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# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023-2024 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

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| Detail | Data |
| School name | Brampton Cortonwood Infant School |
| Number of pupils in school | 177  153  144 |
| Proportion (%) of pupil premium eligible pupils | 25%  17% (24% = F2-Y2)  16% (22% = F2-Y2) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Dec 2021-2022  Dec 2022-2023  Dec 2023-2024 |
| Statement authorised by | LGB |
| Pupil premium lead | Shaun Dyson (Headteacher) |
| Governor / Trustee lead | Julie Williams |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 2021-22 = £33625  2022-23 = £41550  2023-2024= 37,830 |
| Recovery premium funding allocation this academic year  Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31,2024 | 2021-22 = £3625  2022-23 = £4350  2023-2024=4205 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | 2021-22 = £37250  2022-23 = £45900  2023-24= £42035 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with a specific focus on pupil premium boys. Pupils at Cortonwood Infant and Nursery School will achieve this through a tiered approach of:  >Quality first teaching.  >Targeted academic support through interventions for pupil premium children with a focus on writing and SEND support plans will highlight specific targeted support for pupil premium children who also have SEND needs.  >Wider approaches to support culture, enrichment experiences both in and out of school, emotional wellbeing, personal development and behaviors.  To achieve these goals, we will:  >Improve the quality of teaching by providing quality CPD through Floppy’s phonics and early reading schemes, as well as CPD focusing on Maths, specifically around fluency within calculation as well as writing.  >Provide a range of targeted interventions and opportunities in school to meet the learning needs of pupil premium pupils, specifically through the use of our bespoke reading and writing intervention program.  >Provide an inclusive pastoral support service for pupils and parents, identified by school as vulnerable or in need, through school based nurture groups and early help referrals.  >Aim for disadvantaged pupils to increase attendance and punctuality at school, therefore narrowing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experiences at Cortonwood Infant and Nursery School.  Key Principles:  Our school approach will be responsive to current research and the challenges and needs of individual pupils. Our approach will be rooted in robust observations and assessments and with no assumptions made about the impact of disadvantaged pupils. The different approaches we have adopted balance each other to help pupils excel in their learning and narrow the gap between their non disadvantaged pupils. To ensure they are effective Brampton Cortonwood Infant School and Nursery will:  >Adopt a whole school approach that all staff take responsibility through planning and assessment to ensure they raise the expectations and outcomes of all disadvantaged pupils.  >Through ongoing assessment and pupil progress meeting staff act early to ensure intervention (keep-up and/or catch-up) sessions are implements at the correct point of need.  >Ensure all disadvantaged pupils are challenged in all the work they are set. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Due the deprivation indicator of our community, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ EYFS children have. As a result, on entry to EYFS, most children have low Language and Communication skills.  In KS1 children are unlikely to use talk to connect ideas and explain what is happening coherently. |
| 2 | 41.6% of disadvantaged children have SEND / learning difficulties requiring high levels of support / care, including a high numbers of children require support from SALT across school. |
| 3 | Children have been working remotely for a considerable time over the past 6 months, therefore high quality interactions with teachers have been impacted upon, particularly around phonics, and subsequently children’s access to physical reading books, in particular well matched phonics books was limited for some of our disadvantaged children. |
| 4 | Children’s basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress. For example, pupils are not sufficiently ready to start learning, including both physically (lack of breakfast) and emotionally (tired and unsettled). |
| 5 | Poor attendance and punctuality, including during school closures within the pandemic, have impacted on outcomes of some of our most vulnerable families. |
| 6 | Limited life experiences and impacts on pupils wider understanding of the world (foundation subject curriculum) and relevant vocabulary. |

