

## Bramble Academy: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding in this academic year (2022/23) and the impact of last year's pupil premium spending.

## School Overview

Detail	Data
School Name:	The Bramble Academy
Number of pupils in school:	145
Proportion (%) of pupil premium eligible pupils:	44.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended):	2023-2024 2024-2025 2025-2026
Date this statement was published:	12 <sup>th</sup> September 2024
Date on which it will be reviewed:	September 2026
Statement authorised by:	Panayiota Theodosiou
Pupil Premium Lead:	Panayiota Theodosiou
Governor / Trustee Lead:	Gayle Bacon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,147.88
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£112,147.88</b>

## Statement of Intent

We are committed to working on 'a few bold things' (Sir Kevan Collins), doing 'fewer things in greater depth' (Mary Myatt) and using quality research to inform and challenge our thinking (EEF). An analysis of our pupils' 'needs...not assumptions' (Marc Rowland) has informed the identification of effective strategies to support targeted pupils.

Our academy takes a comprehensive approach to tackling disadvantage:

**Step One: Assess** (Undertake a diagnostic assessment of pupils' wellbeing and learning needs using the EEF

[Diagnostic Assessment Tool.pdf \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk) is undertaken.

**Step Two: Plan** (Refer to <https://educationendowmentfoundation.org.uk/.../using-pupil-premium>.)

**Step Three: Do** (Implement the plans using [Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk))

**Four: Review and Sustain** (Review the impact and refine, where necessary.)

Our strategy is a balance between long-term sustainable approaches and shorter-term targeted interventions. We aim for all pupils, irrespective of their background, to make 'great' progress across all areas of the curriculum. Based on the EEF's Guide to Supporting School Planning, we have adopted a three-tiered, responsive approach to our strategic plan:

1. An academy approach to high- quality teaching.
2. Targeted approaches that provide bespoke academic support to those who need it.
3. Wider strategies to address pastoral (non-academic) barriers to success in school.

Quality first teaching (QFT) is at the heart of our strategic plan. Research evidence shows that QFT has the greatest impact on the educational outcomes of all pupils. We are focused on ensuring that our school improvement priorities are evidence-based and aimed at providing our pupils with an education delivered by highly skilled and reflective practitioners. As an academy, we are committed to developing a high-quality curriculum that enables our pupils to learn the knowledge and skills they need to ignite their love of learning and prepare them for the next stage of their academic journey. Our plan acknowledges the impact the recent pandemic has had on the individual and collective needs of our pupils, and focuses on robust diagnostic assessments, not assumptions, in relation to each pupil.

To ensure the approaches we have identified are effective, we will:

- Intervene promptly and, where possible, pre-emptively.
- promote collective responsibility across the entire staff team, with a focus on high expectations for each pupil.

In summary, we aim to ensure that every pupil has complete access to the curriculum as they 'keep up, not catch up'.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance (Attendance for 2024-25 was: 93.7%; with persistent absenteeism at 16.9%.)
2	Most disadvantaged pupils do not achieve expected standards in phonics, reading, writing and mathematics.
3	On entry assessments indicate that disadvantaged pupils start the EYFS below that which is typical, particularly in Communication and Language.
4	The emotional well-being of disadvantaged pupils can impact negatively on pupil attainment.
5	Disadvantaged pupils have limited access to experiences beyond the locality.

### 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
To achieve and sustain improved <b>attendance</b> for all pupils, and in particular, our disadvantaged pupils.	<p>2023-2024</p> <ul style="list-style-type: none"> <li>● Improved whole school attendance. (Target for 2022/23 is 96 %)</li> <li>● Improved attendance of disadvantaged pupils so that it is at least in line with the national attendance average.</li> </ul> <p>2024-2025</p> <ul style="list-style-type: none"> <li>● Improved whole school attendance to be in-line with national.</li> <li>● Improved attendance of disadvantaged pupils so that it is at least in line with the national attendance average.</li> </ul> <p>2025-2026</p> <ul style="list-style-type: none"> <li>● Improved whole school attendance to be above national.</li> <li>● Improved attendance of disadvantaged pupils so that it is at least in line with the national attendance average.</li> </ul>

<p>To improve attainment for all pupils in <b>reading, writing and maths</b>, and in particular, our disadvantaged pupils.</p>	<p>2023-2024</p> <ul style="list-style-type: none"> <li>● Pupils achieve at least the expected standard in the phonics screening check.</li> <li>● Pupils' attainment and progress is at least in line with national averages in reading, writing and mathematics.</li> </ul> <p>2024-2025</p> <ul style="list-style-type: none"> <li>● Year 1 Phonics' results are in-line with National outcomes.</li> <li>● Outcomes for KS2 pupils are in-line with their non-disadvantaged peers.</li> <li>● An increase in number of pupils achieving expected standard.</li> </ul> <p>2025-2026</p> <ul style="list-style-type: none"> <li>● Year 1 Phonics' results are in-line with National outcomes.</li> <li>● Outcomes for KS2 pupils are in-line with national.</li> <li>● KS2 progress measures are improved compared to 2024 results.</li> </ul>
<p>To improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>2023-2024</p> <ul style="list-style-type: none"> <li>● The percentage of pupils that reach a GLD to increase from results in 2023.</li> </ul> <p>2024-2025</p> <ul style="list-style-type: none"> <li>● The percentage of pupils that reach a GLD, is at last in line with the national average.</li> </ul> <p>2025-2026</p> <ul style="list-style-type: none"> <li>● The percentage of pupils that reach a GLD, is at last in line with the national average.</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

