

Pupil premium strategy statement – Bradfield C of E 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	148
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jessica Davies
Pupil premium lead	Jessica Davies
Governor / Trustee lead	Richard Norris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,330
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£1118
Total budget for this academic year <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>	£45,913

Part A: Pupil premium strategy plan

Statement of intent

At Bradfield CE Primary School we believe that every child should be given the opportunity to develop, make good progress and attain across the curriculum, irrespective of their background or the challenges they may face. Our intention is to understand the challenges faced by our disadvantaged children and to provide the support needed to help overcome these barriers. In doing so, our aim is that disadvantaged children will make good progress during their time at Bradfield CE Primary School, and will leave our school with increased levels of self-confidence, self-awareness and the tools to continue to achieve well academically and socially.

We have an evidence based, pupil-centred approach to all aspects of school improvement strategy. This approach means that we support the needs of all pupils, not just those who are disadvantaged. At the foundation of our strategy, is the ambition for high quality first teaching for all pupils, which is proven to have the greatest impact on closing the disadvantage attainment gap.

The key principles of our strategy are

- Disadvantaged first – all decisions and actions consider the impact on disadvantaged children first.
- Individualised approach – we carefully track each child in a number of ways and consider their bespoke needs, including SEND and SEMH needs. We do not make assumptions about the impact of disadvantage on individual pupils.
- High quality first teaching has the biggest impact on children’s learning, particularly the most disadvantaged, and is the priority of our school development plan and PPG strategy.
- Challenge is available for all children, regardless of prior attainment.
- While this document specifically outlines our Pupil Premium Strategy, it should be read in conjunction with our School Development Plan, which features wider school improvement to impact on quality first teaching, progress and wider opportunities for all.

Challenges

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

Challenge number	Detail of challenge
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1	Limited oracy skills, presenting as low quality sentence structure and narrow range of vocabulary.
2	Under-developed foundational maths and English skills, such as number bonds, multiplication tables and basic spellings.
3	Multiple ACES (adverse childhood experiences) leading to low levels of engagement and a lack of self-confidence and resilience in the classroom.
4	Lack of wider engagement and enjoyment of reading.

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
Quality of pupil talk improves, featuring more complex sentences and a wider range of vocabulary.	<ul style="list-style-type: none"> Pupil oracy improves during lessons and during wider speaking opportunities. Pupils are able to talk about their oracy skills and the role that this plays in their learning.
Improved foundational maths and English skills, such as number bonds, multiplication tables and basic spellings.	<ul style="list-style-type: none"> Termly data tracking will indicate that pupils are making at least expected progress. Where a pupil with SEND is working significantly below their own Key Stage or on a bespoke learning programme, qualitative data will demonstrate progress (e.g. IDP small step targets). Children make accelerated progress in basic maths and English skills, thereby closing the attainment gap.
Behaviour of children with multiple ACES will improve and therefore not disrupt their own or others learning.	<ul style="list-style-type: none"> There will be a reduced number of anti-social behaviour incidences in school, both during lessons and break times. Children being supported by the Nurture Group will achieve their small step Boxall targets and be reintegrated fully into their main classes by the end of the academic year.
Children demonstrate higher levels of resilience and self-confidence when facing challenging work in class.	<ul style="list-style-type: none"> Focused observations will increasingly see pupils 'ready to learn', engaged in their learning and working independently, with greater self-confidence. During discussion, children will talk positively about their experience of

	<p>challenge and the strategies they use to tackle problems.</p> <ul style="list-style-type: none"> Discussions with staff during half termly pupil progress meetings will indicate that children are developing their resilience and working with increased independence and confidence.
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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: £ 1,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce oracy progression grids from EYFS to Y6</p> <p>Deliver staff training on oracy across the curriculum.</p> <p>Build specific time into phase meetings for staff to adapt plans to provide more opportunities for oracy.</p> <p>Whole school expectation for key vocabulary to be displayed and available for all curriculum areas.</p> <p>Introduce oracy support cards for the curriculum to support children with vocabulary and sentence construction.</p>	<p>EEF guidance indicates that, on average, language approaches have a high impact on pupil outcomes (6 months additional progress).</p> <p>The first recommendation in the EEF guidance for improving literacy in both KS1 and KS2 is to develop children's language capability.</p>	1

<p>Feature 'talk' as a key component of learning during our 'Learning to Learn' week (metacognition focus week).</p> <p>Provide pupils with a termly public speaking opportunity as part of our 'Super 6' offering as well as regular opportunities to present to a wider audience as appropriate.</p>		
<p>*Using small step targets identified during PPG progress meetings, create a 'basic skills' timetable for all PPG pupils, identifying gaps/areas of need and planning appropriate additional practice and/or instruction (e.g. TT rockstars practice during morning work, common exception word hopscotch during movement breaks).</p> <p>*Introduce Rollama</p> <p>*Raise the profile of foundational skills software with staff, parents and pupils to ensure that this is fully utilized.</p>	<p>EEF's 2021 report into the use of digital technology to support learning suggests that "teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning."</p>	<p>2</p>

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

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement daily targeted small group phonics intervention for those children not keeping up with the phonics curriculum.</p> <p>Offer 1:1 foundational skills building sessions for pupils who are not</p>	<p>EEF research indicates that, for one to one tuition, an average of 6 months additional progress can be made in an academic year, and for group tuition, an average of 4 months can be made.</p>	<p>2</p>

accessing and/or being supported in these at home (e.g. daily reading practice, Times Table Rockstars, number bonds revision).		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>*Set up and run a Nurture Group for children who are unable to access classroom based learning due to SEMH or behavioural needs.</p> <p>*Train lead practitioner in Nurture</p> <p>*Use Mental Health Support Team to support specific children as required</p> <p>*Offer ELSA sessions to children as required.</p> <p>*Learning to Learn week (part of Super 6) as an introduction to metacognitive skills, including strong focus on resilience.</p>	<p>Nurture UK reports that studies into the outcomes of nurture groups have found that they have a variety of positive impacts including:</p> <ul style="list-style-type: none"> *developing pupils' confidence and self-esteem, and they learn to take pride in their work *pupils become better at managing emotions and empathising with others, and form more positive relationships with peers and teachers; *Academic performance increases; *Behaviour significantly improves, and there is a reduction in the number of exclusions. <p>Education Endowment Foundation - "interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"</p>	3
<p>*Redevelop the library by:</p> <ul style="list-style-type: none"> -creating a more inviting space (aesthetic) - reduce overwhelm by reducing book choice and adding front facing books -adding child friendly categorization -bringing books to eye level -increasing the range of book types -adding books which represent diverse cultures 	<p>Multiple national and international research projects indicate a strong relationship between reading enjoyment and attainment. These include Clark's 2011 large scale survey of over 18,000 young people, which found that those who reported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age.</p> <p>Similarly, Clark and Rumbold (2006) identified several main areas of the benefits to reading for pleasure:</p>	4

<p>and teach Black, Asian and indigenous histories.</p> <p>*Provide each class with a high quality 'class reading journal' to which they can contribute</p> <p>*Involve School Parliament and the Safeguarding Committee in designing events, activities and approaches which promote a love of reading.</p> <p>*Introduce pupils 'Reading Ambassadors' to act as reading role models, book critics and library session leaders.</p>	<ul style="list-style-type: none"> • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; • A better understanding of other cultures; • Community participation; • A greater insight into human nature and decision-making. 	
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Total budgeted cost: £ 45,916

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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