## 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.

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| Intended outcome | Success criteria |
| 1.  To ensure gaps in language and vocabulary are identified early and appropriately targeted on entry into pre-school and nursery, so that disadvantaged children make good progress against their peers. | 2021-24   * Gaps in language and vocabulary are identified early (Autumn term). * Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. * The percentage of children within EYFS meeting the expected standard (on track) will continue to increase. |
| 2.  To ensure that disadvantaged pupils with SEND have appropriate plans / interventions in place to meet their SEND needs. | 2021-2024   * Where disadvantaged pupils have low entry levels or SEND the gap will diminish as a result of accelerated progress. * Clear documentation / plans will demonstrate clear next steps and progress. |
| 3.  To ensure that teaching of phonics is of a high quality to enable all disadvantaged pupils to make progress against the phonics screening check – ensuring school results are in line with national expectations.  To promote a love of reading throughout school and to ensure that our disadvantaged children are confident readers. | 2021-24   * Y1 PP will receive enhanced intervention to decrease the attainment gap between PP and non PP in the phonics screening assessment. * The gap between Y2 PP and Y2 non PP will be less than national (6% as opposed to 13%) meaning that 84% of Y2 PP will pass the phonics screening assessment.   2021-24   * Pupil voice will demonstrate children’s love of books/reading and children will be able to recall their favourite books/authors from our school libraries. |
| 4.  To build identified children’s emotional resilience, cooperation and independence. | 2021-24  Sustained high levels of wellbeing demonstrated by:  qualitative data from student voice, student and parent surveys and teacher observations |
| 5.  To improve attendance and punctuality of disadvantaged pupils and ensure they are in line with national expectations. | 2021-24   * PP children’s attendance will meet the school’s attendance target and be above national comparisons * PP persistent absence will be in line with non PP.   Pupil Premium punctuality will be broadly in line with non PP |
| 6.  To enhance pupils’ cultural capital by providing a breadth of learning and experiences and ensure no child in excluded from enrichment experiences. | 2021-24   * There will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.   Target 25 will enable PP children to have financial support to encouraged attendance on visits/after school clubs etc. |

## Activity in this academic year

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

### **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £6,265.00 £8,771.00 £12,508.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Introduction of poetry baskets to children after CPD for EYFS staff to promote wider vocabulary and exposure to a variety of different reading materials.  Talking Tables, Early Talk Boost and NELI will be used to support speech and language development of identified children - EYFS leader to monitor and evaluate the impact of these on a regular basis.  Delivery of CPD for all staff along with phase group meetings to ensure adults are confident and competent in high quality interactions that promote language and vocabulary.  Parent workshops will be delivered (face-to-face or virtually) to upskill and empower families to support their children at home. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  The Early EEF Toolkit suggest that communication and language interventions have a plus 6 months impact on pupil outcomes. | 1 |
| SENDCo to organise support and training for staff from Fusion. CPD is ongoing in reagrds to building a school SEND toolkit.  SENDCo and class to plan timely support and interventions.  SLT and SENDCo to work with teachers to ensure relevant documentation is up to date and purposeful in increasing standards and progress. | Fusion SEND Hub state that:  pupils to reach their full potential through access to Quality First teaching, high quality and timely professional development and an ethos that celebrates individual achievement through partnership.  They work with schools to:  Promote and support pupil-centered approaches   * Improve pupil’s life chances and outcomes for all * Build secure foundations for life-long learning * Improve teaching and learning through strong collaboration * Promote a climate of positivity with regards to meeting needs * Embed multi-agency collaboration   Drive forward Outstanding achievement | 2 |
| To purchase Phonic Reading Scheme Floppy’s Phonics and ensure all staff are adequately trained.  Target disadvantaged pupils using in house data and provide targeted catch up support through same day intervention and classroom provision.  To celebrate the reading breadth with a weekly Reader of the Week award through the introduction of a reading passport.  Disadvantaged children will have additional access to books to take home and keep.  To create a welcoming and positive reading environment in each class and the library.  Phonics and early reading lead employed to ensure correct implementation. | Ofsted research shows that Phonics should be the only strategy used to teach reading.  EEF researched that phonics programmes have a 4+ months impact on pupil outcomes.  Floppy’s Phonics platform/toolkit – parental engagement  Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3 |

