

Bramley St. Peter's Pupil Premium Strategy Statement 2024-25

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.



School Overview

Detail	Data
School name	Bramley St. Peter's C of E (VA) Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ruth Esplin (Headteacher)
Pupil premium lead	Becky Linton (Deputy Headteacher)
Governor lead	Adele Rae

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,840
Recovery premium funding allocation this academic year	£5,003
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£201,840

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Part A: Pupil Premium Strategy Plan Statement of Intent

At Bramley St Peter's C of E Primary School, our aim is that all pupils, irrespective of their background, make good progress across the curriculum. We intend to support every child to succeed and ensure that the Pupil Premium funding is spent in a targeted way in order to achieve this. We aim to have a solution focused approach so that children can progress despite barriers.

We have considered the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can include: less support at home, weak communication and language skills, higher levels of SEMH need 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 approach is based on diagnostic assessment, not assumption of barriers for disadvantaged pupils.

We offer high challenge and high support by acting early with bespoke plans of interventions for both individual and common need. Through a whole school approach, all staff take responsibility for ensuring we have high aspirations and a rigorous response to the needs displayed by learners who are disadvantaged.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils (during pupil progress meetings), so that they are fully aware of the needs of disadvantaged children across the school.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Context:

- Bramley St. Peter's is in an inner-city area in West Leeds and the catchment area is varied. There is high unemployment in Bramley: crime, domestic violence, drugs, alcohol abuse and anti-social behaviour is prevalent in small pockets of the local area. Far-right groups are active in the community.
- 75% of our children live in the bottom 20% of areas for deprivation (compared to a Leeds average of 44% IMD) with 46% living in the bottom 10% and 14% in the bottom 3%. 56% of children live in the bottom 20% of areas of deprivation for income (IDACI), 45% live in the bottom 10% and 14% live in the bottom 3%.
- Attainment on entry is below and well below national, 27% of children are on the SEND support list and 5 children have an EHCP. High mobility is also an issue.

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Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of some children is poor; this leads to children missing important learning and developing gaps in their knowledge. There is a disproportionate number of disadvantaged pupils in this group.
2	Attainment and achievement gaps exist in maths and English between children eligible for Pupil Premium funding and those who are not.
3	Pupils in the Early Years arrive with significant gaps in language, communication and with poor listening skills. This directly impacts upon the attainment and progress of these pupils. A disproportionate number of these pupils are from disadvantaged backgrounds.
4	A higher proportion of disadvantaged pupils and families require support for Social, Emotional and Mental Health needs.
5	Our disadvantaged pupils have less opportunity and access to trips, visits and extra-curricular activities thus reducing their access to a 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
Continue to close the gap in attainment between disadvantaged and non-disadvantaged pupils.	Mid and end of year internal data shows that difference is reduced. Statutory assessments in Year 4 (MTC) and KS2 Maths SAT results show diminished difference in attainment between disadvantaged and non-disadvantaged pupils.
Improved attainment for disadvantaged pupils in English.	Mid and end of year internal data shows that difference is reduced. Reading, writing and SPaG KS2 SATs results show diminished difference in attainment between disadvantaged and non-disadvantaged pupils. Year 1 phonics screen results have increased from last two years and results show a greater percentage of pupils classed as disadvantaged to have attained the pass mark in both Year 1 and Year 2 (rescreen).

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<p>The communication and language skills of our disadvantaged children will be addressed through school and the gap will be diminished.</p>	<p>Accelerated progress will be seen from the pupils working on the NELI programme. Pupils will speak in full sentences using taught vocabulary and language. Pupils' writing will evidence use of key vocabulary taught in English lessons.</p>
<p>Our disadvantaged children access cultural/sporting/academic opportunities to a greater degree, and parents are more aware of how to access opportunities.</p>	<p>Our disadvantaged children take part in trips, events and enrichment activities after school and in the holidays, with parents accessing opportunities more independently.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Overall attendance for disadvantaged pupils at 94% or better. Disadvantaged pupils classed as Persistent Absentees to have overall attendance of 90% or better.</p>
<p>Support pupils with SEMH needs in school using a broad package of research based approaches and utilise outside agencies and professionals.</p>	<p>Pupils with SEMH needs will be supported so that they are read to learn thus resulting in an improvement in their progress and attainment. Pupils will be tracked to monitor this.</p>

Activity in this academic year (2024-2025)

