

Pupil premium strategy statement 2023-2024

Bradleys Both Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	9.6% 12 out of 124 pupils (Sept.2023 – July 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Carol Robertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,173.00 (Sept.2023 – July 2024)
Recovery premium funding allocation this academic year	£1295.00 (Covid Catch Up) (Sept.2023 – July 2024)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	n/a
Total budget for this academic year	£16,468.00

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

In planning the Pupil Premium Strategy Plan at Bradleys Both Community Primary School it has been important to support any disadvantaged pupils to ensure that they are given the opportunity to make good progress, access all opportunities that other children access and work towards achieving at least age-related expectations across all subjects.

At Bradleys Both we recognise alongside research conducted by the EEF (Education Endowment Fund) that common barriers to learning to learning for disadvantaged children can be:

- *Lack of confidence and self esteem*
- *Mental health and wellbeing needs*
- *Support in addition to that provided at home*
- *Support for phonics and reading*
- *Lower ability mathematical and language skills*
- *Inability to access out of school provision*
- *Attendance and punctuality*

The needs of disadvantaged children are varied and the above list is not exhaustive.

Principles

- *High quality first teaching is our main strategy to support all of our pupils including those who are disadvantaged. It is important to enable these disadvantaged children to receive the same learning opportunities as their peers.*
- *We ensure 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*
- *In making provision for socially disadvantaged pupils we recognise that not all pupils who receive FSM (Free School Meals) will be disadvantaged*
- *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.*
- *To support the extended provision available for our children and the local community needs outside of school time*

Implementation

The range of provision the school may consider may include:

- *Employment of additional adults to enable increase adult to pupil ratio by having smaller group sizes within class teaching*
- *Specific equipment and resources, bespoke to individual children's needs*
- *Bespoke interventions and booster groups to target gaps in learning and secure attainment*
- *Setting up a wide range of enrichment activities which provide opportunities to extend on new skills and individual interests*
- *Referrals to outside agencies to support the specific needs of children in and outside of school time (SELFA / Compass Phoenix)*
- *Provide additional nurture support to supplement a strong PSHCE and RSE curriculum and ethos of our school*
- *Provide pastoral time and specialism in developing pupil's mental health and wellbeing*
- *Additional funding can be provided when needed for parents / carers to enable their child to access extra-curricular activities including residentials, school visits, music lessons, swimming lessons, school uniform and before / after school clubs (as appropriate to the needs of individual families and the individual needs of the child)*

Challenges

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

Challenge number	Detail of challenge
1	<i>Some of the disadvantaged pupils have additional social, emotional and mental health needs including anxiety which may have an impact on their learning</i>
2	<i>Lower prior attainment in Reading, Writing or Mathematics for pupils eligible for PPG at the end of KS1 means that the gap between them and their peers will increase if not addressed.</i>
3	Some disadvantaged children require additional scaffolding and support in approaching learning within the classroom to make progress with their achievements
4	Reduced opportunities for extra-curricular activities for pupils eligible for PPG due to financial hardship. This could result in lower skill development across the curriculum or reduced opportunities to broaden life and interest experiences
5	Children with additional SEND needs face extra challenges to achieve academically.

6	Some children need additional time and provision to ensure regularity of reading.
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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 pupils make high rates of progress in Reading attainment.	<ul style="list-style-type: none"> • Ongoing formative assessments carried out • Targeted support and intervention for identified PP children • One to one reading time in addition to class fluency sessions • Reinforcement of vocabulary and language through reading structure used in KS2 • Regular opportunities to read to others • Regular monitoring of reading • Consistency in use of whole school phonics SSP scheme • Additional adult to work within classroom
Disadvantaged pupils make high rates of progress in Writing attainment.	<ul style="list-style-type: none"> • Ongoing formative assessments carried out • Targeted support and intervention for identified PP children • Small group work including handwriting, spelling and phonics • Regular monitoring of writing • Writing booster groups to extend confidence and stamina in writing • Additional adult to work within classroom
Disadvantaged pupils make high rates of progress in Mathematics attainment.	<ul style="list-style-type: none"> • Ongoing formative assessments carried out • Targeted support and intervention for identified PP children • Small group work including mental maths, multiplication tables and rapid recall in addition to class sessions • Regular monitoring of mathematics • Assessment of multiplication tables progress using TT Rockstars subscription