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

Budgeted cost: £22,671.60 £24,443.00 £20,527.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Bespoke inclusion manager support for targeted children and families across the federation.  Well-planned activities at breaks and lunchtimes led by skilled staff to encourage appropriate interactions and play.  To deliver The Hidden Chimp programme to targeted individuals. | * **Confidence:**children had the freedom, time and space to learn and demonstrate independence * **Social skills:**children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play * **Communication:** language development was prompted by the children’s sensory experiences * **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time * **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills * **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment   EEF, July 2021 - There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.  Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (EEF, July 2021) therefore we aim to provide a range of opportunities/activities with comprehensive equipment frequently throughout the school day (breaks and lunch times). | 4 |
| Quality first teaching for all pupils.  Use of standardised testing to inform assessment and inform quality first teaching.  CPD is ongoing for reading and phonics by the English lead and DHT as they are a high priority on the school improvement plan.  Pupil progress meetings track progress of PP pupils and appropriate intervention are put in place. | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.  Sutton Trust – quality first teaching has direct impact on student outcomes . |  |
| HLTA, L3 TA and additional 0.5 L2 TA will provide bespoke support / interventions for identified pupils with the main focus on reading and phonics for Y1 pupils. | DfE – Catch up funding Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.  EEF toolkit - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.  This strategy has proved successful in previous years. Targeted pupils make rapid progress | 3 |
| To deliver additional Forest School sessions to identified children.  Bespoke inclusion manager support for targeted children and families across the federation.  Well-planned activities at breaks and lunchtimes led by skilled staff to encourage appropriate interactions and play.  To deliver The Hidden Chimp programme to targeted individuals. | The New Economics Foundation (NEF), 2005, evaluation suggests Forest Schools make a difference in the following ways:   * **Confidence:**children had the freedom, time and space to learn and demonstrate independence * **Social skills:**children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play * **Communication:** language development was prompted by the children’s sensory experiences * **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time * **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills * **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment   EEF, July 2021 - There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.  Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (EEF, July 2021) therefore we aim to provide a range of opportunities/activities with comprehensive equipment frequently throughout the school day (breaks and lunch times). | 4 |

