

# Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

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  | 393  |
| Proportion (%) of pupil premium eligible pupils                         | 33%  |
| Academic year/years that our current pupil premium strategy plan covers | 2023-24  |
| Date this statement was published                                       | September 2023                                 |
| Date on which it will be reviewed                                       | September 2024                                 |
| Statement authorised by   | Ruth Esplin (Headteacher)                      |
| Pupil premium lead  | Becky Linton (Deputy Headteacher)              |
| Governor lead   | Karon Wittmann                                 |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £248,610        |
| Recovery premium funding allocation this academic year                                 | £19,720         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£268,330</b> |

# Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

## 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.
- 73% of our children live in the bottom 20% of areas for deprivation (compared to a Leeds average of 44% IMD) with 43% living in the bottom 10% and 12% in the bottom 3%. 54% of children live in the bottom 20% of areas of deprivation for income (IDACI), 42% live in the bottom 10% and 14% live in the bottom 3%. (census data – Jan 23)
- Attainment on entry is below and well below national, 26% of children are on the SEND support list and 5 children have an EHCP (Dec 23). High mobility is also an issue.

# Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Through observations and assessments, we have found that under developed listening skills, oral language skills and low levels of vocabulary are common barriers to pupils from Reception to Year 6; this is particularly prevalent in disadvantaged pupils. |
| 2                | Attendance and punctuality of some children is poor; this leads to children missing important learning and having gaps in their knowledge. There is a disproportionate number of disadvantaged pupils in this group.   |
| 3                | Attainment and achievement gaps exist in maths and English between children eligible for Pupil Premium funding and those who are not.  |
| 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   |
|--|--|
| Improved attainment for disadvantaged pupils in maths  | Mid and end of year internal data shows that difference is reduced.  |
| Improved attainment for disadvantaged pupils in English.   | Mid and end of year internal data shows that difference is reduced.  |
| The communication and language skills of our disadvantaged children will be addressed through school and the gap will be diminished. | Children will be heard speaking in full sentences.<br>Children will select and use a range of vocabulary in both spoken tasks and recorded work (including independent writing).<br>Children will become more successful when answering maths problems due to increased knowledge of mathematical knowledge. |
| Our disadvantaged children access cultural/sporting/academic opportunities to a greater  | Our disadvantaged children take part in trips, events and enrichment activities after school and in the holidays, with parents accessing opportunities more independently.   |

## Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

|   |   |
|---|---|
| degree, and parents are more aware of how to access opportunities.                                |   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Overall attendance for disadvantaged pupils at 94% or better.<br>Disadvantaged pupils classed as Persistent Absentees to have overall attendance of 90% or better.  |
| Improve phonics screening scores.   | Overall phonics percentage to be at least in line with national average (75% in 2022 and 79% in 2023).  |
| Support pupils with SEMH needs in school so that they attend regularly and are ready to learn.    | Key pupils' overall attendance % will increase to at least 90%<br>Pupils with SEMH needs will be supported through pastoral work and adaptations in class thus leading to readiness to learn and resulting in progress in reading, writing and maths. |

### Activity in this academic year (2023-2024)

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: £52,000**

| Activity   | Evidence that supports this approach   | Challenges addressed |
|--|--|----------------------|
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will have a planned and sustained training package delivered in-house (including visits to schools demonstrating good practice) to embed key elements of the new maths curriculum and approaches.</p> <p>We will fund teacher release time to facilitate this.</p> | <p>NCETM 5 Big Ideas for Mastery</p> <p>EEF Recommendations for Mathematics Teaching EYFS &amp; KS1</p> <p>EEF Recommendations for Mathematics Teaching KS2</p> <p>OFSTED Co-ordinating mathematical support: the mathematics subject report July 2023</p> | <p><b>1, 3</b></p>   |

## Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

|   |  |                          |
|---|--|--------------------------|
| <p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will have a planned and sustained training package delivered in-house (including visits to schools demonstrating good practice) to embed key elements of the writing curriculum.</p> <p>We will fund teacher release time to facilitate this.</p> | <p>Improving Literacy in KS1, EEF<br/>Improving Literacy in KS2, EEF</p>   | <p><b>1, 3</b></p>       |
| <p>Purchasing Pastoral Genie programme to support monitoring, tracking and analysing school attendance data.</p>  | <p>EEF Attendance Interventions<br/>Working Together to Improve School Attendance, DFE September 2022</p>                      | <p><b>1, 2, 3</b></p>    |
| <p>Staffing structure – a behaviour and pastoral team, has been built to provide both proactive interventions and support groups plus responsive support to pupils and families that need it.</p>   | <p>Green H et al (2005) Mental health of children and young people in Great Britain, 2004. Basingstoke: Palgrave MacMillan</p> | <p><b>1, 2, 3, 4</b></p> |

