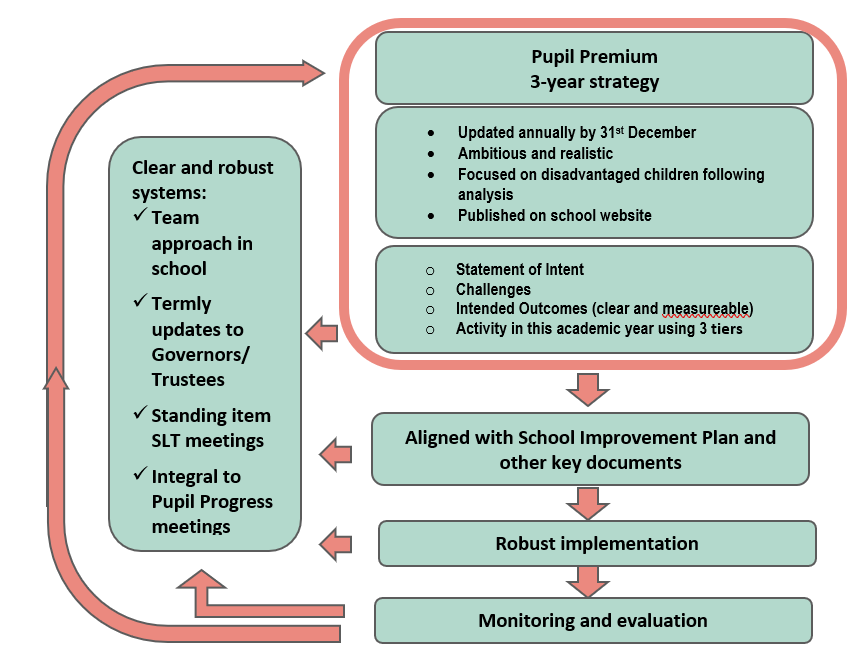
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# Brampton Cortonwood Infant School

# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school. This Plan details our school’s 3 Year strategic vision to help improve the attainment of our disadvantaged pupils. This Plan triangulates with the School Improvement Plan and is reviewed annually with a overarching strategic review every 3 years.



## School overview

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| Detail | Data |
| School name | Brampton Cortonwood School |
| Number of pupils in school | 130 |
| Proportion (%) of pupil premium eligible pupils | 25/130= 19% (Whole school)  25/84=29% (F2-Y2) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)** | Dec 2024-2025  Dec 2025-2026  Dec 2026-2027 |
| Date this statement was published | December 2024 – year 1 of plan |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | LGB |
| Pupil premium lead | Vanessa Lambert (Headteacher) |
| Governor / Trustee lead | Ian Hutchinson COG |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 2024-25 = £36,200 |
| 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 | 2024-25 = £36,200 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| What is the Pupil Premium?  The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years; have been looked after for one day or more (Child Looked After), or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.  Our Philosophy  Brampton Cortonwood Infants School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers the best ways to allocate Pupil Premium funding following rigorous data analysis and the careful consideration of the needs of the pupils.  Our Strategy  We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:   * whole-school strategies that impact on all pupils * focused support to target under-performing pupils * specific support targeting pupil premium pupils   We ensure that Pupil Premium funding and provision impacts on achievement, attainment, attendance and well being. This includes an identified governor having responsibility for Pupil Premium, the Head teacher, responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. We regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.  Our implementation process  We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based approaches and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend provision or intervention that is not having the intended impact. We will:  Explore   * Identify a key priority that we can address * Systematically explore appropriate programmes and practices * Examine the fit and feasibility with the school   Prepare   * Develop a clear, logical and well-specified plan * Assess the readiness of the school to deliver the plan * Make practical preparations   Deliver   * Support staff and solve any problems using a flexible leadership approach * Reinforce initial training with follow-on support * Drive faithful adoption and intelligent adaption   Sustain   * Plan for sustaining and scaling the approach from the outset * Continually acknowledge, support and reward good implementation practices * Treat scale-up as a new implementation process   Aims  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 Brampton Cortonwood Infant and Nursery School will achieve this through:  To achieve these aims, we will:   * Quality first teaching through ongoing profession development for all staff based on current research focusing on the meta cognition of how children learn. Developing a school culture of strategies designed to support a child’s cognitive load within the modern classroom environment. * Targeted academic support through interventions that will be established through a ‘keep up’ approach rather than ‘catch up’, ensuring that pupils are ‘keeping up’ daily in order to achieve high attainment. To ensure that disadvantaged pupils with SEND continue to have appropriate interventions in place. Focusing on pupil premium SEND, specifically reading and writing which will be highlighted through specific targeted support denoted within their SEND plans. * Wider opportunities and approaches to support culture, enrichment experiences both in and out of school, emotional wellbeing, personal development and behaviors. * Increased opportunities to raise the attainment of pupil premium boys’ writing within early years, focusing on delivering high quality opportunities to write across the varying curriculum areas within EYFS. * Providing additional support within the early years to create more opportunities within the timetable for pupil premium boys to develop their word reading and comprehension skills through the earlier introduction to Floppy’s Phonics. * Early assessment of the early learning goals to improve GLD for all pupil premium to national or above * Through additional staff training and continued professional development through the assessment of F2 and Year 1 ensuring pupil premium children, who have met expected outcomes in Foundation 2, continue to work towards aspirational targets and meet the expectation of Year 1 across reading, writing and maths. * Investing in high quality reading materials and Floppy’s phonics to support the continued upward trend of pupil premium Phonics screening scores being in line with or above national. * Additional interventions focused on ‘keep up’ rather than ‘catch up’ to support pupil premium boys, in Year 1 and 2, to ensuring that the gap in attainment between them and pupil premium girl’s is narrowed across reading, writing and maths.   Our school approach will be responsive to current research and the challenges and needs of individual pupils. Our approach will be rooted in robust monitoring, observations, tracking 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. |