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

Budgeted cost: £9891.50 £12686 £9000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Children to participate fully in school trips, experiences and after school clubs.  Learning is supported by trips that are carefully planned to enhance the school’s curriculum  Social skills, independence, perseverance and team-work are developed through participation in group activities  To ensure the curriculum is balanced and carefully sequenced taking into consideration the context of our school community.  To provide greater enrichment opportunities for disadvantaged pupils including after school clubs.  To have themed curriculum days to deepen children’s understanding of specific topic areas. | Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.  Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  EEF – sports participation increases educational engagement and attainment.  EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.  The Sutton Trust, Parent Power - cultural participation (defined as going to the museum or to musical/theatrical performance), reading habits (how many books the child has, how much they read), and participation in extracurricular activities found largely positive effects of higher levels of cultural capital on education attainment. | 6 |
| To provide tailored support for families with low attendance and poor punctuality to ensure that identified children’s rates of attendance and punctuality increase.  To provide pupils with the opportunity to attend Breakfast Club.  Attendance lead to monitor attendance of all groups, in particular the disadvantaged children and follow the Rotherham Pathway for attendance ensuring that our disadvantaged children are attending school every day.  To ensure that families understand processes regarding attendance and punctuality through letters and updates within the school newsletters. | *Research from Uninversity College London (UCL), July 2020.*  In England, the average pupil missed 8.4 of the 195 scheduled days in the 2018/19 academic year. However, this masks wide variation in the number of days missed, with 10.9% of pupils absent for more than 10 days (DfE, 2020).   * Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils. * Improving communication with parents via text or email has been shown to be an effective way of reducing such absences. * Achievement is most negatively affected if pupils are tested soon after their return to school. If feasible, and where pupils will be studying related material in the subsequent terms, delaying tests gives pupils a chance to catch up. | 5 |
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**Total budgeted cost: £38,828.10 £45,900.00 £42,035.00**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.  The percentage of children eligible for free school meals at the end of the EYFS rose from 14% in 2018/19 to 18% in 2021/22; however, in 2022-2023 fell to 14.3% nationally.  EYFS  **Foundation 2 – At the end of F2 pupils achieve a Good Level of Development >>>>>**   |  |  | | --- | --- | | F2 | GLD | | National | % | | LA | % | | PP (4) | 50 % | | Non PP (28) | 75 % |   **Foundation 2 - The proportion of Foundation 2 pupils classified as Free School Meals is 12.5% which is 1.8% lower than national at 14.3%. At the end of Foundation 2 pupils perform above LA and national within, word reading, comprehension, number and numerical patterns, however are below nationally within writing, this is something we have fostered into our long-term premium strategy through first quality teaching and is continuing to take priority on our school improvement plan (2023-24). However, we don’t expect this to be a growing trend as last year we were above national.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **F2** | Word Reading | Comp. | Writing | Number | Numerical Patterns | | **National** | **62%** | **69.8%** | **56%** | **66.3%** | **65.5%** | | **LA** | **65%** | **68.5%** | **57.3%** | **67.4%** | **68.1%** | | PP (4) | **75%** | **75%** | **50%** | **75%** | **75%** | | Non PP (28) | **82.1%** | **85.7%** | **78.6%** | **82.1%** | **82.1%** | | Gap between the two groups | **7.1%** | **10.7%** | **20.6%** | **7.1%** | **7.1%** |   **Foundation 2 – At the end of Foundation 2 pupils perform above LA and national for Listening, Attention, Understanding and Speaking, however pupils have historically underperformed within Listening, Attention and Understanding hence this forming part of our long-term strategy for improvement. It is evident that the gap is narrowing at a school level and our school figures are above national and local statistics. Early identification of needs during EYFS has led to support being put in place for PP pupils. Targeted interventions enable pupils to catch up within individual subjects and exceed national expectation and move closer to closing the writing gap, which is slightly lower than last year. However, the particular weakness linked to handwriting, cohort specific and is something that is on our school improvement plan for academic year 23-24’s.**   |  |  |  | | --- | --- | --- | | **F2** | Listening, Attention and Understanding | Speaking | | **National** | **73.