	<ul style="list-style-type: none"> • Additional adult to work within classroom • Regular reinforcement opportunities using IT package outside of lesson time
Disadvantaged pupils feel secure, and confident in approaching daily school	<ul style="list-style-type: none"> • One to one pastoral support to reinforce approaches to school and ways of engaging • Additional adult in class to enable greater ratios • Check in time with classroom adults
Disadvantaged pupils have access to extra-curricular provision and experiences.	<ul style="list-style-type: none"> • All children participate in lunchtime sports club working with sports coach once a week • All children access a range of extra-curricular learning activities during weekly University of Bradley session
Disadvantaged pupils are able to access SELFA (Skipton Extended Services For All) to broaden their personal interests, gain life experiences and enhance their mental health and wellbeing.	<ul style="list-style-type: none"> • Bradleys Both contributes 5% of PPG to SELFA which provides mentoring and counselling, term time groups and holiday activities / workshops • Disadvantaged pupils access and trial / pursue a new interest • Provision for social development and interaction with others • Extending support and provision outside of school time and during holidays • Experience opportunities to develop independence and resilience
Targeted support and/or intervention has improved the emotional regulation, resilience and mental wellbeing for specific disadvantaged pupils	<ul style="list-style-type: none"> • One to one pastoral support to reinforce approaches to school and ways of engaging • Additional adult in class to enable greater ratios • Check in time with classroom adults • Referral to relevant services e.g. Compass Phoenix, Early Help, SELFA, CAMHS • Reduction in numbers of behaviour / mental health incidents recorded within school records • Use of Pastoral Teaching Assistant through weekly appointments
Financial support to fund school visits, out of school activities and for some families to fund school uniform and / or resources	<ul style="list-style-type: none"> • All disadvantaged pupils to take part in school visits • All disadvantaged pupils have the correct school uniform and PE kit

	<ul style="list-style-type: none"> All disadvantaged pupils are enabled to participate alongside their peers in opportunities that arise during the year
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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: £5750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>Teachers' professional development is crucial to a high-quality education system. [footnote 1] When teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to improvements in pupils' learning outcomes</p> <p>Ofsted Independent Review of Teachers Professional Development May 2023.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. ... high quality teaching can narrow the disadvantage gap.... promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes,</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 5, 6
Continued phonics training and coaching for all teaching assistants using the school's SSP programme	<p>Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2, 3, 5, 6
<i>Subject Leader</i>	Supporting high quality teaching is pivotal in improving children's outcomes. ... high quality teaching can narrow the	2, 3, 5, 6

<i>release time to monitor and analyse progress in Reading, Writing and Mathematics</i>	disadvantage gap.... promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
<i>Part funding of staff to carry out 'catch up' interventions offering small group or one to one support teaching groups</i>	Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3, 5, 6

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

Budgeted cost: £4518.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support staff to provide one to one reading time</i>	Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 3, 5, 6
<i>Additional support staff to provide small group interventions</i>	Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 5, 6
<i>Additional support staff to provide small</i>	Research conducted by the Education Endowment Foundation shows that providing small group tuition	2,3,5

<i>group mathematics</i>	and individualised instruction helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
<i>Daily phonics intervention provided by teacher / TA</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 5, 6
<i>Ongoing focus on oral language to explore comprehension skills</i>	Use of whole class and group reading fluency model to support and model the children's oral language when discussing and talking about texts to share and develop their comprehension skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral	2, 3, 5, 6

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

Budgeted cost: £6200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	1, 2
<i>University</i>	An Unequal Playing Field report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 4
<i>Sports Coach club</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 4

SELFA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 4
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Total budgeted cost: £16468.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Statutory Assessments were once again carried out in the Summer Term of 2023. Results are published online. We are particularly proud of the achievements of all children in school, especially those who sat statutory assessments last Summer 2023.

The funding last year was used in part to continue to develop training for staff in ongoing teaching resources, such as the Little Wandle Phonics SSP and White Rose Maths scheme. Each of these have been fully rolled out across our school, all staff have been trained and children are already very familiar with the resources used and are making strong progress.

A significant number of children are benefiting from the new online resources we have purchased using the PPG. By using the PPG to help provide teaching support in and out of class, we are able to ensure a good level of support for all children pitched at there are year groups.

PP outcomes have continued to evidence the additional support and intervention provision. Children are accessing learning in line with their peers.

Numbers of PP children were so small across year groups that it is not appropriate to share data that could easily identify individuals. PP data is tracked and analysed as part of our school's assessment monitoring.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
IXL subscription	IXL Learning Company
TT Rockstars subscription	Maths Circle Limited
SELFA	Skipton based Charity
Little Wandle SSP	Little Wandle
Compass Phoenix	Craven based support for individual children and families

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- Additional adults working within classrooms to increase adult / pupil ratios
- Access to online subscriptions to reinforce and practise age related curriculum content for English and Mathematics
- Pastoral support provision in school to enable children to access, develop confidence and reassurance as necessary

The impact of that spending on service pupil premium eligible pupils

- Children have received greater adult time and support within their class lessons, developing learning and skills across the curriculum.
- Pastoral needs of individual children have been supported within class work
- Access to curriculum age-appropriate tasks for Mathematics and English have been provided outside of school time