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

Teaching

Budgeted cost: £71,656

Activity	Evidence that supports this approach	Challenges addressed
<p>Implement NCETM Mastering Number programme in Reception and KS1. Two teachers/maths team to access Maths Hub's Mastery Readiness programme.</p>	<p>NCETM 5 Big Ideas for Mastery EEF Recommendations for Mathematics Teaching EYFS & KS1 EEF Recommendations for Mathematics Teaching KS2</p>	<p style="text-align: center;">2</p>

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	OFSTED Co-ordinating mathematical support: the mathematics subject report July 2023	
Writing lead to deliver in-house training and mentoring for staff to implement a writing curriculum which explicitly teaches a range of vocabulary and language.	Improving Literacy in KS1, EEF Improving Literacy in KS2, EEF	2
Oracy and language curriculum to be implemented in Nursery and Reception.	EEF Toolkit – Communication and Language Approaches +7 months EEF: Supporting Communication and Language in the Early Years	2, 3
Early systematic phonics (phase 1) to be taught in nursery to develop listening and attention and readiness to learn. Clear assessment systems to be implemented in Reception to track and monitor children's attainment in phonics – data driven decisions made, next steps agreed and HLTAs used to deliver keep up.	EEF Toolkit: Phonics +5 months EEF Toolkit: One to One Tuition +5 months	2, 3
Attendance team of 3 staff members including DHT	Working Together to Improve School Attendance (DFE, 2024)	1, 2, 3, 4

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Targeted academic support

Budgeted cost: £76,085

Activity	Evidence that supports this approach	Challenges addressed
Little Wandle Phonics Catch Up in Reception, Year 1, Year 2 and Year 3	EEF Teaching and Learning Toolkit Phonics +5 months One to one tuition +5 months	2
Little Wandle Rapid Catch Up – Year 4, Year 5 and Year 6	EEF Toolkit -Phonics +5 months -One to one tuition +5 months	3
Reading groups from Reception to Year 3	EEF Toolkit - Phonics +5 months Small group tuition +4 months	3
Maths interventions	EEF Toolkit - Small group tuition +4 months	3
Pastoral interventions	Drawing and Talking/Seasons of Growth	1, 2, 3, 4
SEMH programmes		

Wider strategies

Budgeted cost: £60,597

Activity	Evidence that supports this approach	Challenges addressed
Pastoral Lead and Behaviour Mentor – provide behaviour and pastoral interventions and support for pupils and their families.	Behaviour intervention: EEF +4 months progress	4
Training, staff support and resources for attendance initiatives e.g., Cluster attendance forum, pastoral HLTA has timetabled attendance focus to increase home visits.	Parental Engagement: EEF +4 months	1
Residential are subsidised for pupils in Years 4 and 6 children attending and adventurous activity for non-attenders. Fund a trip or visitor for each year group to enhance the	https://learningaway.org.uk/ Case studies by Campaign for Brilliant Residential (supported by LA)	5

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<p>curriculum and give children new experiences.</p>		
<p>Extra-curricular provision delivered by teachers and TAs (paid directed hours), who lead a variety of lunchtime and after school clubs throughout the academic year.</p>	<p>Social Mobility Commission: An Unequal Playing Field Extra Curricular Activities, Soft Skills and Social Mobility</p> <p>This demonstrated that disadvantaged children benefit more from participation in extra- curricular activities than their privileged counterparts (Dumais, 2006)</p>	<p>5</p>

Total budgeted cost: £208,338

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Overview of outcomes – 2023/2024

As a result of the expenditure on trips and experiences, all children were offered the opportunity to attend the Robin Wood residential in Year 6 and the Cober Hill residential in Year 4. All children were part of year group and class experiences such as the visit from Sam's Safari.

Acquisition of times table facts and attainment in the Year 4 MTC has improved as a result of the implementation of the Ashley Down approach, staff training and the subscription and usage of Times Tables Rockstars.

Focus pupils made accelerated progress within phonics due to the allocation of staff and the delivery of intervention programmes including Little Wandle Catch Up.

Focus pupils' attendance improved and the improvement correlated directly with attendance team involvement and issuing monitoring periods and packages of support.

Externally provided programmes

Programme	Provider
A programme that fosters independent reading in KS2 and provides accurate feedback to teachers on comprehension skills. Fun and motivational for children.	Accelerated Reader
Opportunity for pupils to practice tables skills in a way that's fun, gives feedback to teachers, is targeted to their level and can boost speeds	TT Rockstars

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?	