

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium and recovery 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	Branfil Primary School
Number of pupils in school	565
Proportion (%) of pupil premium eligible pupils	10% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Natalie Sansom, Headteacher
Pupil premium lead	Natalie Metcalfe, Assistant Headteacher
Governor / Trustee lead	Derek Moody, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,840
Recovery premium funding allocation this academic year	£7323
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	£98,163

Part A: Pupil premium strategy plan

Statement of intent

Everyone Learning Together

Our intention is to encourage, challenge and support every child, particularly those who are disadvantaged, to develop a broad range of skills, knowledge, talents, interests and values to enable them to move onto Secondary School with the confidence and motivation to aim high and achieve personal success.

We will consider the challenges faced by vulnerable pupils, such as those who have challenging home lives. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. Targeting wellbeing and mental health issues is a priority to enable pupils to access learning and close the attainment gap.

Our strategy is also integral to wider school plans for education recovery following the pandemic, together with diminishing the difference found in pupil outcomes for pupils whose education has been most effected.

Our approach will be responsive to common challenges and individual needs. Areas of focus will be identified by the analysis of evidence before research-based strategies are implemented. To ensure they are effective we will:

- Equip staff with the support, understanding and resources to be confident in setting high expectations and taking the responsibility for disadvantaged pupils' outcomes
- ensure there are systems in place for the early identification of need
- ensure children are supported and challenged to achieve personal success

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance data September 2023-November 2023 is 4.7% lower for disadvantaged pupils than for non- disadvantaged pupils.</p> <p>22.4 % of the school population who are persistently absent are Pupil Premium. This equates to 29% of our Pupil Premium children being classed as persistently absent.</p>

2	<p>Observations and surveys have identified social, emotional and mental health needs for many pupils, particularly as a result of COVID-19. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals and survey results have shown the number of children requiring support continues to be significant. There are currently 48 children on the school mental health register which is 8.5% of our school population. A graduated approach of support is provided. 17% of children on the school's mental health register, and therefore receiving additional support, are Pupil Premium. This includes children who are post – looked after children and looked after children.</p>
3	<p>For a number of years, speech and language screening and assessments have identified a high number of children performing well below the expected level on entry into Reception. In September 2023, 30% of children were working below the expected level of development in listening, attention and understanding and 16.7% of children were working below the expected level of development for speaking.</p> <p>In our current Year 1 cohort, at the end of Reception, 13.9% of children did not achieve a good level of development for listening, attention and understanding and 13.9% of children did not achieve a good level of development for speaking.</p> <p>These areas of need have a negative impact on their ability to access the breadth of the EYFS and National Curriculum on an ongoing basis. Evidence shows us that disadvantaged pupils are exposed to far less vocabulary than non-disadvantaged peers, which can be a barrier to them accessing learning.</p>
4	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have less proficiency in phonics than their peers. This negatively impacts their development as early readers and their progress in both reading and writing as they move through the school.</p> <p>End of Reception Reading data, for our Year 1 cohort, showed 83.1% of non-Pupil Premium children were meeting age related expectations compared to 57.1% of Pupil Premium children. Similarly, in Year 2, 79.1% of non-Pupil Premium children were meeting age related expectations compared to 50% of Pupil Premium.</p>
5	<p>Internal and external assessments (where available) indicate that maths and writing attainment among disadvantaged pupils in KS1 and KS2 is significantly below that of non-disadvantaged pupils.</p> <p>End of Year data for our current Year 2-Year 6 cohorts shows that 44.7% of PP children are meeting age related expectations in Reading compared to 76.6% of non-pupil premium children = variance of 31.9%.</p>

	<p>End of Year data for our current Year 2-Year 6 cohorts shows that 29.8% of PP children are meeting age related expectations in Writing compared to 62.1% of non-pupil premium children = variance of 32.3%.</p> <p>End of Year data for our current Year 2-Year 6 cohorts shows that 38.3% of PP children are meeting age related expectations in Maths compared to 77.4% of non-pupil premium children = variance of 39.1%.</p> <p>There has been a consistent picture over time of underperformance of PP children compared to non- PP children. Disadvantaged pupils' engagement with remote learning during the COVID-19 school closures varied widely, resulting in many disadvantaged children's attainment being further below that of their non-disadvantaged peers, despite school efforts to support engagement or attendance at school.</p>
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Intended outcomes

This explains the outcomes we are aiming for by the end of 2024-2025 and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustain high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.2% the percentage of all pupils who are persistently absent being broadly in line with the national average of 10% and the figure among the disadvantaged pupils being no more than 12%.
To improve and sustain improved mental health and well-being for all pupils, particularly disadvantaged pupils.	<p>Sustained high levels of mental health and well-being by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> quantitative data from Rising Stars Wellbeing Survey ELSA progress data shows an improvement Parental questionnaires

