



**Joining together  
to build our future**

# **Brampton Primary School**

## **Pupil Premium Strategy**

### **2020-2021**

**Reviewed by:** Marie Hardie

**Date:** October 2020

**Ratified by Chair of Governors:** TBC

**Next review date:** October 2021

## 2020-2021 Information

	Number of children (and % of the cohort)	% SEND	% Girls	% Midphase Admissions <i>Joined after 1<sup>st</sup> term in Reception</i>	% June, July or August born	% Attendance below 95% (previous year)	% Attendance below 90% (previous year)	% Attendance 100% (previous year)
<b>Reception</b>	27/119 23%	4/27 15%	14/27 52%	0/27 0%	6/27 22%	14/27 52%	11/27 41%	2/27 7%
<b>Year 1</b>	21/120 18%	5/21 24%	8/21 38%	5/21 24%	4/21 19%	11/21 52%	4/21 19%	0/21 0%
<b>Year 2</b>	36/119 30%	6/36 17%	16/36 44%	6/36 17%	7/36 19%	26/36 72%	18/36 50%	1/36 3%
<b>Year 3</b>	30/116 26%	4/30 13%	14/30 47%	14/30 47%	11/30 37%	11/30 37%	2/30 7%	5/30 17%
<b>Year 4</b>	36/120 30%	7/36 19%	21/36 58%	14/36 39%	5/36 14%	6/36 17%	2/36 6%	10/36 28%
<b>Year 5</b>	54/119 45%	11/54 20%	20/54 37%	18/54 33%	11/54 20%	10/54 19%	1/54 2%	8/54 15%
<b>Year 6</b>	50/120 42%	14/50 28%	24/50 48%	20/50 40%	13/50 26%	9/50 18%	1/50 2%	6/50 12%
<b>Totals</b>	254/833 30%	51/254 20%	117/254 46%	77/254 30%	57/254 22%	87/254 34%	39/254 15%	32/254 13%

30% of the children at Brampton Primary School are Pupil Premium.

20% of the Pupil Premium children have an additional need.

Overall, 46% of the Pupil Premium children are girls although this varies between year groups.

<b>Number of pupils and pupil premium grant (PPG) received</b>	2018-19	2019-2020	2020-2021
Total numbers of pupils on roll (Y1 and above)	713	715	714
Total number of pupils eligible for PPG (Y1 and above)	264	209	227
Amount of PPG received per pupil	£1 320	£1 320	£1345
Amount of PPG+ received per pupil	£2 300	£2 300	£2 345
Total amount of PPG received	£353 380	£ 346 780	£309 315 (£292 011)
<p><b>Barriers to Pupil Premium children achieving:</b></p> <ul style="list-style-type: none"> <li>• Attendance, punctuality and engagement</li> <li>• Children who are pupil premium and SEND and/or EAL</li> <li>• Coronavirus pandemic – school closures, self-isolation periods, home-learning minus resources, school-based restrictions, access to resources such as books, technology and stationery.</li> <li>• Potential poor mental health and wellbeing</li> </ul>			
<p><b>Desired Outcomes</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged children to have access to additional support across the curriculum and differences in attainment are diminished and all disadvantaged children to make good progress from their starting points.</li> <li>• To ensure that the individual emotional, academic and mental health needs of the disadvantaged pupils are identified and appropriate support put in place.</li> <li>• All children have access to resources to support learning.</li> <li>• To ensure that the gap between the disadvantaged children and the non-disadvantaged children is diminished through increased attendance rates.</li> </ul>			

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will this reviewed?
<p>Disadvantaged children to have access to additional support across the curriculum and differences in attainment are diminished.</p> <p>All disadvantaged children to make good progress from their starting points.</p>	<p>Intensive small group support in reading and maths and daily interventions (qualified teachers and classroom practitioners)</p> <p>Wave 2 and wave 3 interventions delivered to key children</p> <p>Reading Gladiators for UKS2 Maths streams and Y2-6Brilliant Club for higher attaining writers</p> <p>Focus on pupil premium children in lessons (quality first teaching)</p> <p>Focus on PP children's reading records</p> <p>Provide a range of fiction and non-fiction</p>	<p>Evidence: Previous attainment for disadvantaged children was behind that of non-disadvantaged children, despite strong progress measures.</p> <p>Rationale: Disadvantaged children should achieve the same outcomes as those who are not.</p> <p>The impact of the coronavirus pandemic is likely to have been more detrimental to disadvantaged children.</p> <p>To develop a love of reading and a lifelong habit of reading</p>	<ul style="list-style-type: none"> <li>• Termly pupil progress meetings and reports</li> <li>• Half termly monitoring and testing</li> <li>• Classroom observations</li> <li>• Whole staff CPD</li> <li>• Previous year's data used to target key children in each year group</li> <li>• Termly meeting with parents</li> </ul>	<p>Phase leaders</p> <p>SEND department</p> <p>English and maths leaders</p> <p>Reading leader</p>	<p>Half Termly (pupil progress meetings)</p>

	books in book corners and in the library for disadvantaged children to read				
--	--	--	--	--	--

