

Pupil Premium Strategy Statement – Brampton Primary School – 2022-2023

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 October 2023	898
Proportion (%) of pupil premium eligible pupils (October 2023)	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31/12/23
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Mrs Paven Kettory
Pupil premium lead	Mrs Marie Hardie
Governor lead	Mrs Kate Mansfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,640
Recovery premium funding allocation this academic year	£23,919
Total budget for this academic year	£326,559

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 the children 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 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 – in 2021, 31% of pupils eligible for Pupil Premium had attendance below 95%
5	EAL and SEND needs – in 2021, 21% of disadvantaged pupils also had 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"> Curriculum maps demonstrate a broad and ambitious range of learning opportunities. Half-termly educational visits, residential visits in Y4 & Y6 and a wide range of after-school clubs.
Identification of under-achieving disadvantaged children to raise awareness of all stakeholders and ensure children receive targeted support to accelerate learning (2).	<ul style="list-style-type: none"> Disadvantaged children to make good progress and achieve in line with non-disadvantaged children.
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"> Learning support plans clearly target children's key learning needs so they make good progress from start points.
All pupils able to access learning beyond school regardless of background (4 and 5).	<ul style="list-style-type: none"> Disadvantaged children have access to online learning platforms, technology and enrichment activities.
Increased attendance rates, good punctuality and high engagement (4).	<ul style="list-style-type: none"> All disadvantaged children attending school regularly, behaving well and making good progress.

Disadvantaged pupils leave Brampton as confident, determined learners ready for the next stage in their education.	<ul style="list-style-type: none"> End of KS2 data, pupil surveys, engagement with transition programmes, follow-up learning journeys (where do they go?).
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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: £150,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching for all disadvantaged pupils based on their starting points and their interests.</p> <p>100% of PP pupils receive regular assessment and feedback in class.</p> <p>Regular opportunities through staff INSET to review the curriculum, allowing time for teachers to assess and adapt teaching for the needs of the PP children.</p> <p>Data and pupil progress information collected regularly. PP data analysed and actioned.</p>	<p>Staff CPD,</p> <p>Weekly YG PPA meetings to discuss T&L.</p> <p>Support during PPA for all YG to make quality first teaching and learning as precise as possible.</p> <p>ECT support for new teachers.</p> <p>Teachers feeling confident, competent and well-supported, leads to high-quality T&L across the school.</p> <p>Teaching and learning policy.</p> <p>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>(Feedback EEF +6)</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>
<p>Employing additional teachers and/or leadership time in order to keep class sizes small in key year groups – in English and mathematics.</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>(Class sizes - EEF +3)</p> <p>(Feedback – EEF +6)</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>
<p>To enhance the curriculum and life experiences of PP</p>	<p>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also</p>	<p>1</p> <p>2</p>

<p>children by offering free visits: Fairplay House Isle of Wight Belgium EYFS outdoor area Educational visits</p>	<p>evidence of an impact on non-cognitive outcomes such as self-confidence. (Outdoor Adventure Learning EEF +4) 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. 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. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (Arts Participation EEF +2) 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>3 4 5</p>
<p>Developing use of digital technology to raise attainment and teachers specifically monitoring PP children's engagement: -MS Teams for homework -Oxford Reading Owl -MyMaths -TTRS -Tapestry (communication with parents) -Provision Map</p>	<p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. (Digital Technology EEF +4)</p>	<p>1 2 3</p>

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

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom Practitioners (HLTAs) in each phase to support learning in English and maths for 100% of the PP children.	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. (Class sizes - EEF +3)	1 2 4
Teaching Assistants to support learning in English and maths for 100% of the PP children.	Individualised instruction can be an effective approach to increasing pupil attainment. (Individualised instruction EEF +4)	1 2 4
Senior teachers to run maths and English boosters for key year groups of 100% for the PP.	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. (Class sizes - EEF +3)	5
Specialists to run Success@Arithmetic programme for Year 3 and Year 4.	Individualised instruction can be an effective approach to increasing pupil attainment. (Individualised instruction EEF +4)	5
Phonics, Year 2 SATs and Year 6 booster classes and Easter School to be run, along with tutoring with 100% of PP children invited to attend.	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. (Class sizes - EEF +3)	1 5
PP pupils without access to online learning from home to be given access to a laptop (TTRS, MyMaths, Bug Club, MS Teams).	(Digital Technology EEF +4)	1 2 3
Additional resources (such as SATs revision books) to be provided	(Homework EEF +5)	1 3