## 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 | High proportion of PP children have SEND / learning difficulties requiring high levels of support / care, including high numbers of children require support from SALT across school. |
| 2 | Due the deprivation indicator of our community, children are unlikely to have the opportunities to enhance their cultural capital nor experience a rich culture in order to develop their own aspiration of those greater than Brampton Cortonwood. |
| 3 | Due to biological factors boys find it more difficult to sit and undertake fine moto tasks, coupled with the evidence and research suggesting that boy’s fine motor skills do not develop as quick as their female peers due to weaker muscles in the hand. |
| 4 | Children are starting their education in nursery/reception with communication and language development far lower than their national peers, slowing their ability to begin applying phonics into reading thus delaying their word reading and comprehension skills. |
| 5 | Overall GLD for PP is lower than non- PP children specifically with PP not achieving the expected standard within word reading and writing. |
| 6 | The transition from EYFS to KS1 for PP can often be one that results in them declining from expected standards to below expected standards within reading writing and maths. |
| 7 | Limited Knowledge of phonics teaching can prevent parents from supporting their child’s phonetical ability to read and practice reading, result in PP under achieving the non -PP peers. |
| 8 | Boys’ willingness to remain regulated and resilient to the challenges within the curriculum, can often result in PP boys under achieving against PP girls. |
| 9 | The attendance and persistent absence gap between the pupil premium children and all children. |

