

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	Bratton Primary School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	15% (22 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nicky Newbury, Acting Headteacher
Pupil premium lead	Nicky Newbury,
Governor / Trustee lead	Libby Grundy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,245
Recovery premium funding allocation this academic year	£4,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,201
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	£46696

Part A: Pupil premium strategy plan

Statement of intent

At Bratton Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Raise standards at KS1 and KS2 to at least the same attainment levels as non-PP pupils
- ✓ Raise standards in Phonics, Reading and Oracy to at least the same attainment levels as non-PP pupils nationally
- ✓ Raise standards in writing to at least the same attainment levels as non-PP pupils nationally in KS1 and KS2
- ✓ Raise standards in Maths to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2
- ✓ Raise standards in RWM combined at the end of KS2
- ✓ Further develop the ethos of success for all as well as ensuring the highest of expectations
- ✓ CPD is targeted towards closing the gap between PP and non-PP pupils

Our context: 15% of pupils are eligible for FSM Ever 6 compared to 23% nationally.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure the mental health, wellbeing and readiness of all our vulnerable children in order to close the learning gap
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide all teachers with a program focusing on high quality CPD to ensure that pupils access effective quality first teaching
- Invest in more Teaching Assistant support time in order to secure support across all phases of the school
- Provide appropriate nurture support to enable pupils to access learning within

Key Principles:

We will ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

We also recognise that not all pupils who are 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 disadvantaged.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. Moreover, they will have the opportunities to take part in enhanced provision to extend their life experiences.

Challenges

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

Challenge number	Detail of challenge
1	Insecure application of phonics ie fluency within reading, in KS1 by DLs which hinders their ability to read with greater independence. Insecure application of phonics in writing in Years 3-6.
2	A number of DLs have social, emotional and mental health needs which can become a barrier to learning. Groups of disadvantaged learner struggle to fully engage with learning due to low self-esteem, confidence and emotional issues. Low levels of metacognition, stamina and self-regulated learning.
3	Insecure outcomes in writing prevent DLs from effectively communicating in writing for a range of purposes and audiences. Not enough DLs achieve the greater depth standard in KS1 or higher scores in KS2 compared to those nationally.
4	Lack of ability to reason effectively in maths which impacts on overall mathematical ability for those who are disadvantaged. Not enough DLs achieve the greater depth standard in KS1 or higher scores in KS2 compared to those nationally.
5	Limited skills within inference and retrieval in reading at KS2 for DLs thereby hindering their ability to become effective readers across the curriculum. Not all children read at home five times a week, inline with

	our homework policy. Not enough DLs achieve the greater depth standard in KS1 or higher scores in KS2 compared to those nationally.
6	Poor oracy skills across the curriculum makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need to become life long learners. Significant vocabulary gap on entry to school between those who are eligible for PP funding and those who are not and insufficient closing of this gap throughout KS1 and KS2 hinders their achievement broadly.

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
Raise standards at KS1 and KS2 to at least the same attainment levels as non-PP pupils	<p>PP pupils within Year 2-6 are making rapid progress and the gap between PP and non-PP pupils is closing quickly by the end of the year.</p> <p>PP pupils attain in line with non-PP pupils nationally by end of KS2.</p> <p>PP pupils make progress in line with non-PP pupils nationally by end of KS2.</p>
Raise standards in Phonics, Reading and Oracy to at least the same attainment levels as non-PP pupils nationally	<p>All pupils able to read fluently.</p> <p>At the end of Year 1, PP pupils' phonics attainment is in line with non-PP pupils nationally ie no gap</p> <p>All pupils make expected progress from EYFS (FFT targets)</p> <p>85% or better pass the PSC in Year 1</p> <p>75% of pupils achieve the expected reading standard or above by the end of KS1.</p> <p>75% or better of pupils achieve the expected reading standard or above by the end of KS2.</p> <p>90% of pupils are able to express themselves fluently and grammatically in speech.</p>
Raise standards in writing to at least the same attainment levels as non-PP pupils nationally in KS1 and KS2	<p>All pupils to be able to write for an appropriate purpose and audience:</p> <p>75% of pupils achieve the expected standard or above by the end of KS1.</p> <p>80% or better of pupils achieve the expected standard or above by the end of KS2.</p>
Raise standards in Maths to at least	All pupils to reason mathematically to good effect, applying confidence in their fluency of maths facts:

the same attainment levels as non-PP pupils nationally at KS1 and KS2	<p>75% of pupils achieve the expected standard or above by the end of KS1.</p> <p>85% of pupils pass the times tables check in Y4.</p> <p>80% or better of pupils achieve the expected standard or above by the end of KS2.</p>
Raise standards in RWM combined at the end	By the end of KS2, >65% pupils achieving the expected standard or better in Reading, Writing and Maths.
Further develop the ethos of success for all as well as ensuring the highest of expectations	<p>PP attain in line with outcomes stated above.</p> <p>Conversations with all staff illustrate that high expectations are held for all, with highest of expectations for those who are PP.</p>
CPD is targeted towards closing the gap between PP and non-PP pupils	Pupils who are PP attain in line with non-PP nationally.