%** | **74%** | | **LA** | **72%** | **73.1%** | | PP (4) | **75%** | **100%** | | Non PP (28) | **82%** | **78%** | | Gap between the two groups | **7%** | **+22%** |   Year 1 Phonics  Attainment in the phonics screening check has increased compared to 2022 for both disadvantaged pupils and other pupils. Attainment of the expected standard in the phonics screening check in year 1 increased from 62% to 67% for disadvantaged pupils and from 80% to 83% for other pupils. This gives a gap of 16 percentage points, down from 17 percentage point in 2022, but up from 14 percentage points in 2019. This decrease in the gap is due to a larger increase in attainment compared to 2022 for the disadvantaged group.  The proportion of eligible year 1 pupils classified as disadvantaged decreased from 24% in 2012 to 19% in 2019, before increasing to 23% in 2022 and 2023 (DFE)  **Year 1- The proportion of Year 1 pupils classified as disadvantaged is 27.9% which is 4.9% higher than national at 23%. Pupils within the phonics screener check have achieved the national of 67%.**  **Year 2- 3/5 (60%) PP children achieved the phonics screener as appose to 4/4 (100%) non PP achieving the phonics screener.**   |  |  | | --- | --- | | **Y1** | Phonics | | **National** | **67%** | | **LA** | **65.8%** | | PP (9) | **67%** | | Non PP (27) | **91.6%** | | Gap between the two groups | **24.6%** |   Attainment has increased in 2023 compared to 2022 for both disadvantaged pupils and all other pupils in all subjects. The attainment of disadvantaged pupils has increased more than for other pupils in all subjects, closing the disadvantage attainment gap.  In **reading**, attainment increased from 51% to 54% for disadvantaged pupils and from 72% to 73% for other pupils.  In **writing**, attainment increased from 41% to 44% for disadvantaged pupils and from 63% to 65% for other pupils.  In **maths**, attainment increased from 52% to 56% for disadvantaged pupils and from 73% to 75% for other pupils.  The proportion of year 2 pupils classified as disadvantaged decreased from 25% in 2016 to 21% in 2019, before increasing again to 25% in 2022 and 26% in 2023. (DFE)  **KS1 – The proportion of year 2 pupils classified as disadvantaged is 27.9%, which is 1.9% above the national at 26%.**  **At the end of KS1 PP pupils perform below national within reading, writing and maths but are broadly in line with local authority averages. The gap between PP and Non PP has widened this year. However, this is specifically linked to PP boys and is on our school improvement plans 2023-24 that is aligned with our pupil premium strategy focusing on narrowing this gap.**   |  |  |  |  | | --- | --- | --- | --- | | **Y2** | Reading | Writing | Maths | | **National PP** | **54%**  **GD-9.1%** | **44.5%**  **GD-3.3%** | **56%**  **GD-7.7%** | | **National Non PP** | **NonPP=**  **73%**  **GD=21** | **NonPP=65%**  **GD=9.7%** | **NonPP=75%**  **GD=19%** | | **LA** | **46.5%**  **GD-6.9%** | **38.9%**  **GD-1.5%** | **48.6%.**  **GD-5.5%** | | PP (13) 33% of cohort | **46.15%**  GD – 0% | **38.46%**  GD – 0% | **38.6%**  GD - 0% | | Non PP (30) | **83.33%**  GD -23.33% | **76.76%**  GD – 6.67% | **83.33%**  GD – 13.33% | | Gap between the two groups | **37.18%**  GD-23.33% | **38.3%**  GD-6.67% | **44.73%**  GD- 13.33% |   **Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health continue to be a focus particularly in KS1 due to Covid-19. The impact was particularly acute for disadvantaged pupils, which is evident within our KS1 data. Our year 2 cohort of pupils were affected during the pandemic due to limited teaching within their early years due to government restrictions. Also, due to lockdowns and isolation laws for both pupils and staff this meant that pupils had broken teaching patterns within year 1.**  **Pupil premium funding continues to provide wellbeing support and targeted interventions where required. We are building on that approach with the activities detailed in this plan.**  **Pupil premium funding continues to provide additional forest school experiences to support all pupils. Targeted children have under gone specific workshops, centered around our ‘hidden chimp’ social and behavioral program along with embarking on specialist nurture groups. This has shown to have an impact on the vast majority of PP children who are demonstrating engagement within their learning and show increased levels of resilience and their ability to regulate themselves correctly.**  **Specific impact can be measured within our EYFS as all PP(FSM) children achieved above the national average within speaking, listening, understand, comprehension and reading. Early language intervention has continued to have a positive impact on PP children’s wider development. We are continuing to develop within this area by introducing wider oracy strategies from voice 21 across KS1. The continued investment in our Floppy’s phonics intervention program to support those children at risk of not achieving the phonics screening at the end of year 1, as continued achieve results within reading. Our results indicate a 16.6% increase for PP pupils achieving the pass rate. During phonics lessons children are on task for longer periods at a time. Evidence of staff using strategies from Metacognition training, phonics strategies and retrieval exercises is promoting a higher resilience within tasks that involve writing.**  **Continued staggered breaks and dinner times have meant that children only engage with their own class and are supervised at all times by class teachers and/or teaching assistants. This has led to fewer behaviour incidents and resulted in children settling quickly to learning routines when back in the classroom.