## 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 |
| To ensure that PP with SEND continue to have appropriate interventions in place. | -SEND documents for pp to contain specific targets that support excelling their progress.  -SEND monitoring of pp is robust in order to identify any need for change.  -SEND PP interventions are regularly monitored to ensure that impact is evident.  -Provision for SEND pp is highly effective allowing children to make rapid progress. SEND PP will meet/exceed the ambitious targets set in their SEND documentation e.g. EHCP.  - All staff are ambitious for SEND pupils ensuring they receive the best start to their education, regardless of placement/year group. |
| 2  To enhance the cultural capital for PP through enrichment opportunities. | - There is a significant increase in participation in enrichment activities, particularly among PP.  - PP to have financial support to encouraged attendance on visits/after school clubs etc. |
| To increase the attainment of PP boys’ writing within EYFS. | - PP boys in the EYFS achieve the national averages or above for writing, moving towards narrowing the gap between PP and non -PP boys.  - Provision in the EYFS includes opportunities for writing and adult interactions are high quality and lead to improved outcomes for all PP, especially PP boys. |
| To create wider opportunities for PP boys’ word reading and comprehension within EYFS to increase attainment to meet national expectations. | -PP boys in the EYFS achieve the national averages or above for word reading and comprehension moving towards narrowing the gap between PP and non -PP boys.  -Through the use of high-quality floppy’s phonics resources EYFS provision provides wider opportunities for word reading and comprehension.  -Adult interactions are high quality and lead to improved outcomes for all PP boys, especially through enhancements linked to word reading and comprehension. |
| To improve GLD for all PP to national or above | -Assessment of PP is rigorous and robust to support early identification of those PP who are not on track for a GLD.  - Measurable impact plans are in place to secure a similar, if not greater percentage of pp achieving a GLD at the end of EYFS in line with non pp, |
| 6  To ensure that PP children, who have met expected outcomes in EYFS, continue to work towards aspiration targets and meet the expectation of Year 1 across reading, writing and maths. | -Accurate assessment of PP at the end of EYFS for reading, writing and maths is moderated across the school and the trust, identifying a smooth transitional plan into KS1 ensuring that age related children achieve age related expectations at the end of year 1 and 2. |
| To continue the upward trend of PP Phonics screening scores to be in line with or above national. | -Early identification of PP who are not on track to achieve the phonics screener will allow them to undertake additional phonics intervention ensuring that PP pass rates match those of non- PP |
| To provide further support for PP Boys’, in Year 1 and 2, to ensure that the gap in attainment between them and PP girl’s is narrowed across reading, writing and maths. | -The gap between PP boys and PP girls achieving age-related attainment at the end of Year 1 and Year 2 in reading, writing and maths will be at least narrowed or ideal at 0%. |
| 9  To close the attendance and persistent absence gap between the pupil premium children and all children. | -Attendance for all pupils meets or exceeds the national average.  -Persistent absence for all pupils is lower than national averages.  -To continue to build relationships and support parents with supportive strategies  -To improve the attendance of pupil premium children to be 1% greater than 2023/24. This is to continue each year until the national average for all pupils is reached.  - To improve persistent absence amongst for pupil premium children so that it is 5% fewer than 2023/24. This is to continue each year until the national average for all pupils is reached. |

## Activity in this academic year

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

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

Budgeted cost: £18843

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| In-the-moment coaching of teaching staff by the English and Maths Leader as well as developing new writing assessment systems built around Strong Foundations and leading half-termly writing moderation.  The English and Maths Leader takes part in training to support leading English in this way.  £6995 | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>  Both reports illustrate the importance of all aspects of the writing curriculum and their links to reading. Leader support will be based on staff ensuring each element of quality-first writing practice is present consistently in their classrooms. | 3,5,6,7 |
| Release of the Maths Leader and Phonics Leader to carry out training of staff and evaluation or the development of  £3497 | <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1732180085>  This is based on staff making regular small step adjustments in their practice to enhance this in maths and phonics. | 3,6 |
| SENCO & EYFS lead to train staff regarding supporting PP children with SEND needs  £2304 | <https://assets.publishing.service.gov.uk/media/65d8b9e387005a001a80f90c/National_professional_qualification_for_special_educational_need_coordinators.pdf> | 1 |
| Renew phonics training for new staff required and renew resources to ensure broader resource base.  £2103 | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 5, 6,7 |
| Rosis training package  This will support the training of staff in oracy, Strategic Leadership of English, maths and the wider curriculum. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>  <https://nlt.cdn.ngo/media/documents/Creating_confident_communicators_-_How_the_government_can_help_every_child_fin_4zRs95n.pdf> | 1,4 |
| Working with children to support their mental health needs through Zones of Regulation and other areas.  £3944 | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> | 8 |

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

Budgeted cost: £8310

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics intervention from correctly trained teaching assistants in F2, Y1, Y2 and  £3497 | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 7 |
| Ensuring the best quality first provision and catch-up programmes in EYFS to Y2 for phonics, writing and targeted boys to narrow the gap to ARE  £1611 | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  <https://thegrid.org.uk/assets/hfl-education-guide-effective-pp-strategy-2023.pdf>  This focuses on who leads interventions for pupils in writing. In our school, this will be teachers who teach writing with the pupils each day. | 5, 6,7,8 |
| Early intervention in speech and language (SALT) through the use of a speech and language therapist.  £3202 | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 1,4 |