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: **£23,490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training on giving effective feedback and supporting disadvantaged learners to be rolled out to all TAs.	Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. Metacognition and self-regulation Toolkit EEF	1, 3, 4, 5, 6
Early Years team – participation in NELI (training and resources provided by DfE). All staff to be develop new approach to teaching guided/reading – whole class.	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF	1, 3, 6
RWI Development days to focus on delivery and support for PP children.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Phonics Toolkit EEF	1, 3, 5
Cost of release time for RWI lead (7.5 hrs per week all year)		1, 3, 5

Children in Y3-6 who need additional phonic support – Fresh Start to run.		1, 3, 5
Adults to take an active interest in what children who are eligible for PP are reading and recommend books to them based on their interest and prior reads. Ensure they are taking the correct book home to match their reading attainment.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading Comprehension Strategies Toolkit EEF	1, 5
Focus on the reading skills in daily Reading lessons within KS2 (and KS1 in reading outside of RWI).	Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. Reading Comprehension Strategies Toolkit EEF	1, 5
Support Y3 teachers (and those in Y2 when relevant) with the transition from RWI to whole class reading		1, 5
Increase the provision for reading in Y2 outside RWI so that children who are entitled to PP funding are receiving a rich diet of reading material in school.		1, 5
The writing TAF with particular focus on key skills usually expected by the previous year end is used, with all children eligible for PP tracked for key skills they have mastered.	Attainment measures in literacy, mathematics and science EEF	3
Continue to embed various strategies for teaching vocabulary. Vocabulary displays to be kept at the front of the classroom.	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	6
Sentence stems are provided for PP pupils to support them		4

<p>in explaining their reasoning within their maths journals.</p>		
<p>Teachers focus explicitly on fluency skills for pupils who are PP, making effective use of maths meetings and times tables practice. Teachers are mindful and deliberate about the small steps pupils need to take in order to make progress, for those PP pupils with an EHCP.</p>	<p>Early Years and KS1 Maths teaching: Evidence Review</p> <p>Attainment measures in literacy, mathematics and science EEF</p>	<p>4</p>
<p>First mark one or two books from higher attaining pupils. Then mark books of the pupils entitled to PP. Ensure next steps are recorded in the books and are specific and detailed. Follow up with 1:1 conferencing if not being implemented to check for understanding.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>One to One tuition Toolkit EEF</p>	<p>3, 4, 5,</p>
<p>Discuss first during PPM meetings; ensure RWM focus is maintained</p>	<p>The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition Toolkit EEF</p>	<p>2, 3, 4, 5</p>
<p>Follow up lack of attendance at Parents' Consultations</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2, 3, 4, 5</p>
<p>All subject leaders look at provision, attainment and progress for PP in their subject area and report on this</p>	<p>It is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully. If collaborative learning approaches just involve high attaining pupils solving</p>	<p>1, 3, 4, 5</p>

	<p>problems with no input from their peers – this is likely to widen existing gaps in attainment.</p> <p>Collaborative Learning Toolkit EEF</p>	
<p>Consider seating positions for PP within the classroom now that rows are adopted – consider ends of rows for easier access to teacher/TA</p>	<p>School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening at the same time.</p> <p>Behaviour Interventions Toolkit EEF</p>	2
<p>Highest of expectations for those who are PP who may already be age related or higher</p>	<p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>Aspiration Toolkit EEF</p>	3, 4, 5
<p>DL lead to focus on provision for pupils who are eligible for PP during weekly SER activities: to include progress data, book looks, pupil voice, questioning, behaviour</p>	<p>DL lead is able to share good practice across the school and support with areas for development as required. Those who are eligible for PP are supported to make accelerated progress across the curriculum.</p>	3, 4, 5
<p>PDM time during staff meetings have a focus on ‘Principles of Rosenshine’ - using workbook alongside principles to focus thinking. A copy of ‘Principles of Rosenshine’ and the workbook to be bought for each teacher. Walkthrus is used to exemplify tools referenced in ‘Principles of Rosenshine’</p>	<p>Effective Professional Development – Leadership Toolkit EEF</p>	All
<p>SER cycle to be implemented as a method of feeding back to FGB and holding leaders to account.</p>	<p>Putting Evidence to Work – A School’s Guide to Implementation</p> <p>A guide to implementation applicable to any school improvement decision EEF</p>	1, 3, 4, 5
<p>Writing – all teachers to judge all year groups during internal</p>	<p>Improving Literacy in KS1 Guidance Report EEF</p>	3