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will this reviewed?
<p>To ensure that the individual emotional, academic and mental health needs of the disadvantaged pupils are identified and appropriate support put in place.</p> <ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• Nurture Group</li> <li>• SEND support</li> </ul>	<p>Monitoring of disadvantaged children by the class teacher and concerns reported through safeguard to the safeguarding team, who meet weekly.</p> <p>SEND initial concerns forms filled in and followed up by class teachers and the SEND department.</p> <p>Learning mentor request forms.</p> <p>Boxall Profile to assess and support identification of needs.</p> <p>Children referred to nurture group.</p> <p>Employ a speech therapist for 2 days a week</p>	<p>Rationale: Disadvantaged children should achieve the same outcomes as those who are not.</p> <p>Individual needs of the disadvantaged pupils must be quickly identified and addressed so that their learning is not unduly disturbed or interrupted.</p> <p>The impact of the coronavirus pandemic is likely to have been more detrimental to disadvantaged children.</p>	<ul style="list-style-type: none"> <li>• Termly pupil progress reports</li> <li>• Half termly monitoring and testing</li> <li>• Termly pupil premium staff meetings with teachers</li> <li>• Weekly SLT safeguarding meetings</li> <li>• Termly meeting with parents</li> <li>• Nurture group reports and Boxall Profiles</li> <li>• Pupil voice – school council and class council</li> </ul>	<p>SLT SEND leader</p> <p>Child Protection &amp; Pastoral Support Manager</p> <p>Learning Mentors</p> <p>Nurture Group lead</p>	<p>Ongoing</p>

	Using EMHP to support children and families Music therapist				
--	--	--	--	--	--

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will this reviewed?
<p>All children have access to resources to support learning.</p>	<p>Reduce class sizes in Year 6 for English and maths – increasing teacher to pupil ratio in order to increase the impact of first quality teacher and feedback</p> <p>1 to 1 tuition for targeted children</p> <p>Laptops for pupils who cannot access Microsoft Teams and Bug Club, Numbots and TTRS for home learning</p> <p>Stationery and work packs for pupils who may be asked to self-isolate this year (e.g. bubble closure).</p>	<p>Rationale: Disadvantaged children should achieve the same outcomes as those who are not.</p> <p>Individual needs of the disadvantaged pupils must be quickly identified and addressed so that their learning is not unduly disturbed or interrupted.</p> <p>The impact of the coronavirus pandemic is likely to have been more detrimental to disadvantaged children.</p> <p>Children in each year group needs to be prepared for the year ahead.</p>	<ul style="list-style-type: none"> <li>• Monitoring of lessons</li> <li>• Monitoring of books</li> <li>• Half termly assessments</li> <li>• Tuition evaluations</li> <li>• Laptop Allocation Lists</li> </ul>	<p>Phase Leaders</p> <p>SEND department</p> <p>English and maths leaders</p> <p>ICT manager</p> <p>Finance manager</p>	<p>Termly assessments</p>

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will this reviewed?
<p>To ensure that the gap between the disadvantaged children and the non-disadvantaged children is diminished through increased attendance rates.</p>	<p>Attendance officer employed to monitor pupils and follow up quickly on absences.</p> <p>First day response calling.</p> <p>Absence procedures followed through with persistent absentees/late arrivers.</p> <p>Individual parent meetings with families causing a concern.</p> <p>Free breakfast club and after school care to pupil premium children who would benefit from attending.</p> <p>Implementation of the behaviour policy including rewards and consequences.</p>	<p>Attainment cannot improve for pupils if they are not in school.</p> <p>Children will concentrate and focus on their learning when they are engaged and invested in their school.</p> <p>Children will enjoy school and achieve more when they are working in a safe and happy environment and where all children behave and follow the rules.</p>	<ul style="list-style-type: none"> <li>• Ensure close monitoring and follow up with letters and parent meetings.</li> <li>• Weekly SLT safeguarding meetings</li> </ul>	<p>SLT attendance leader</p>	<p>Reviewed termly</p>