

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Braishfield Primary
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	13% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Jim Cascarini, Headteacher
Governor / Trustee lead	Hayley Coughlin, lead Governor for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
Recovery premium funding allocation this academic year	£1,500
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	£15,350

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Braishfield Primary is that all pupils, irrespective of their background or the challenges they face, grow & thrive, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already in line with Age-Related Expectations (ARE) or who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those in our school who may have a social worker or who may be young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Last year's PP strategy was based upon the first year of our new 3 year cycle. This year's strategy will build upon the successes of last year, but will also ensure that these strategies are continued or improved to support the needs of our children, particularly in the light of a very challenging few years.

High-quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments, observations, and discussions with pupils suggest for a small minority of identified pupils eligible for Pupil Premium Funding (PP), learning attitudes and the ability to manage their own emotions/behaviour are not yet as good as their peers. Without intervention and support this will have detrimental impact on their academic success, especially in their perception of their abilities in maths, reading and writing.
4	Our assessments, observations, and discussions with pupils indicate that attendance rates/punctuality for a minority of pupils eligible for PP is a cause for concern. In 2020/21, attendance for PP children has been 94.5% compared with 98% for non-PP peers- 3.5% gap. In 2021/22, attendance for PP children has been 91.8% compared with 94.6%- 2.8% gap for non-PP peers- 3.5% gap In This reduces their school hours and causes them to fall behind. Low levels of parental engagement with some families, limited support for home learning, safeguarding concerns, pupils' social/emotional issues and limited aspirations also present barriers for a minority of pupils eligible for PP.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Achieve and sustain improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes from 2021/22 to 2024/25 show that an increasing % of disadvantaged pupils met the expected standard (2019 100% (1 pupil) passed KS2 SATs).</p> <p>KS1 reading and Year 1 phonics screening (including Year 2 re-take) outcomes from 2021/22 to 2024/25 show that an increasing % of disadvantaged pupils met the expected standard (2019 data 100% (2 pupils) passed KS1 reading SATs. There were no vulnerable pupils in Year 1 in 2019).</p> <p>In-year data shows that off-track disadvantaged children are closing the gaps to their non-pupil premium peers.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/22 to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in disruptive incidents/off-task behaviour during lessons</li> <li>• a significant improvement in attitudes to children's own learning, particularly in reading, writing and maths</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4% (i.e. whole school attendance &gt;96%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>• the percentage of all pupils who are persistently absent decreasing over the next 3 years</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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional purchase of SEN/catch-up resources for <a href="#">DfE validated Systematic Synthetic Phonics programme</a> <i>Little Wandle</i> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Improve the quality of social and emotional (SEL) learning.  SEL approaches (including the “Helping Hands” team) will be embedded into routine educational practices and supported by professional development and training for staff. ELSA training (newly-appointed LSA to train for ELSA role)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning</a>	3
Training of TAs, including own professional development to deliver targeted spelling, reading and maths interventions alongside class	If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching.	2, 3

teachers. Used of additional SENDCo hours to work alongside class teachers to improve inclusive practice.	<a href="#">EEF Teaching Assistants</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued delivery of NELI programme ( <a href="https://www.teachneli.org">https://www.teachneli.org</a> ) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged (PP and by SEN)	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3
Use TAs to deliver high-quality, one-to-one and small group support using structured interventions	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.	3

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

Budgeted cost: £2,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued staff training on behaviour management and emotional regulation approaches with the aim of developing our school ethos and improving behaviour across school. ELSA training (newly-appointed LSA to train for ELSA role)	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve Headteacher/AHT time for liaising with parents and carers, SENDCo, Primary Behaviour Support and the Attendance Team to understand reasons behind absence/lateness and to tackle this effectively	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Ensuring all pupils make higher rates of		

progress and achievement as they move through the school to the end of KS2- through broad, rich, meaningful curriculum and high-quality teaching and learning (including funding for trips/enrichment activities/music lessons		
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**Total budgeted cost: £15, 350**

## 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 2021 to 2022 academic year.

1 pupil in Year 6 (100% of PP pupils) did not reach the expected standards in R/W/M/GPaS

2 pupils in Year 5 (100% of PP pupils) are at ARE for R/W/M

1 pupil in Year 4 (100% of PP pupils) at ARE for R/W/M

1 pupil in Year 3 (100% of PP pupils) not at ARE for R/W/M. This child has an EHCP and additional provision for SEMH/cognition and learning

1 pupil in Year 2 (100% of PP pupils) not at ARE for R/W/M. This child has an EHCP and additional provision for SEMH/cognition and learning

Of the 2 pupils in Year 1, 1 pupil (50% of PP pupils) at ARE for maths. 0% of pupils passed the phonics screening check or reached ARE for reading or writing

2 pupils in EYFS. 1 pupil achieved GLD.

The *Little Wandle* scheme has been purchased. 50% of pupils in EYFS on track for phonics acquisition, according to the *Little Wandle* assessments.

Pupils in Years 4 and above are well-supported and have made good progress across the curriculum. Additional SEN needs (ASD) are well catered-for by class teachers. Some children lower down the school who also have complex emotional and behavioural needs have made good progress in being able to now access the curriculum and regulate their emotions for learning but the gaps are large in terms of them making up ground on their peers.

All Pupil Premium children not at ARE are tracked individually from their starting points each academic year, to ensure that next step targets are clear and progress is measured and valued.

The SIP for 2022-23 will specifically focus on high quality teaching and learning so that *all* pupils, especially those who are disadvantaged or who have SEND make good progress.

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising as well as academic activities such as Book Club and PE/sport opportunities. Disadvantaged pupils will be encouraged and supported to participate- for example in our Active Lunchtime club, which promotes activity for specifically disadvantaged pupils

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we have also consulted with professionals who work closely with our disadvantaged children, including Hampshire's Primary Behaviour Support Service and Attendance Team, who have underpinned our strategic and day-to-day practices for inclusion.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.