moderation to improve consistency of standards and ensure shared understanding of expected standards in each year group	Improving Literacy in KS2 Guidance Report EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£22,206**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra in class am, run interventions pm.</p> <p>To hold TA meetings to review interventions, re-shaping of groupings and focuses, sharing of ideas and resources.</p> <p>Teacher and SLT review – careful planning of interventions to be completed each half term/phase.</p> <p>PP lead to observe interventions and provide feedback regarding strategies, next steps, resources.</p> <p>Clear communication between teachers and TAs – expectations within lessons.</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning.</p> <p>Close communication between TAs, teachers and SLT to track pupils</p>	<p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Metacognition and self-regulation Toolkit EEF</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teaching Assistants Toolkit EEF</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Small group tuition Toolkit EEF</p>	All

<p>with concerning attendance and/or punctuality.</p> <p>HT to address concerns with parents and develop action plan as necessary.</p> <p>Ensure that PP children who require SALT are targeted for early support through SALT TA.</p>	<p>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>Teaching Assistants Toolkit EEF</p>	
<p>PP children working below expectations for phonics to be targeted for RWI intervention as well as additional speed sounds sessions/pinny time. Additional speed sounds sessions run in class after lunch to ensure catch up in Y1 and Y2 to account for Covid.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 5, 6
<p>Teachers listen to children eligible for PP read outside of RWI or Reading sessions regularly. They are prioritised over children who are not eligible for PP.</p>	<p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p> <p>Reading Comprehension Strategies Toolkit EEF</p>	1, 3, 5, 6
<p>Mentoring year 6 PP children.</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with</p>	All

	<p>an adult or older peer can provide a different source of support.</p> <p>Mentoring Toolkit EEF</p>	
<p>Those children in Y3 that are not off RWI, are to be included in phonics sessions in addition to or instead of whole class reading</p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics Toolkit EEF</p>	<p>1, 3, 5, 6</p>
<p>Make use of the LA's exemplification materials as well as the Babcock exemplification materials to support those children who are aiming to attain at the higher standard (GDS)</p>	<p>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.</p> <p>Feedback Toolkit EEF</p>	<p>All</p>
<p>Maths interventions such as Got It Groups are to be established. Children who are entitled to PP are to be prioritised if there is a choice between children.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Ensure PP are prioritised for intervention over non-PP where appropriate</p>	<p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p>	<p>All</p>

	Teaching Assistant interventions Toolkit EEF	
Ensure there is accurate identification of SEND vs DL with clear understanding of those who are both with the right support in place	Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains. Collaborative learning Approaches Toolkit EEF	All

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

Budgeted cost: **£850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure those who are PP are given opportunities for School Council and enrichment activities – support children to apply for these positions where appropriate. When school clubs start again, ensure that children who are eligible for PP are offered places, with phone calls home to explain what is on offer if no clubs are taken up.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Arts participation Toolkit EEF	2, 6
Class teachers and office staff to identify children, particularly those in EY and KS1, who may be eligible for PP funding but have not claimed this	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	All
Attend training and share learning	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds,	All

	and for non-academic outcomes such as attitudes to school, attendance and behaviour. Mentoring Toolkit EEF	
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Total budgeted cost: £46,996

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.

Interventions allowed for targeted plans to accelerate identified groups of children. Six days supply cover facilitated focused pupil progress meetings with all staff across the 3 terms, better identifying need and creating targeted intervention plans for children's enhanced progress

Assessment was linked appropriately but Covid has hampered judgements of success as home learning was difficult to assess as to whether it was completed independently or not.

Reading Eggs was purchased which allowed children to have focused targeted reading at their levels, with incentivised interventions and follow up activities provide in small bursts, with measurable progression steps along the way, evidencing the impact of the interventions and bridging key learning gaps.

EEF Toolkit identified impact of CPD program with high quality teaching the key, rather than the program used.

Resource packages purchased targeted word reading and comprehension reading skill acquisition from the curriculum and allowed staff and parents to tailor follow up work to the needs of each child. These also provided excellent support and tuition to parents in terms of working with their children in using the appropriate techniques and strategies

Increased access for children to mental health first aid programmes and on-going structured support ensuring open dialogue and mapped out follow up interventions.

Encouraged participation of pupils in new activities, enrichment, discipline and sense of achievement. The resilience and perseverance skills gained were be embedded and crossed over to academic work.

The Pastoral Care Manager provided invaluable support and direction to many children and their families, helping them access the school day as well as the curriculum, talking through concerns and worries, linking with parents, ensuring progress can then be made in class.

Externally provided programmes

Programme	Provider

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Service pupil premium funding (optional)

Measure	Details

Further information (optional)

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