



Building Personal Success

# Pupil Premium Strategy Statement 2021-2024

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

Details for 2022/23	Data for 2022/ 23
School name	Brampton Primary School
Number of pupils in school	928
Proportion (%) of pupil premium eligible pupils	213 23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	17 <sup>th</sup> October 2021
Date on which it will be reviewed	Autumn 2022 2023 and 2024
Statement authorised by	Mrs Paven Kettory
Pupil premium lead	Mr Mark Woodhouse
Governor / Trustee lead	Mrs Kate Mansfield

## Funding overview

Detail for 2022 / 23	Amount
Pupil premium funding allocation this academic year	£ 306, 058
Recovery premium funding allocation this academic year	£ 15,572
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 321, 630

## Part A: Pupil premium strategy plan

### Statement of intent

At Brampton, we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

The pupils in receipt of the Pupil Premium funding face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers. These barriers include: attendance, punctuality and engagement; being Pupil Premium and SEND/EAL and having less opportunities for extra-curricular activities and learning (for example, due to lack of technology, opportunities for visits or access to after-school clubs).

The key principles of Brampton's Pupil Premium strategy plan include (but are not limited to):

- Ensuring that Pupil Premium pupils have access to additional support in maths and English to ensure that the differences in attainment are diminished.
- Ensuring that the individual needs of the disadvantaged pupils are identified and addressed quickly.
- Enriching the opportunities for disadvantaged pupils.
- Creating systems and processes, and an environment, where all disadvantaged pupils make good progress from their starting points.
- Ensuring that the gap between disadvantaged pupils and the non-disadvantaged pupils is diminished through increased attendance rates, good punctuality and high engagement.
- Ensuring that any gaps in education and experiences due to the pandemic are identified and addressed.

## Challenges

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

Challenge number	Detail of challenge
1	Many pupils have limited real-life experiences beyond their local area (East Ham, Plaistow, Beckton - Newham) which can result in children having limited aspirations.
2	Poor language skills, particularly on entry, and a lack of resources at home impacting on communication which impacts on all areas of learning.
3	Parent/carer's confidence and abilities to be able to support their children's learning (this decreases as child progresses through school) and parent/carer's engagement in school life and child's education.
4	Regular attendance – 37% of pupils eligible for Pupil Premium are on our PA attendance list
5	EAL and SEND needs – 21% of disadvantaged pupils also have SEND

## 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
Alongside our broad and ambitious curriculum, a wide range of enrichment opportunities for disadvantaged pupils (1 and 3).	<ul style="list-style-type: none"> <li>Curriculum maps demonstrate a broad and ambitious range of learning opportunities.</li> <li>Half-termly educational visits, residential visits in Y4 &amp; Y6 and a wide range of after-school clubs.</li> </ul>
Identification of under-achieving children to raise awareness of all stakeholders and ensure children receive targeted support to accelerate learning (2).	<ul style="list-style-type: none"> <li>Disadvantaged children to make good progress and achieve in line with non-disadvantaged children.</li> </ul>
Ensuring that the individual needs of the disadvantaged pupils are identified and addressed quickly (e.g. pupils who are SEND and/or EAL) (2, 3 and 5).	<ul style="list-style-type: none"> <li>Learning support plans clearly target children's key learning needs so they make good progress from start points.</li> </ul>
All pupils able to access learning beyond school regardless of background (4 and 5).	<ul style="list-style-type: none"> <li>Access to online learning platforms, technology and enrichment activities.</li> </ul>
Increased attendance rates, good punctuality and high engagement (4).	<ul style="list-style-type: none"> <li>All children attending school regularly, behaving well and making good progress.</li> </ul>
Pupils leave Brampton as confident, determined learners ready for the next stage in their education (all).	<ul style="list-style-type: none"> <li>End of KS2 data, pupil surveys, engagement with transition programmes, follow-up learning journeys (where do they go?).</li> </ul>

## Activity in this academic year

This details show 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:

Activity	Evidence that supports this approach	Challenge number(s)
<p>Quality First Teaching for all. Regular assessment and feedback in class. Regular opportunities through staff INSET to review the curriculum, allowing time for teachers to assess and adapt teaching. Data and pupil progress information collected regularly.</p> <p><b>£43, 240</b></p>	<p>Staff CPD, Weekly YG PPA meetings to discuss T&amp;L. Support during PPA for all YG to make quality first teaching and learning as precise as possible. ECT support for new teachers. Teachers feeling confident, competent and well-supported, leads to high-quality T&amp;L across the school. Teaching and learning policy. Evidence shows that providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><b>(Feedback EEF +6)</b></p>	<p>1 2 3 5</p>
<p>Quality First Teaching for all. Regular opportunities through staff INSET to review the curriculum for children with SEND, allowing time for teachers to assess and adapt teaching. Data and pupil progress information collected regularly.</p> <p><b>cover for classes</b></p>	<p>Staff CPD, With a focus on supporting all disadvantaged pupils – particularly pupils with SEND</p> <p>Colourful semantics training Adapting provision and practice for children with SEND Using Learning Support Plans to effectively to plan and provide differentiated learning and provision Evidence shows that providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p><b>(Feedback EEF +6)</b></p>	<p>1 2 3 5</p>