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

Budgeted cost: £9642

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To close the attendance and persistent absence gap between the pupil premium children and all children.  The school attendance lead will implement the school attendance strategy working with disadvantaged families, building relationships and using a bank of strategies to deliver the best support for families.  £6618 | In line with DfE Report, Working Together to Improve Attendance, we will be considering the most effective ways to communicate with families in relation to attendance.  <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>  [Supporting attendance | EEF](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance) | 9 |
| 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.  £3024 | 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. | 2, 6 |

**Total budgeted cost: £36,795**

# 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 2023 to 2024 academic year.

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| EYFS  **Foundation 2**   |  |  | | --- | --- | | F2 | GLD | | National | 67% | | LA | 64% | | PP (16) | 62 % | | Non PP (17) | 64 % |   **At the end of Foundation 2 pupils perform above LA and national within, word reading, comprehension, writing number and numerical patterns,**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **F2** | Word Reading | Comp. | Writing | Number | Numerical Patterns | | **National** | **61%** | **69.1** | **55.8** | **65.6%** | **65.%** | | **LA** | **58%** | **65%** | **51%** | **60%** | **59%** | | PP (16) | **75%** | **87%** | **62%** | **87%** | **87%** | | Non PP (17) | **76%** | **76%** | **64%** | **82%** | **82%** | | Gap between the two groups | **1%** | **+11%** | **2%** | **+5%** | **+5%** |   **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. Continued targeted interventions enable pupils to catch up within individual subjects and exceed national expectation and move closer to closing those gaps.**   |  |  |  | | --- | --- | --- | | **F2** | Listening, Attention and Understanding | Speaking | | **National** | **72%** | **73%** | | **LA** | **66%** | **70%** | | PP (16) | **77%** | **77%** | | Non PP (17) | **70%** | **79%** | | Gap between the two groups | **+7%** | **-2%** |   Year 1 Phonics  Attainment has increased in 2023-24 compared to previous years, as 100% of PP children have achieved the pass rate. Placing us above national and local statistics.   |  |  | | --- | --- | | **Y1** | Phonics | | **National** | **68%** | | **LA** | **78%** | | PP (5) | **100%** | | Non PP (28) | **90%** | | Gap between the two groups | **+10%** |   **At the end of KS1 PP pupils perform below their peers within reading, writing and maths. The gap between PP and Non PP has narrowed this year. Initiatives to continue to narrow this gap will form part of our school improvement plans 2024-25 that is aligned with our new pupil premium strategy focusing on narrowing this gap.**   |  |  |  |  | | --- | --- | --- | --- | | **Y2** | Reading | Writing | Maths | | PP (10) 35% of cohort | **50%**  GD=10% | **40%**  GD=10% | **60%**  GD=10% | | Non PP (28) | **78%**  GD=17% | **75%**  GD=10% | **85%**  GD=21% | | Gap between the two groups | -28%  GD=0% | -35%  GD=0% | -25%  GD=-11% |   **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.We now work in partnership with the inspire team focusing on social, emotional mental health.**  **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. Targeted children are now highlighted and tracked through our SEMH register.**  **Pupil premium funding continues to provide additional forest school experiences to support all pupils. Targeted children have under gone specific workshops, centered around play. We have continued to invest time and resources into upskilling staff on the possible adverse childhood experiences children have been exposed to. 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. Children attend regular weekly session from trained specialist who are able to support and equip children with the skills and coping strategies needed when managing the varying situations within school life.**  **Specific impact again this year 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 have 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 alongside our school speech and language expert. 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 32% increase for PP pupils achieving the pass rate above the national average. During phonics lessons children are on task for longer periods of time. Evidence of staff using strategies from Metacognition training, phonics strategies and retrieval exercises continue to be evident across the whole school.**  **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.**  **Our overall school attendance in 2022/23 was lower than the school target of 96% it has improved from 92.95% to 95%, which is broadly inline with the national. However, PP pupils’ attendance last year was 90.6% and non-PP pupils is 92.4%. This has improved for PP children by 2% as they are now at 94% which is 1% higher than non PP.**  **The persistent absence for the whole school is 11%, which has fallen from 16%.**  **Analysis above shows that our school has 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.**  **5-To ensure high rates of attendance within disadvantaged pupils.**  **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:**  **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*

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| --- | --- |
| Programme | Provider |
| Fusion SEND support | Fusion |
| SALT | Rotherham NHS |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year:** |
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| **The impact of that spending on service pupil premium eligible pupils:** |
|  |