<p>To improve speech, oral language and vocabulary skills among disadvantaged pupils.</p>	<p>Sustained high levels of speech, oral language and vocabulary skills by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Assessment by speech and language link • Speech and language caseload • EYFS communication and language data • Progress in phonics and reading
<p>To improve phonics acquisition, reading and writing attainment among disadvantaged pupils and non-disadvantaged pupils.</p>	<p>Sustained high levels of attainment in phonics, reading and writing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • EYFS attainment in word reading and writing to be in line with national average for non-disadvantaged and disadvantaged pupils • Year 6 attainment in reading and writing at least in line with national average for non-disadvantaged and disadvantaged pupils • Year 1 and Year 2 phonics screening to be at least in line with national average for non-disadvantaged and disadvantaged pupils
<p>To improve maths attainment among disadvantaged pupils and non-disadvantaged pupils.</p>	<p>Sustained high levels of attainment in maths by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • EYFS attainment in Number, Shape and Space to be at least in line with national average for non-disadvantaged and disadvantaged pupils • Year 4 Times Tables check for non-disadvantaged and disadvantaged pupils • Year 6 SATS results to be at least in line with national average for non-disadvantaged and disadvantaged pupils

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: £ 3480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of teaching and learning handbook and in particular our High Impact Teaching (HIT) strategies. This will include the development of retrieval strategies and reflective practise.	<p>Learning is at least in part defined as a change in long-term memory. As Sweller and others have pointed out, ‘if nothing in the long-term memory has been altered, nothing has been learned’, although there are, of course, other aspects to learning. It is, therefore, important that we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.</p> <p>Retrieval practice strengthens memory and makes it easier to retrieve the information later</p>	4,5
Ongoing support, development and staff training for our ‘no marking’ feedback policy to develop meta-cognition skills amongst our pupils.	<p>Feedback approaches have consistently high levels of impact, with pupils making an average of six months’ additional progress.</p> <p>Feedback Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</p> <p>Metacognition and self-regulation Education Endowment Foundation EEF</p>	4,5

<p>Use of standardised testing to support accurate assessment of children's attainment and progress. Teachers will be given training to ensure the delivery of assessments are accurate.</p> <p>Internal and external moderation of writing to enable accurate assessment. Staff will be put forward for training to become KS1 and KS2 writing moderators to practice making clear and fair judgements.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	4,5
<p>Maintain the quality of delivery of our RWI Phonics scheme through monitoring the impact.</p>	<p>Phonics approaches have a strong evidence base that indicate 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>	4,5

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

Budgeted cost: £ 52,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of intervention to support children whose education has been most impacted by the pandemic (i.e. Boosters, RWI Fast Track Tutoring, RWI Fresh Start, MeLSA)</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>	4,5

	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Individualised Instruction Education Endowment Foundation EEF</p>	
Continuation of private Speech and Language Therapy (SALT) Programme to support direct work with children and support staff to deliver NHS SALT programmes.	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4,5
Purchase of speech and language Link Subscription to enable screening of children on entry and biannual tracking of children	<p>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:</p>	3,4,5

who did not meet the required standard. Intervention resources provided by the product will enable suitable targeted intervention.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to monitor children absent or persistently absent, then follow up with families, helping them to overcome difficulties attending school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance.	1,4,5
Support for PP children's participation on Year 6 Residential trip.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. This can provide pupils with up to 1 months' additional progress, similar to that seen from literacy and numeracy support. Physical Activity Education Endowment Foundation EEF	1,2
Continuation and development of Forest School programme to support pupil wellbeing, including	Outdoor Adventure Learning intervention provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.	1,2,4,5

targeted support for disadvantaged pupils.	<p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>Outdoor Adventure Learning Education Endowment Foundation EEF</p>	
Continued delivery of Emotional Literacy Support Assistance (ELSA) programme for disadvantaged and vulnerable pupils.	<p>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.</p> <p>Social and Emotional Learning Education Endowment Foundation EEF</p>	1,2,4,5
Continued support by the Behaviour, Family and Pupil Support Worker to enable children to be in a positive place to learn and thrive.	<p>Parental Engagement approaches have consistently high levels of impact, with pupils making an average of four months additional progress. This includes supporting parents with how they can support their children at home and intensive support for families in crisis.</p> <p>Parental Engagement Education Endowment Foundation EEF</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,5
Planning and support time for AHT/ SENCo to lead, co-ordinate and monitor the implementation of internal and external	<p>Education Endowment Foundation Research identifies a golden thread of the importance of regular monitoring and evaluation of the strategies employed to ensure that children achieve the best possible outcomes from intervention and support.</p>	1,2,4,5

support for disadvantaged pupils.	The new Education Inspection Framework, SEN Code of Practise and guidance for Designated Person for Looked After Children also explains the importance of schools working carefully with families, governors and external agencies to best support vulnerable and disadvantaged pupils and their families.	
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Total budgeted cost: £ 98,163