to disadvantaged pupils for free. 100% of PP children to be offered.		
Senior leaders and additional staff to support pupils who are Looked After Children (LAC), and previously LAC achieve their potential in English and maths.	Individualised instruction can be an effective approach to increasing pupil attainment. (Individualised instruction EEF +4)	1
Additional programmes in place to target higher attainers (e.g. Reading Gladiators). 100% of PP children invited.	(Mastery Learning EEF +5)	1
Box Clever Speech and Language Intervention for EYFS. 100% of PP children invited.	(Oral Language Interventions EEF +6)	5
English and Maths Wave 3 Interventions put in place by the SEND department for pupils who are SEND and disadvantaged.	Individualised instruction can be an effective approach to increasing pupil attainment. (Small group tuition EEF +4)	5
Extra support from external Agencies – Education Psychologist Support, Speech & Language Therapist. PP children to be offered these services first.	(Small group tuition EEF +4)	5
EAL interventions run for pupils who are EAL and disadvantaged.	(Small group tuition EEF +4)	5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. 100% of PP children being offered a place in a club.	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. (Social and emotional learning EEF +4)	1 3
All educational visits to be subsidised for pupils who are Pupil Premium.	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. (Arts Participation EEF +3) (Outdoor Adventure Learning EEF +4)	1
The school library will be regularly updated and books stocks will be replenished to promote a love of reading. PP children to be given additional books.	Opportunity to practise reading comprehension. (Reading Comprehension Strategies EEF +6)	1 2
Employment of Safeguarding Officer to oversee the wellbeing of disadvantaged pupils and therefore create an environment for pupils to come to school every day. Learning mentor and an attendance officer employed to identify issues with attendance, punctuality and engagement early on and intervene with PP children given priority.	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. (Social and emotional learning EEF +4)	All
Breakfast club and afterschool care subsidised for PP pupils	Programmes that extend school time have a positive impact on pupils and provide opportunity	1 3

whose parents may require it.	for additional meals to be given within the school setting. (Extending school time EEF +3)	
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Total budgeted cost: £326,559

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-2023 Results for Pupil Premium Children

Provisional national averages are taken from Perspective Lite (the actual data will be confirmed in December 2023)

GLD				
	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	72.3%	70.6%	65.2%	67.2%
Disadvantaged	(11) 45.5%	(15) 66.7%	49.4%	52%
Non Disadvantaged	75%	71.2%	68.1%	69.9%
Gap	29.5%	4.5%	18.7%	17.9%

- **GLD** for disadvantaged children was above the national average for disadvantaged children in 2023.
- The **gap** between disadvantaged and non-disadvantaged children fell in 2023 and is well below the national gap.

Phonics Year 1						
	Achieving Standard				Average Score	
	BPS 2022	BPS 2023	NA 2022	NA 2023	BPS 2022	BPS 2023
Whole	76.9%	81.5%	75.55%	78.9%	34.5	36.1
Disadvantaged	71.4%	66.7%	62.5%	66.7%	33.6	32.5
Non Disadvantaged	78.7%	84.7%	79.1%	82.2%	34.7	36.9
Gap	7.3%	18%	16.6%	15.5%	+1.1	+4.4

- The **Y1 Phonics Check** for disadvantaged children matched the national average for disadvantaged children in 2023.

Reading EXS KS1				
	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	74.8%	74.8%	66.9%	69%
Disadvantaged	68.2%	71%	41.2%	44.4%
Non Disadvantaged	76.3%	76.2%	71.7%	72.8%
Gap	8.1%	5.2%	30.5%	28.4%

- **EXS in KS1 Reading** for disadvantaged children was well above the national average for disadvantaged children in 2023.
- The **gap** between disadvantaged and non-disadvantaged children fell in 2023 and is well below the national gap.

