

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Brompton & Sawdon CP School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	9.7% (potentially)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 Year (due to possible fluctuations in numbers)
Date this statement was published	September 2021
Date on which it will be reviewed	April22 July22
Statement authorised by	G Robinson
Pupil premium lead	O Cooper/G Robinson
Governor / Trustee lead	B Ford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,345 (estimate – depending applications of new students)
Recovery premium funding allocation this academic year	£2630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9975 + tutor funding (depends on 2 or 7 kids -£200 or £600)
<b>School has also been allocated £177 to contribute towards tutoring for identified pupils. School will also be contributing 30% meaning that we will have £240 to fund tutoring sessions. These will start in Spring / Summer 2022.</b>	£177 (£240)

# Part A: Pupil premium strategy plan

## Statement of intent

*Ultimately, we aspire that every child identified as being disadvantaged, make equal or better progress than other pupils, whatever the subject. We intend that they are equipped with the tools, confidence and knowledge to continue to succeed in the next stage of their educational journey.*

*To achieve this for our disadvantaged learners, we aspire to provide them with the richest, broadest educational experiences, allowing them to develop their own Cultural Capital in line with other pupils. We intend to support this through ensuring that they receive whatever targeted adult support, intervention or teaching is required to achieve our aims.*

## Challenges

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

Challenge number	Detail of challenge
1	The impact of lockdown, especially on the youngest pupils in the school who have missed an extraordinary amount of learning and early experiences (at school and nursery). Gaps in learning across the curriculum and across the year groups (especially in core skills and Language) identified, meaning that pupils will need to make accelerated progress to achieve ARE / GLD. SEND pupils more significantly affected.
2	Lack of cultural capital and wider experiences amongst some of those disadvantaged learners. Limited experience of Diversity and different social contexts has led to limited ambition.
3	High amount of transiency amongst disadvantaged learners (incl. Service Children). Most of our pupil premium pupils have joined the school in the last year from other settings.
4	Poor language development and exposure amongst some disadvantaged learners which impacts upon their ability to read and write.

## 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
Disadvantaged learners achieve at least expected progress,	<ul style="list-style-type: none"><li>• All children eligible for Pupil Premium make good or better progress from their starting points this year.</li><li>• Gaps in learning are addressed through targeted teaching, targeted feedback and support, or intervention where required</li><li>• Attainment in Reading, Maths and Writing shows improvement throughout the year, narrowing the gap to ARE and those not eligible for Pupil Premium.</li></ul>

<p>relative to their start point.</p>	<ul style="list-style-type: none"> <li>• 80% of EYFS pupils achieve GLD</li> <li>• At least 80% of EYFS pupils are on track to achieve the phonic screen in Year 1.</li> <li>• All staff are aware of these pupils in their class and target provision and support accordingly in order to achieve the required progress.</li> </ul>
<p>Disadvantaged learners are exposed to a wider range of experiences that develop their cultural capital.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils are regularly exposed to experiences and visitors designed to develop Cultural Capital, an understanding of Diversity and ambition.</li> <li>• The Curriculum offer is enhanced and opportunities are grasped to widen experiences and opportunities for disadvantaged pupils.</li> <li>• All disadvantaged pupils are able to attend school trips.</li> <li>• Disadvantaged pupils are able to attend a range of school clubs.</li> <li>• All disadvantaged pupils have the required equipment and clothing to enjoy outside experiences.</li> </ul>
<p>Those children with high levels of transiency have the gaps in their knowledge filled.</p>	<ul style="list-style-type: none"> <li>• Leaders and staff act quickly to identify any potential gaps disadvantaged learners who are new to the school or who have high levels of transiency (by end of Oct 2021).</li> <li>• All staff are aware of targeted pupils and are able to demonstrate / facilitate good academic progress at termly progress meetings through: <ul style="list-style-type: none"> <li>- Termly summative assessment results</li> <li>- Targeted marking and feedback</li> <li>- Planned additional support or intervention where required.</li> </ul> </li> </ul>
<p>Disadvantaged learners' language development is improved so they are able to read and write at their age-related expectation.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils are assessed for LanguageLink in Autumn term assessments and subsequent interventions completed. Pupils demonstrate expected progress in these interventions and can demonstrate these improvements in subsequent work.</li> <li>• Where required, referrals are made to Chatterbugs for Speech and Language Therapy. Subsequent therapy plans are completed successfully – delivered well and with a clear impact on speech/language.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 7400

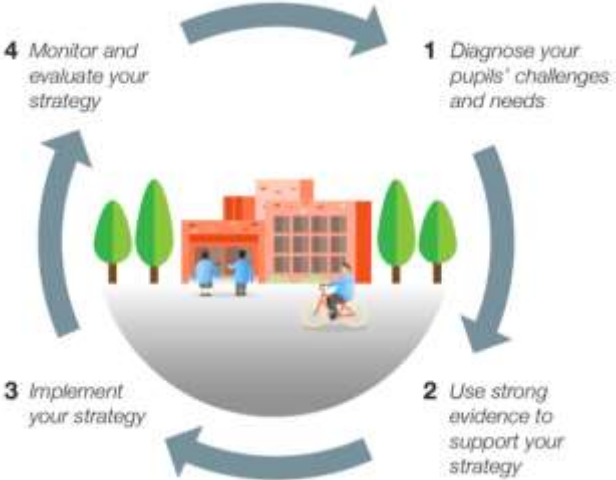
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of new teaching assistant in Early Years (and class 2) to help address the recovery of missed learning of the youngest pupils during the Covid-19 pandemic.</p> <p>Trained to deliver a wide range of interventions.</p> <p>To allow additional focus on phonics teaching and retention</p> <p>To allow targeted response to poor language acquisition.</p>	<p><b>From EEF:</b></p> <p><u>Quality deployment of teaching assistants</u></p> <p>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p><u>Phonics and reading intervention</u></p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	<p>1, 2, 4</p> <p>1, 3, 4</p>

