

## 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	Brompton & Sawdon CP School
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	7.3% (5 children)
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 2022
Date on which it will be reviewed	April 23 / July 23
Statement authorised by	G Robinson
Pupil premium lead	G Robinson / K Davis
Governor / Trustee lead	B Ford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic (financial) year	<b>Pupil premium 3 x £1385 plus 2 service £320 total £4795</b>
Recovery premium funding allocation this academic year  This will be targeted at 'Recovery 1:1 adult-supported' sessions from Autumn 2 2022.	<b>£1000</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£5795</b>
<b>School has also been allocated tuition funding and will be contributing an additional 30%. Tutoring started in Spring 2022. School continues to provide funding in excess of this due to the benefit of these sessions.</b>	£189 DFE funded up to Mar23 £189 +30% (£57)= £246 (21 sessions at £12 per hour from Sept 22 – planning time now given during the school day

# 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.

	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	Mental health and self-esteem
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, relative to their start point.	<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><li>• PP pupils (2) achieve the Phonic screen at Year 1.</li><li>• All staff are aware of these pupils in their class and target personalised provision and support accordingly in order to achieve the required progress.</li></ul> <p>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</p> <p>All staff are aware of targeted pupils and are able to demonstrate / facilitate good academic progress at termly progress meetings through:</p>

	<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>
Disadvantaged learners are exposed to a wider range of experiences that develop their cultural capital.	<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 the whole range of school trips and residential.</li> <li>• All disadvantaged pupils have the required equipment and clothing to enjoy outside experiences.</li> </ul>
Disadvantaged learners' language development is improved so they are able to read and write at their age-related expectation.	<ul style="list-style-type: none"> <li>• Chatterbugs (SALT) referrals completed for all pupils requiring further support or assessment.</li> <li>• Subsequent interventions completed. Pupils demonstrate expected progress in these interventions/therapy plans and can demonstrate these improvements in subsequent work.</li> <li>• Staff teams within classes further develop this through targeted questioning, support and modelling</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: **£ 2295**

Activity	Evidence that supports this approach	Challenge addressed
Contribute toward to employment of a full time teaching assistant in Class 2 to help to continue to address the learning recovery following Covid-19.	<p><b>From EEF:</b></p> <p><u>Quality deployment of teaching assistants</u></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><u>Phonics and reading intervention</u></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p>1, 4</p> <p>1, 4</p>
Trained to deliver a wide range of interventions. RWI training completed by the 2 TAs in July 2022 to allow for effective		

<p>phonic teaching and intervention from Sept 22.</p> <p>To support additional focus on phonics teaching and retention.</p> <p>To allow targeted response to poor language acquisition.</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>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>	
<p>Additional TAs trained and able to deliver targeted reading interventions and additional practice</p>	<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>	<p>1, 4</p>
<p>Partial funding of Teaching Assistants in Class 1 and 3 (Additional staffing) to give additional capacity for targeted feedback for disadvantaged learners</p>	<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> <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>	<p>1, 4</p>
<p>Partial funding of 1:1 teaching assistant in class 3 to address high level of needs and interventions relating to</p>	<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>	<p>1, 2, 4</p> <p>1, 3, 4</p>

EHCP provision.		
As above – increased opportunities to deliver pastoral support for identified pupils  TA pastoral support and training for all staff through school	<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
<b>More personalised, adaptive approach and response to individual need adopted this year</b>	Part of funding allocated to more specific, personalised support, as highlighted in termly progress meetings / recorded on Pupil Premium profiles (see individual school records)	1, 2, 3,4

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

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge addressed
Part funding of teaching assistant support to deliver phonics and interventions to address the gaps in learning amongst disadvantaged learners, especially those with high levels of transiency.	<p><b>From EEF:</b></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><b>1:1 adult supported 'recovery' sessions provided in response to Assessments for underachieving pupils</b></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>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>How effective is the approach? Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>Programmes involving teaching assistants or volunteers can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.</p>	<p>1, 2</p>
<p><b>More personalised, adaptive approach and response to individual need adopted this year</b></p>	<p>Part of funding allocated to more specific, personalised support, as highlighted in termly progress meetings / recorded on Pupil Premium profiles (see individual school records)</p> <p><b>Eg. 1:1 Adult input / additional resources for home/school</b></p>	<p>1, 2, 3,4</p>