<p>Employing additional teachers in order to keep class sizes small in key year groups – in English and mathematics.</p> <p>Class 5 in Y6 and Y4</p> <p>Lower attaining maths stream for Y2-6</p> <p><b>£ 46,800</b></p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</p> <p><b>(Class sizes - EEF +3)</b></p> <p><b>(Feedback – EEF +6)</b></p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>
<p>To enhance the curriculum and life experiences of children:</p> <p>Fairplay House</p> <p>Isle of Wight</p> <p>Belgium</p> <p>EYFS outdoor area</p> <p>Educational visits</p> <p><b>£ 11,000</b></p>	<p>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p><b>(Outdoor Adventure Learning EEF +4)</b></p> <p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><b>(Arts Participation EEF +2)</b></p> <p>Experience has demonstrated the positive impact that educational visits and visitors to school have on our children's academic progress and achievement as well as raising their aspirations.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Developing use of digital technology to raise attainment:</p> <p>MS Teams for homework</p> <p>Bug Club</p> <p>MyMaths</p> <p>TTRS</p> <p>Tapestry (communication with parents)</p> <p>Provision Map</p> <p><b>£ 12,000</b></p>	<p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches.</p> <p><b>(Digital Technology EEF +4)</b></p>	<p>1</p> <p>2</p> <p>3</p>

<p>Promoting excellent teaching and learning across the school in order to ensure that the children get a good start. In response to the low entry levels, we have employed NNs across EYFS , TAs in Y1 and HLTAs in each year group. This allows for immediate, targeted interventions (wobbly wallets etc.).</p> <p>Box clever NELI Attention Autism ACI training for staff</p> <p><b>See CPD and additional teacher costings</b></p>	<p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Where an impact on attitudes to school has been found, it tends to be more lasting.</p> <p><b>(Small Group Tuition EEF +4)</b></p>	<p>1 2</p>
<p>Planning and assessment CPD, including moderation</p> <p><b>Free</b></p>	<p>Planning high quality English and maths lessons – delivered by senior leaders with responsibility for reading, writing and maths.</p>	<p>1 2 3 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Classroom Practitioners (HLTAs) in each year group to support learning in English and maths.</p> <p><b>£40,800</b></p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</p> <p><b>(Class sizes - EEF +3)</b></p>	<p>1 2 4</p>
<p>Specialist maths teachers to run maths streams for Year 2-Year 6.</p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems</p>	<p>5</p>

<p><b>£65,000</b></p>	<p>obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</p> <p><b>(Class sizes - EEF +3)</b></p>	
<p>Specialist maths teachers to run Success@Arithmetic programme for Year 3 and Year 4.</p> <p><b>Part of intervention / specialist teacher costs</b></p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment.</p> <p><b>(Individualised instruction EEF +4)</b></p>	<p>5</p>
<p>Phonics, Year 2 SATs and Year 6 booster classes to be run, along with tutoring.</p> <p><b>Part of intervention / specialist teacher costs</b></p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</p> <p><b>(Class sizes - EEF +3)</b></p>	<p>1 5</p>
<p>Pupils without access to online learning from home to be given access to a laptop (TTRS, MyMaths, Bug Club, MS Teams).</p> <p><b>Free – laptops bought for lockdown</b></p>	<p><b>(Digital Technology EEF +4)</b></p>	<p>1 2 3</p>
<p>Additional resources (such as SATs revision books) to be provided to disadvantaged pupils.</p> <p><b>£1,800</b></p>	<p><b>(Homework EEF +5)</b></p>	<p>1 3</p>
<p>Specialist teacher to support pupils who are Looked After Children (LAC), and previously LAC achieve their potential in English and maths.</p> <p><b>Part of intervention / specialist teacher costs</b></p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment.</p> <p><b>(Individualised instruction EEF +4)</b></p>	<p>1</p>

<p>Additional programmes in place to target higher attainers (e.g. Reading Gladiators). <b>£10,000</b></p>	<p><b>(Mastery Learning EEF +5)</b></p>	<p>1</p>
<p>Box Clever Speech and Language Intervention for EYFS <b>£18,000</b></p>	<p><b>(Oral Language Interventions EEF +6)</b></p>	<p>5</p>
<p>English and Maths Wave 3 Interventions put in place by the SEND department for pupils who are SEND and disadvantaged. <b>Covered by intervention teacher costs</b></p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment. <b>(Small group tuition EEF +4)</b></p>	<p>5</p>
<p>Extra support from external Agencies – Education Psychologist Support, Speech &amp; Language Therapist. <b>£27,000</b></p>	<p><b>(Small group tuition EEF +4)</b></p>	<p>5</p>
<p>EAL interventions run by deputy headteacher for pupils who are EAL and disadvantaged. <b>Free</b></p>	<p><b>(Small group tuition EEF +4)</b></p>	<p>5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended School coordinator to coordinate opportunities and experiences outside of the school day and after school clubs to be paid out of the Pupil Premium budget (e.g. non-contact boxing and fencing classes).</p> <p><b>£14,867</b></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><b>(Social and emotional learning EEF +4)</b></p>	<p>1 3</p>
<p>All educational visits to be subsidised for pupils who are Pupil Premium.</p> <p><b>Included in Educational visits costs</b></p> <p><b>£11,000</b></p>	<p>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p><b>(Arts Participation EEF +3)</b></p> <p><b>(Outdoor Adventure Learning EEF +4)</b></p>	
<p>The school library will be regularly updated and books stocks will be replenished to promote a love of reading.</p> <p><b>£500</b></p>		
<p>Learning mentors and an attendance officer employed to identify issues with attendance, punctuality and engagement early on and intervene.</p> <p><b>£21,500</b></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><b>(Social and emotional learning EEF +4)</b></p>	<p>All</p>

Breakfast club and afterschool care subsidised for pupils who require it. <b>£1,500</b>	Programmes that extend school time have a positive impact on pupils and provide opportunity for additional meals to be given within the school setting. <b>(Extending school time EEF +3)</b>	1 3
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### Total budgeted cost:

Detail for 2022 / 23	Amount
Pupil premium funding allocation this academic year	£ 306, 058
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Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 321, 630