Reading GDS KS1

	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	23.5%	22.6%	18%	18.8%
Disadvantaged	18.2%	19.4%	8.3%	9.1%
Non Disadv	24.7%	23.8%	21%	21.8%
Gap	6.5%	1.2%	12.7%	12.7%

- **GDS in KS1 Reading** for disadvantaged children was above the national average for disadvantaged children in 2023.
- The **gap** between disadvantaged and non-disadvantaged children fell in 2023 and is well below the national gap.

Writing EXS KS1

	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	66.4%	70.4%	57.6%	60.1%
Disadvantaged	68.2%	71%	41.2%	44.4%
Non Disadv	71.1%	70.2%	62.7%	65%
Gap	2.9%	-0.8%	21.5%	20.6%

- **EXS in KS1 Writing** for disadvantaged children was well above the national average for disadvantaged children in 2023.
- The **gap** between disadvantaged and non-disadvantaged children fell in 2023 and the disadvantaged children performed better than the non-disadvantaged children.

Writing GDS KS1

	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	17.6%	26.1%	8%	8.2%
Disadvantaged	18.2%	19.4%	3.1%	3.3%
Non Disadv	17.5%	28.6%	21%	21.8%
Gap	-0.7%	9.2%	17.9%	18.5%

- **GDS in KS1 Writing** for disadvantaged children was above the national average for disadvantaged children in 2023.
- The **gap** between disadvantaged and non-disadvantaged children is below the national gap.

Maths EXS KS1

	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	79%	80.9%	67.7%	71%
Disadvantaged	72.7%	80.6%	51.9%	55.7%
Non Disadv	80.4%	81%	72.6%	75%
Gap	7.7%	0.1%	20.7%	19.3%

- **EXS in KS1 Maths** for disadvantaged children was well above the national average for disadvantaged children in 2023.
- The **gap** between disadvantaged and non-disadvantaged children fell in 2023 and is well below the national gap.

Maths GDS KS1				
	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	22.7%	27%	15.1%	16.3%
Disadvantaged	18.2%	19.4%	6.8%	7.7%
Non Disadv	23.7%	29.8%	21%	21.8%
Gap	5.5%	10.4%	14.2%	14.1%

- **GDS in KS1 Maths** for disadvantaged children was well above the national average for disadvantaged children in 2023.
- The **gap** between disadvantaged and non-disadvantaged children is below the national gap.

KS1 RWM EXS				
	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	64.7%	70%	53.4%	64%
Disadvantaged	45.5%	67.7%	36.9%	40.1%
Non Disadv	69.2%	70.2%	58.5%	61%
Gap	23.7%	2.5%	21.6%	20.9%

- **EXS in KS1** RWM for disadvantaged children was well above the national average for disadvantaged children in 2023.
- The **gap** between disadvantaged and non-disadvantaged children fell in 2023 and is well below the national gap.

KS1 RWM GDS				
	Achieving Standard			
	BPS 2022	BPS 2023	NA 2022	NA 2023
Whole	13.4%	14.8%	5.9%	6.2%
Disadvantaged	13.6%	6.5%	8.3%	9.1%
Non Disadv	13.4%	17.9%	7.1%	7.3%
Gap	-0.2%	11.4%	1.2%	1.1%

KS2 SATs 2023	Disadvantaged 2022				Disadvantaged 2023			
	BPS (50)		NCER National		BPS (40)		NCER National	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
R,W,M combined	54%	6%	43%	3%	55%	10%	66%	10%
Reading	71%	29%	63%	17%	67%	29%	78%	34%
Writing (TA)	67%	6%	56%	6%	69%	14%	77%	16%
Maths	75%	27%	57%	12%	76%	31%	79%	29%
EGPS	76%	31%	59%	17%	76%	41%	78%	35%
Ave reading progress	1.87		-0.8		-0.71		-0.9	
Ave writing progress	-0.08		-0.8		-1.14		-0.7	
Ave maths progress	2.55		-1.1		1.05		-1.1	

- **GDS KS2 Maths and EGPS** for disadvantaged children was above the national average for disadvantaged children in 2023.
- KS2 SATs Results for 2023 show a general upward trend from 2022, most significantly in GDS EGPS and writing.

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
Success@Arithmetic	Edge Hill University