

Pupil premium strategy statement – Bramford CEVC Primary School

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	21.7%
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)	2024-25 (Current Year) 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Steven Palmer
Pupil premium lead	Steven Palmer
Governor / Trustee lead	Lauren Sharp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£68,080

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils and students, regardless of their background and experiences, make good progress and achieve to the best of their potential. We want all children to value their education and instil in them a desire to learn and do well regardless of their background or starting point. This includes challenging high attainers and supporting those children with additional needs.

The focus of our Pupil Premium Strategy is to facilitate this by supporting disadvantaged pupils and students overcome their barriers to learning or ability to fully access the curriculum. When considering the term 'disadvantaged pupils' we include children who have a social worker, children who are in care or looked after as well as children we deem to be vulnerable based on our knowledge of their circumstances.

Quality first teaching is the central pillar of our approach to everything we do as a school. Our curriculum is designed to be accessible to all of our students and we believe the best place for children to learn is by being in the classroom with highly skilled teachers.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that many of our pupils have low prior attainment. For many, including our disadvantaged children, the importance of Reading and Writing is not appreciated by parents, so consequently, reading at home is neglected.

2	Emotional Well-being, Mental Health and Behavioural Difficulties. The wellbeing of those children living with more deprivation and/ or more chaotic households undoubtedly struggle more to access their learning than those not living in such conditions
3	Attendance and Punctuality is often an issue for children from lower income families
4	Low Cultural Capital is often seen as a barrier to social mobility. Children who are eligible for the Pupil Premium Grant (PPG) typically have a narrower range of experiences and less exposure to opportunities to grow their cultural capital.

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
Progress indicators and attainment for PPG children are in line with the progress of non-PPG children.	External and internal assessments indicate that progress of both groups is broadly in line with each other.
Emotional well-being and Mental Health are at the forefront of the support offered to pupils in school	The school is able to offer a range of provision to support pupil well-being and mental health. Where a need is identified for further resources, staff are given appropriate training to be able to deliver the interventions.
Attendance reports show that PP children is broadly similar to that of the non-PPG group.	Evidence of reports shows no difference between PPG and Non-PPG. Strategies to improve attendance have proved successful
The Bramford curriculum is rich in cultural capital both in terms of delivered content but also through our extra-curricular offerings	The school's curriculum, curriculum drivers, vision and values, high quality teaching and learning, real life curriculum and enrichment opportunities enable pupils to build their cultural capital. Pupil uptake at after-school clubs is strong including for pupils who are disadvantaged.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for staff to engage with CPD. This includes access to NPQs and apprenticeships. In addition to the cost of training additional hours may be required to release staff for training.	Through providing opportunities for high quality Professional Development we stand a better chance of retaining talented teachers. The EEF state that effective professional development builds knowledge, motivates staff, develops practice and enables evidence informed practices to be embedded. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1
Staff CPD on high quality feedback and metacognition Staff release and training costs.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching those specific strategies for planning, monitoring, and evaluating their learning. Evidence from the EEF guidance suggests this equates to 7 months progress	1
Access to mentoring support for Senior Leadership Team via LA support.	In various contexts, both within and beyond teaching, peer support may support development. Peers often share a common language, culture, and knowledge regarding the problems they face and are often able to provide emotional or informational assistance that supports a trainee in improving their practice (Sims et al, 2021)	1
Additional hours for newly appointed SENDCO and release time for NPQ SENDCO qualification	Whilst the attainment and achievement of PP pupils is a collective responsibility, increasing the hours of the SENDCo will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	1

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

Budgeted cost: £35,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the following interventions to support pupils' language development and address gaps in communication and oracy: Language Link Speech Link	EEF (+6) Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1, 2, 4
Provide quality interventions , tutoring and boost sessions to address gaps in learning in English and Maths and to support pupils with SEND, including School-led tutoring and additional SENDCO time	EEF (+4-6) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. EEF (+4) Small group tuition has an average impact of four months' additional progress over the course of a year Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. The average impact of the small group tuition is four additional months' progress. EEF Research.	1, 2

Additional teacher hours and high levels of adult support in class.		1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Family Support Worker has been appointed to work with families within our community on issues that are causing a barrier to learning	There are a large number of families within our school community who will need additional support from time to time. This can be related to behaviour, money concerns, school avoidance or safeguarding issues.	1,2
The School is a Thrive school with Thrive practitioners providing support to pupils and training to staff. The school also has ELSA trained support staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. EEF Guidance	1,2
The school provides a Breakfast club and a pre-school Hub to support attendance and well-being	A report by the Education Endowment Foundation (EEF) found that breakfast clubs can lead to positive impacts on pupil outcomes, including improvements in reading, writing, and maths.	1,2,3
The school contributes towards extra-curricular trips and visits for children eligible for PPG.	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work	1,2,3,4
Work with the Pets as Therapy Charity to provide additional mental health support for identified through regular visits from a PAT/Reading dog.	Sessions with PAT dogs have been proven to have a really positive effect not only on children's confidence, motivation and enjoyment of reading, but on their self-esteem, self-confidence and well-being.	1, 2, 3
Activities associated with the Real Life Curriculum provide an experience that is rich in cultural capital. The whole school	Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews.	4

curriculum has been designed to increase cultural capital. The school population lacks diversity and for many families cultural capital is not a priority.		
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Total budgeted cost: £68,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS data for 2023-24 shows that from a cohort of 35 pupils 63% achieved GLD. Within the Pupil Premium group (6 pupils) 50% achieved GLD which is in line with Local Authority figures (49.2%). For non-disadvantaged pupils 67.9% achieved GLD compared to 72.3% within the Local Authority.

For the Year 1 Phonics screening from a cohort of 23, 82.6% pupils were at the expected level. 3 pupils were eligible for FSM and 67% were at the expected level (69% LA). For non-FSM pupils 85% passed compared to 83% in the Local Authority.

In Year 6 16.7% of the cohort of 30 were classified as disadvantaged. The overall figures for the cohort were 60% ARE Reading with 13% GDS. Writing was 70% EXS with 0% Greater Depth. Maths was 50% ARE with 0% at Greater Depth. For FSM eligible pupils 25% achieved ARE in Reading and Maths with 50% at EXS in Writing. None of the PP group achieved Greater Depth. The combined figure for EXS in RWM was 25%. These figures are below the level achieved across the Local Authority. Figures for the Non-PP pupils were Reading 65% (15% GDS), Writing 73% (0% GDS) and Maths 54% (0% GDS). The combined for RWM was 42%. All of these were below LA attainment.

These figures show that the school has work to do in KS2 for both PP and non-PP pupils to ensure that attainment is more aligned to local averages.

Externally provided programmes

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

Programme	Provider
Little Wandle Phonics SSP	Little Wandle
Thrive Approach	Thrive
Accelerated Reader	
Language Link/Speech Link	Canterbury Innovation Centre