound care for disadvantaged pupils, which includes support with all homework activities.
- Provide a heavily subsidised laptop lease scheme for low-income families.

Challenges

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

Challenge number	Detail of challenge
1	50% (16/32) of disadvantaged pupils are working at or above age-related expectations in writing (Summer 24) [in comparison to 73% of non-disadvantaged pupils].
2	19% of children currently eligible for the Pupil Premium fund have additional SEND.
3	Pupils to have access to their own appropriate technology at home in order to utilise school's remote learning offer to support the curriculum.
4	66.7% of disadvantaged pupils regularly attended school's wraparound care, which also provides reading and homework support. 82% attended but 66.7% regularly attended (3 times a week or more).
5	Disadvantaged pupils may be at risk of not experiencing a rich curriculum due to potential financial constraints.

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 writers and there will be an improvement in writing outcomes across the school.	At least 80% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in writing across the school.
Disadvantaged learners that also have SEND will make good progress from their starting points with their personalised targets.	100% of these children will meet their personalised learning targets from their IEP's.
All disadvantaged learners continue to have access to technology for learning at home.	100% of disadvantaged learners have access to an appropriate device to support their learning at home.
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.
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.

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: £ 1,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD across the school to support teachers in the moderation and assessment of writing.	<p>Across our Federation, we believe that providing staff CPD to support the moderation process of writing will enable a consistent and accurate outcome for those eligible for the Pupil Premium grant.</p> <p><i>Sharing evidence of learning and working with others to establish clear, consistent and trustworthy evidence supports a collaborative approach to learning and teaching. Moderation aligns teachers' viewpoints and hence increases the accuracy of assessment decisions that teachers make. Moderation provides a platform to qualify judgements, discuss doubts and, generally, improve one's understanding of where a pupil is at.</i></p> <p>How to make the moderation of writing a positive experience (pobble.com)</p>	1,2
Introduction of memory retention tasks for key skills in writing during CTG (Closing the Gap) time.	<p>EEF Research on Metacognition and self-regulation.</p> <p><i>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</i></p> <p><i>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i></p>	1,2

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

Budgeted cost: £35, 318

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers appointed to work one afternoon to	Pupils will receive structured interventions, small group tuition, one-to-	1,2

<p>support 1:1 or small group interventions. Cost: £16,834</p> <p>CTG Time 17.5 hours ATA support: Cost: £14,377</p> <p>Additional hours support (5 hours) Cost: £4,108</p>	<p>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>The Pupil Premium Champion will closely monitor CTG sessions to ensure quality first teaching and group support offers the best environment to help diminish the gap between disadvantaged learners.</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: £ 14,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Laptop Lease Scheme Cost: £1232</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. 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>3</p>
<p>After school support (BOS Kids) and after school club & trip subsidy Wraparound care: £7,600 Residential trips Cost: £4,010 Trips (including swimming lessons) Cost: £1,200</p>	<p>Small Group Tuition Extending school time 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>EEF - Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. (+5 months).</i></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 hour's provision.</i></p> <p>There will be a subsidy for all trips and extra curriculum experiences for those eligible.</p>	<p>4, 5</p>

Total budgeted cost: £66,856

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 2023/ 2024 academic year: 81% (26/32) pupils achieved age related expectations in reading [compared to 88% of non-pupil premium children] which is an increase from 77% (Summer 2023).

Reflection: There has been a +4% increase in disadvantaged pupils who are working at or above age-related expectations. Although we have not met our target of 95%, the gap between those who are eligible for the Pupil Premium grant and those who are not is closing [previous gap -12% compared to -7% current gap].

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 maths across the school.

Impact for 2023/ 2024 academic year: 87% (28/32 pupils) of those eligible for the Pupil Premium grant achieved age related expectations in maths [compared to 90% of non-Pupil Premium children] which is an increase from 50% in Summer 2023.

Reflection: There has been an improvement of +37% in disadvantaged pupils who are working at age-related expectations. Through pupil discussion, it is evident that they enjoy maths and the CTG (Closing the Gap) interventions using Rising Stars has had a positive impact on data, along with quality first teaching.

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 2023/ 2024 academic year: 100% of disadvantaged pupils met the phonics screening check expectations.

Reflection: The Little Wandle programme along with staff CPD and quality first teaching has ensured the success criteria of 100% was met.

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.