**  **Our observations have shown that offering breakfast club and after school clubs to PP pupils has provided them with a settled start to their day- ready for learning and offered enrichment opportunities to areas of the curriculum, they are interested in.**  **School visits and trips offer pupils a wider range of experiences that they might not otherwise get. These experiences have allowed pupils to enhance their curriculum opportunities and broaden their horizons and raise their aspirations of life outside of Brampton. As well as physical health benefits, school visits and trips have a positive effect on pupil’s self-esteem and confidence levels. These experiences have allowed pupils to apply their effective listening and speaking skills, as well as using their experiences has a tool for improving writing.**  **Although our overall school attendance in 2022/23 was lower than the school target of 96% it has improved from 89.58% to 92.95%, which is broadly inline with the national at 93%. However, PP pupils’ attendance is 90.6% and non-PP pupils is 92.4%. This has improved slightly from last year for PP pupils by 0,6%.**  **The persistent absence for the whole school is 16%, which has fallen from 25%. The proportion for PP is 7/18=38% and non-PP is 11/18=61%. PP is slightly up from last year by 3.7%, however the gap between PP and Non-PP is considerable narrowed by +23%**  **Analysis above shows that our school is on target to achieve the following outcomes:**  **1-To ensure gaps in language and vocabulary are identified.**  **3-To ensure that the teaching of phonics is of high quality and enables disadvantaged pupils to make progress.**  **4-To build emotional resilience through the access of wellbeing sessions.**  **School has made progress towards achieving the following target. However, we need to continue to focus on ensuring that all pupils make good progress and achieve high attainment across all subject:**  **5-To ensure high rates of attendance within disadvantaged pupils.**  **2- To ensure that disadvantaged pupils with SEND continue to have appropriate interventions in place.**  **6-To enhance to cultural capital for disadvantaged pupils through enrichment opportunities.**  *This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.*  *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met? (DFE)*  **Attainment by disadvantage status**  EYFS  It is not possible to ascertain the scale of the impact of COVID-19 on the development of children at the end of the EYFS from the 2021/22 EYFS statistics alone, as the EYFS profile was revised in September 2021. Other circumstances may also have influenced the development of this cohort. For example, the percentage of children eligible for free school meals at the end of the EYFS rose from 14% in 2018/19 to 18% in 2021/22.(DFE)  **Foundation 2 – At the end of F2 pupils achieve a Good Level of Development above National but slightly below their non-pupil premium peers within school. This is due to the areas surrounding PSHE, which is something we have fostered into our long-term premium strategy through additional forest school sessions and our ‘hidden chimp’ program, as well as within our whole school development plan.**   |  |  | | --- | --- | | F2 | GLD | | National | 41.9% | | LA | 51.8% | | PP (8) | 50% | | Non PP (29) | 58.6% |   **Foundation 2 - The proportion of Foundation 2 pupils classified as Free School Meals is 21.6% which is 3.6% higher than national at 18%. At the end of Foundation 2 pupils perform above LA and national within, word reading, comprehension and writing. Children are also broadly in line with the National for number and numerical patterns.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **F2** | Word Reading | Comp. | Writing | Number | Numerical Patterns | | **National** | **59.3%** | **68.5%** | **53.2%** | **63.8%** | **62.9%** | | **LA** |  |  |  |  |  | | PP (8) | **62.5%** | **87.5%** | **62.5%** | **62.5%** | **62.5%** | | Non PP (29) | **65.5%** | **89.7%** | **65.5%** | **75.9%** | **75.9%** | | Gap between the two groups | **3%** | **2.2%** | **3%** | **13.4%** | **13.4%** |   **Foundation 2 – At the end of Foundation 2 pupils perform above LA and national for speaking, however under perform within Listening, Attention and Understanding hence this is part of our long-term strategy for improvement.**   |  |  |  | | --- | --- | --- | | **F2** | Listening, Attention and Understanding | Speaking | | **National** | **72.4%** | **73.1%** | | **LA** |  |  | | PP (8) | **62.5%** | **75%** | | Non PP (29) | **65.5%** | **82.7%** | | Gap between the two groups | **3%** | **7.7%** |   Year 1 Phonics  Attainment in the phonics screening check has fallen compared to 2019 for both disadvantaged pupils and other pupils. However, the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap. Attainment of the expected standard in the phonics screening check in year 1 fell from 71% to 62% for disadvantaged pupils and from 84% to 80% for other pupils. Gap between the two groups is 18%.  