	<p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p><u>Speech and Language Therapy Evidence</u></p> <p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	
<b>Tutoring</b>	<p><b>25% Top-up of Catch-Up tutoring programme through the year.</b></p> <p><b>Budgetted amount from Pupil Premium grant: approx. £175</b></p>	1
Additional TAs trained and able to deliver targeted reading interventions and additional practice	<p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p>	1, 3, 4
Additional staffing to give additional capacity for targeted feedback for disadvantaged learners	<p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</p> <p>3. Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</p>	1, 3, 4

	<p>4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p>	
Additional TA to support the development of a maths mastery approach across school	<p>3. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</p> <p>4. There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p>	1
Partial funding of 1:1 teaching assistant in class 3 to address high level of needs and interventions relating to EHCP provision.	<p>1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p>	1, 2, 4 1, 3, 4
As above – increased opportunities to deliver pastoral support for identified pupils	<p>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	3

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

Budgeted cost: £ 1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching assistant support to deliver interventions (Phonics Fresh Start, First Class @ Number, Write Away Together, Speech and Language Therapy, Number Stacks) to address the gaps in learning amongst disadvantaged learners, especially those with high levels of transiency.</p>	<p><b>From EEF:</b></p> <ol style="list-style-type: none"> <li>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</li> <li>2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</li> <li>3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</li> <li>4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</li> </ol>	
<p>Allocation to staff time required to assess the relatively high number of new disadvantaged pupils in the school (e.g. Reception Baseline, Language Links assessment).</p>	<p><b>From EEF:</b></p> 	1,2,3,4

	<p>In order to understand the barriers to learning for the high proportion of disadvantaged learners that are new to the school (57% of the total disadvantaged learners in the school), the school will be required to quickly and accurately assess these barriers.</p> <p>Further evidence to support accurate diagnostic assessment can be found here:  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Exposure to wider experiences that develop cultural capital amongst disadvantaged learners (e.g visits, specialist visitors, immersive experiences – such as Now&gt;Press&gt;Play)</p>	<p><b><u>Culture, Class, Distinction Bennet et al, (2009)</u></b></p> <p><i>Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system through their ability to handle “abstract” and “formal” categories. These children are able to turn their cultural capital into credentials, which can then be used to acquire advantaged positions themselves.’</i></p> <p>A range of other reports back up these findings, including publications by the <a href="#">Social Mobility Commission</a> and books such as <a href="#">Social Mobility and its Enemies</a> by Lee Elliott Major.</p> <p>Projects such as The <a href="#">Class Ceiling</a> have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.</p>	<p>2,4</p>

**Total budgeted cost: £9975**



## 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 2020 to 2021 academic year.

#### **Total Pupil Premium allocation (2020/21): £4,035**

Desired outcomes (Pupil Premium Report 2020/21):

- A) All pupil premium children achieve ARE and/or expected progress
- B) All pupil premium children are tracked closely throughout the school
- C) All pupil premium children are engaged with learning and experiences across the curriculum
- D) Teaching is consistently good or better across the school, showing challenge for all pupil premium children

*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, other pupil evaluations were undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments, to assess the school's impact on disadvantaged learners in 2020 to 2021.*

- A) \*only 3 of the 4 Pupil Premium students completed the academic year at this school.  
Of these, 33% of disadvantaged pupils achieved the expected standard or expected progress in writing. 67% achieved the expected standard or expected progress in maths and reading.
- B) A new tracking system (pupil profiles) had been implemented in the previous year and updated for this year, to better track the progress, barriers and support strategies for disadvantaged pupils.
- C) Behaviour and attitudes of Pupil Premium students is Good or better.  
Attendance, even despite the disrupted year due to Covid-19, was excellent, with an average attendance over 99% (including remote teaching learning).
- D) Teaching is, in most classes, Good or better. Teaching is improving in all areas, especially as the barriers created by the Covid-19 pandemic are reducing.

## 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
Speech and Language Therapy	Opportunities Area funded – Chatterbugs, Leeds (Speech and Language Therapy).
Mental health and wellbeing intervention support.	Compass Buzz
Read, Write, Inc. Fresh Start Reading Intervention	Read Write Inc. (delivered by school staff).

## 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?	Providing additional GTA/HLTA support for those pupils with high transiency, ensuring gaps in learning created through transiency were quickly filled.
What was the impact of that spending on service pupil premium eligible pupils?	50% of these pupils achieved the expected standard or expected progress in writing. 100% achieved the expected standard or expected progress in reading and maths.