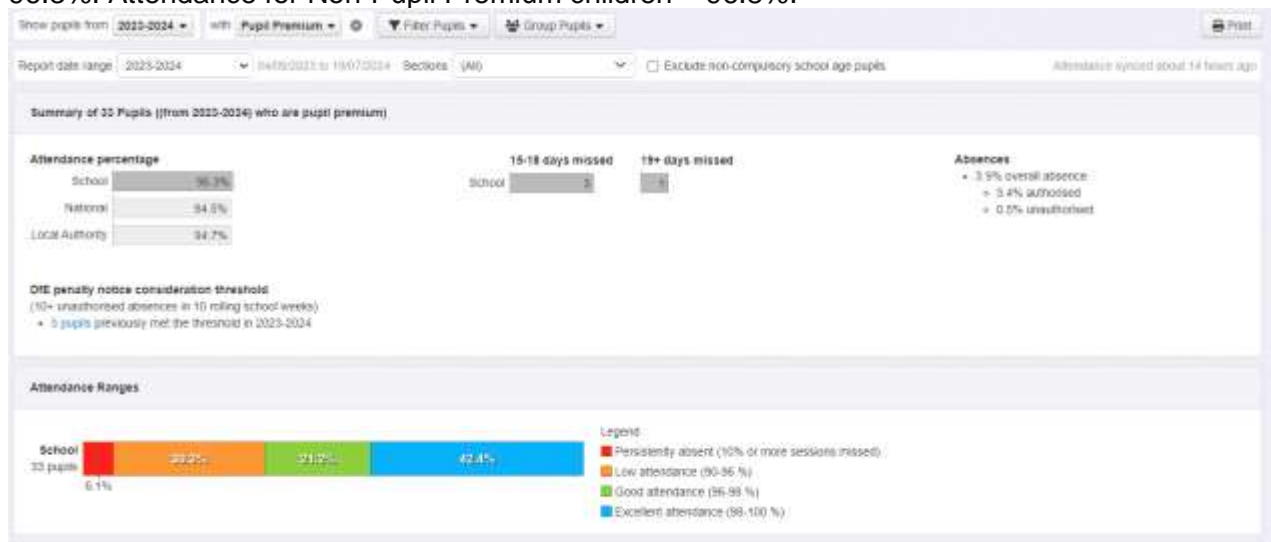
Impact for 2023/ 2024 academic year: 100% of pupils had access to technology outside of the classroom. Pupils were offered the laptop loan scheme in 2023/2024 whilst others had their own laptop or device at home or used the free wraparound care facility to complete their work.

Reflection: Pupils can access technology outside of the classroom to complete their homework. The laptop scheme enables pupils to have their own device

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 2023/ 2024 academic year: attendance of children eligible for Pupil Premium fund = 96.3%. Attendance for Non-Pupil Premium children = 96.8%.



Reflection: While there is a slight gap between pupil premium and non-pupil premium children it is only very slight and not of concern. Attendance data remains above national for both groups.

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 2023/ 2024 academic year: Trips to London, a residential to Peat Rigg Outdoor Education Centre, Year 4 Camp out, Ripon Cathedral, Jorvik trip, a trip to The Life Centre and Yorkshire Sculpture Park were paid for. £2,483 was subsidised for Pupil Premium children to experience residential visits and curriculum enhancements.

Reflection: All pupils are able to experience residential visits and curriculum enhancements without the need for a financial contribution.

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.

Impact for 2023/ 2024 academic year: _1620 sessions were attended last academic year, with 22/27 attending regularly (3 times per week or more).

Reflection: Wraparound care provides reading and homework support for free and is a brilliant way for pupils to gain independence and build friendships with pupils from EYFS to Y6. We regularly promote the wrap around facility to parents to ease the burden when completing homework tasks after school. There was an increase in uptake from Summer 23.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

Closing The Gap Time	£1,940
Wellbeing support sessions	£2,050
After School Clubs (MKC Club and Little Troopers)	£2,800
Leadership time	£335
TA lunchtime activities	£1,240
Trip subsidy	£350
Total	£8,715

The impact of that spending on service pupil premium eligible pupils

- With 3/29 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. The benefits of this additional time are not only academic support to 'close the gap' but also offers a chance for teachers to 'check in' with pupils and offer support where necessary.
- MKC 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. These sessions, lead by our Service Pupil Champion, offer a space for children to create projects and work together, as well as share their experiences/ similar circumstances with each other.
- Additional lunchtime TA support has been provided for our Service pupils where games and turn taking are introduced. Interaction between service pupils is promoted (with the older children often supporting their younger peers), and this in turn helps service pupils to increase their social circle/ support network if needed.
- Leadership time has been provided to enable our Service Pupil Champion to undertake the following activities:
 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.

5. Check our 'worry box' and 'suggestion box' for any comments linked to service pupil worries.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.