### Targeted academic support

**Budgeted cost: £94,000**

| Activity  | Evidence that supports this approach  | Challenges addressed |
|---|---|----------------------|
| <p>Little Wandle Phonics Catch Up in Reception, Year 1, Year 2 and Year 3</p> | <p>EEF Teaching and Learning Toolkit<br/>Phonics +5 months<br/>One to one tuition +5 months</p> | <p><b>3</b></p>      |
| <p>Little Wandle Rapid Catch Up – Year 4, Year 5 and Year 6</p>               | <p>EEF Toolkit<br/>Phonics +5 months<br/>One to one tuition +5 months</p>                       | <p><b>3</b></p>      |

## Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

|   |   |                      |
|---|---|----------------------|
| Reading groups from Reception to Year 3 | EEF Toolkit<br>Phonics +5 months<br>Small group tuition +4 months | <b>3</b>             |
| Accelerated Reader                      | EEF 3+ months   | <b>3</b>             |
| Maths interventions                     | EEF Toolkit<br>Small group tuition +4 months                      | <b>3</b>             |
| Pastoral interventions                  | DfE Mental Health and Behaviour in Schools, 2018                  | <b>1, 2, 3, 4, 5</b> |
| SEMH programmes                         |   |                      |

### Wider strategies

**Budgeted cost: £124,000**

| 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   | <b>4, 5</b>          |
| Training, staff support and resources for attendance initiatives e.g., Cluster attendance forum, pastoral HLTA has timetabled attendance focus to increase home visits.  | Children need to be in school and feel safe and secure in school in order to make good progress. Parental engagement and the role of the SEMH lead is crucial in achieving this.<br><br>Parental Engagement: EEF +4 months | <b>2</b>             |
| Residential are subsidised for pupils in Years 4 and 6 children attending and adventurous activity for non-attenders.<br><br>Fund a trip or visitor for each year group to enhance the curriculum and give children new experiences. | <a href="https://learningaway.org.uk/">https://learningaway.org.uk/</a><br><br>Case studies by Campaign for Brilliant Residential (supported by LA)  | <b>5</b>             |
| Times Table Rock Stars – for all pupils  | <a href="https://shinetrust.org.uk/case-study/times-tables-rock-stars/">https://shinetrust.org.uk/case-study/times-tables-rock-stars/</a>  | <b>3</b>             |

## Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

|  |  |          |
|--|--|----------|
| Extra-curricular provision delivered by teachers and TAs (paid), who lead a variety of lunchtime and after school clubs (from Spring term) | Social Mobility Commission: An Unequal Playing Field Extra Curricular Activities, Soft Skills and Social Mobility<br><br>This demonstrated that disadvantaged children benefit more from participation in extra- curricular activities than their privileged counterparts (Dumais, 2006) | <b>5</b> |
|--|--|----------|

**Total budgeted cost: £270,000**

## Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

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

#### Pupil premium strategy outcomes

**Overview of outcomes – 2022/23**

As a result of last year's pupil premium expenditure, both our disadvantaged and non-disadvantaged pupils were able to attend residential trips and received a range of experiences including instrument lessons and sports competitions. Pupil voice gathered showed that pupils both enjoyed these experiences and gained new skills and knowledge from them.

There was a reduction in the variation of outcomes for KS1 pupils in reading, writing and maths at the end of the academic year. *See data below.*

|  | Maths       | Reading     | Writing    |
|--|-------------|-------------|------------|
| % Pupils receiving Pupil Premium funding attaining ARE in 2022 | 21%         | 17%         | 19%        |
| % Pupils receiving Pupil Premium funding attaining ARE in 2023 | 48%         | 38%         | 25%        |
| <b>Difference over the two academic years</b>                  | <b>+27%</b> | <b>+21%</b> | <b>+6%</b> |

In KS2, the percentage of pupils receiving PP funding who attained ARE in maths in 2022 was 20% compared with 27% in 2023.

This reduction in variation was a result of the interventions put into place and teaching strategies used within lessons.

As a result of Speech and Language interventions and programmes such as NELI, progress within communication and language was good for most pupil premium pupils who received this intervention.

## Bramley St. Peter's Pupil Premium Strategy Statement 2023-24

### 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       |
| Opportunity for all pupils to be taught by a music specialist and all pupils in Years 4 and 5 to have instrument tuition.                                  | Roundhay Music     |

### 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? |         |