The proportion of year 1 pupils classified as disadvantaged decreased from 24% in 2012 to 19% in 2019, before increasing to 23% in 2022. (DFE)  **Year 1- The proportion of Year 1 pupils classified as disadvantaged is 27.2% which is 4.2% higher than national at 23%. Pupils within the phonics screener check have achieved under the national of 62% by a difference of 3.7%, however our proportion of pupils is higher than average by 4.2%, had our proportion been the same we would have been in line with national by +0.5%**   |  |  | | --- | --- | | **Y1** | Phonics | | **National** | **62%** | | **LA** | **61.3%** | | PP (12) | **58.3%** | | Non PP (32) | **84.3%** | | Gap between the two groups | **26%** |   Key Stage 1  Attainment has fallen in 2022 compared to 2019 for both disadvantaged pupils and all other pupils at the expected and higher standards in all subjects. However, the attainment of disadvantaged pupils has fallen further than other pupils in all subjects, increasing the disadvantage attainment gap.  In **reading**, attainment fell from 62% to 51% for disadvantaged pupils and from 78% to 72% for other pupils. Gap between the two groups is 21%  In **writing**, attainment fell from 55% to 41% for disadvantaged pupils and from 73% to 63% for other pupils. Gap between the two groups is 22%  In **maths**, attainment fell from 62% to 52% for disadvantaged pupils and from 79% to 73% for other pupils. Gap between the two groups is 21%  The proportion of year 2 pupils classified as disadvantaged decreased from 25% in 2016 to 21% in 2019, before increasing again to 25% in 2022. (DFE)  **KS1 – The proportion of year 2 pupils classified as disadvantaged is 33%, which is 8% above the national at 25%.**  **At the end of KS1 PP children perform above LA and national within reading and writing with a narrowed gap between PP and non-PP of 10%, which is lower than the national gap of 21% for reading and 22% for writing.**  **At the end of KS1 PP children underperform in maths by 5.3%, however the gap between PP and non pp is 20%, which is lower than the national at 21%.**   |  |  |  |  | | --- | --- | --- | --- | | **Y2** | Reading | Writing | Maths | | **National** | **51%** | **41%** | **52.%** | | **LA** | **49.6%** | **40.8%** | **50.5%** | | PP (15) 33% of cohort | **66.7%**  GD – 13.3% | **66.7%**  GD – 0% | **46.7%**  GD - 0% | | Non PP (30) | **76.7%**  GD -20 % | **76.7%**  GD - 0% | **66.7%**  GD – 16.7% | | Gap between the two groups | **10%**  GD-6.7% | **10%**  GD-0% | **20%**  GD- 16.7% |   Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be a focus, particularly in KS1 due to the impact of COVID-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide additional forest school experiences to support all pupils. Targeted children have under gone specific workshops, centered around our ‘hidden chimp’ social and behavioral program. We have continued to invest in our Floppy’s phonics intervention program to support those children at risk of not achieving the phonics screening at the end of year 1.  We have continued staggered start, break and dinner times this has meant that children only engage with their own class and are supervised at all times by class teachers and/or teaching assistants. This has led to fewer behaviour incidents and resulted in children settling quickly to learning routines when back in the classroom.  PP children within lessons are more engaged and are showing increased levels of perseverance and resilience when completing more complex tasks specifically within reading and writing. Children are on task for longer periods of time during these sessions and display a higher confidence when discussing the knowledge learned within these subjects (pupil voice).  Our observations show that enrichment opportunities both within and out of school have supported children in putting their learning into everyday contexts, specifically using these experiences to inform their writing.  To support our pupils with good routines and a structured start to the day, from observations breakfast club has allowed for children to settle into the school day quicker with less disruption to the morning’s learning.  Although, overall attendance in 2021/22 was lower than the school’s target of 96%, attendance among disadvantaged pupils was 90.1%, 2.6% lower than their peers at 92.6. This gap is narrowing, however is not in line with the school’s target enhance why attendance is a focus on our current strategy.  The persistent absence for the whole school was 25.5%, the proportions for PP is 11/32 = 34.3% and Non -PP is 21/32 = 65.6%, which is a narrowing of +31.3% in the favor of PP children compared to non pp pupils.  **Analysis above shows that our school is on target to achieve the following outcomes:**  **1-To ensure gaps in language and vocabulary are identified.**  **4-To build emotional resilience through the access of wellbeing sessions.**  **School has made progress towards achieving the following target. However, we need to continue to focus on ensuring that all pupils make good progress and achieve high attainment across all subject:**  **3-To ensure that the teaching of phonics is of high quality and enables disadvantaged pupils to make progress. 5-To ensure high rates of attendance within disadvantaged pupils.**  **2- To ensure that disadvantaged pupils with SEND continue to have appropriate interventions in place.**  **6-To enhance to cultural capital for disadvantaged pupils through enrichment opportunities.** |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
| Guided Reading approaches | ROSIS & JMAT |
| Maths Mastery and Greater Depth | JMAT and White Rose Maths |
| Systematic Phonics Scheme | Systematic Phonics Scheme Floppy’s Phonics |
| Senior Mental Health Lead Training | Mentally Well Schools |

## Service pupil premium funding (optional)

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

|  |  |
| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

**Further information (optional)**