## Wider strategies (eg. related to attendance, behaviour, wellbeing)

**Budgeted cost: £1500**

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>
<p><b>More personalised, adaptive approach and response to individual need adopted this year</b></p>	<p>Part of funding allocated to more specific, personalised support, as highlighted in termly progress meetings / recorded on Pupil Premium profiles (see individual school records)</p> <p><b>Eg. Funding of Buddies clubs before and after school</b></p>	<p>1, 2, 3,4</p>

**Total budgeted cost: £5795**

## 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.

**Total Pupil Premium allocation (2021/22): £7,345**

#### **Desired outcomes:**

##### **A) Disadvantaged learners achieve at least expected progress, relative to their start point**

- All children eligible for Pupil Premium made good or better progress from their starting points this year.
- Gaps in learning are addressed through targeted teaching, targeted feedback and support, or intervention where required
- Attainment in Reading, Maths and Writing shows improvement throughout the year, narrowing the gap to ARE and those not eligible for Pupil Premium.

##### **B) 80% of EYFS pupils achieve GLD**

- 70% of EYFS pupils achieved GLD

##### **C) 80% of EYFS pupils are on track to achieve the phonic screen in Yr 1.**

##### **D) All staff are aware of these pupils in their class and target provision and support accordingly in order to achieve the required progress.**

- Although some pupils make good progress, some only make expected. Some have dipped due to personal reasons, usually involving associated SEND
- Need to continue to focus PP provision / planning for this, on a personal level
- To update current PP profiles through 22-23, documenting individual spending

##### **E) Disadvantaged learners are exposed to a wider range of experiences that develop their cultural capital.**

- All disadvantaged pupils are able to attend school trips.
  - Disadvantaged pupils are able to attend a range of school clubs.
  - All disadvantaged pupils have the required equipment and clothing to enjoy outside experiences.
  - All disadvantaged pupils are regularly exposed to experiences and visitors designed to develop Cultural Capital, an understanding of Diversity and ambition.
  - The Curriculum offer is enhanced and opportunities are grasped to widen experiences and opportunities for disadvantaged pupils.
  - All children have access to high-quality visits and visitors (e.g. archaeologist visit; North York Moors Railway visit; Eden Camp; Garden Centre Visit)
  - All children have access to Forest School curriculum to embed concepts from the curriculum
  - All children have the access of Now>Press>Play curriculum to bring experiential learning into the classroom and engage learners by removing barriers to accessing learning.
  - Pupil Premium funding covers the cost of trips
  - Pupil Premium funding also covers uniform as required, including for forest school
- To update current PP profiles through 22-23, documenting individual spending (see below)**

##### **F) Those children with high levels of transiency have the gaps in their knowledge filled.**

- 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 Oct21).
- All staff are aware of targeted pupils and are able to demonstrate / facilitate good academic progress at termly progress meetings through: Termly summative assessment results / Targeted marking and feedback / Planned additional support or intervention where required.
- Review Spring 2022: Those disadvantaged pupils with high transiency (e.g. Service Children) achieve well. All children are at least 'borderline' to the average banding according to assessments with the majority exceeding expectations.
- Review July 2022: Those disadvantaged pupils with high transiency (e.g. Service Children) continue to achieve well. See July assessments

**G) Disadvantaged learners' language development is improved so they are able to read and write at their age-related expectation.**

-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.

-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.

Review July 2022: Although some pupils make good progress, some only make expected. Some have dipped due to personal reasons, usually involving associated SEND

**-Need to continue to focus PP provision/planning for this, on a personal level**

**-To update current PP profiles through 22-23, documenting individual spending**

## 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	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:

- 2, and latterly 3, Service children have attended school in 2021-2

- Funding is received for 2 of these children, targeted as per Pupil Premium funding (as above)

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?	<b>100%</b> of these pupils achieved the expected standard or expected progress in writing. <b>100%</b> achieved the expected standard or expected progress in reading and maths. <b>67%</b> achieved ARE in SPAG