Budgeted cost: £77,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>➤ Focus on developing Quality First Teaching. (Focus on embedding a new Teaching and Learning Policy.)</li> <li>➤ Embed instructional coaching for all staff, that is focused on Rosenshine's Principles of Instruction to ensure that QFT teaching is delivered every lesson.</li> <li>➤ Senior Leaders, and specialist teachers deliver support for planning and use instructional coaching to raise the performance of teaching and learning.</li> </ul>	<p>EEF: The principles of the ECF (Instructional Coaching), which is underpinned by research, will be used. Weekly professional development will be focused on Rosenshine's Principles, followed up with inter-sessional tasks and coaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/earl-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/earl-career-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2, 3
<p>Embed a validated SSP and secure phonics teaching.</p> <ul style="list-style-type: none"> <li>➤ Staff undertake professional development in the application of Little</li> </ul>	<p>EEF: Strong phonics teaching impacts on reading fluency for all pupils. (Additional staff have been recruited to add expertise to the staff team.)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

<p>Wandle, including on-line modules and school visits.</p> <ul style="list-style-type: none"> <li>➤ Engage with Flying High Hub to ensure that the practices in school contribute to improved outcomes in early reading, specifically phonics.</li> </ul>		
<p>Embed whole class reading to develop comprehension. (Y2-Y6)</p> <ul style="list-style-type: none"> <li>➤ Purchase quality children's fiction and other books.</li> <li>➤ English Lead provides professional development for individuals.</li> </ul>	<p>EEF: Improving Literacy in KS1 and KS2. (Reading Comprehension)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2
<p>Embed direct modelling to develop pupils' vocabulary.</p> <ul style="list-style-type: none"> <li>➤ Embed Jane Considine's 'Fantastics' in the EYFS.</li> <li>➤ Embed the use of sentence stems and talk frames.</li> </ul>	<p>EEF: Oral Language Interventions (Evidence suggest low cost and high impact of oral language teaching and intervention.)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2, 3
<p>Develop SEND provision to ensure that learners receive a curriculum that enables them to make good and better progress.</p> <ul style="list-style-type: none"> <li>➤ Same day intervention and pre-teaching is embedd.</li> </ul>	<p>EEF: Strategies to support SEND highlight the impact of 'scaffolds' on improving outcomes for pupils with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	2

<ul style="list-style-type: none"> <li>➤ Increased capacity for SENDCO to collaborate with staff to ensure that scaffolds are appropriate.</li> <li>➤ Additional time used for graduated responses for pupils on the EHCP pathway.</li> </ul>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide daily additional phonics sessions.	EEF: Strong phonics teaching impacts on reading fluency for all pupils. (Additional staff have been recruited to add capacity to the staff team.) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
Embed small group 'catch up': <ul style="list-style-type: none"> <li>● phonics sessions</li> <li>● academic mentoring (UKS2)</li> </ul>	EEF: Targeted tuition focused on specific needs/knowledge gaps can be effective in supporting pupils who are falling/at risk of falling behind. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2 and 3
Increase EYFS Staffing to support small group and 1:1 intervention for pupils at an early stage of language acquisition.	EEF: Oral Language Interventions (Evidence suggest low cost and high impact of oral language teaching and intervention.) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2 and 3

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

Budgeted cost: £9,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance.</p> <ul style="list-style-type: none"> <li>➤ Ensure that Breakfast Club is targeted at pupils with poor punctuality/attendance.</li> <li>➤ Develop parental communication to increase awareness of the impact of absenteeism.</li> <li>➤ Refine attendance monitoring and recording. Increase the capacity of the clerical need for first contact calls.</li> </ul>	<p>EEF: Evidence indicates that targeted and responsive interventions and focused parental communication approaches can have a positive impact on pupil attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>EEF Evidence: Extended school time.</p> <p>On average, pupils make two additional months progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months additional progress. Often there are wider benefits for low-income pupils such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	1, 2, 3, 4
<p>Develop cultural capital.</p> <ul style="list-style-type: none"> <li>➤ Trips and visits. (Y6 Residential)</li> <li>➤ After school clubs targeted at disadvantaged pupils.)</li> </ul>	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education'. Kevan Collins-Former CEO of the EEF</p> <p>EEF Toolkit-Outdoor Adventure Learning</p> <p>The evidence base indicates a positive impact on self-efficacy, motivation, and teamwork. Disadvantaged pupils can participate in activities that they otherwise may not be able to access. Pupils can develop non-cognitive skills such as resilience, self-confidence, and motivation.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	5

Total budgeted cost: £97,848

## 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 2023 to 2024 academic year.

<u>Aim</u>	<u>Outcome Review 2024-2025</u>
To achieve and sustain improved <b>attendance</b> for all pupils, and in particular our disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Revised role of the Pupil Engagement and Wellbeing Lead to support pastoral role of prevention.</li> <li>- Implementation of attendance incentives.</li> <li>- Introduction of Class Dojo to support with parental engagement.</li> <li>- School's attendance was 93%, national was 93.1%.</li> <li>- Establishing a parent/school communication through half -termly coffee events.</li> <li>- Improved report template to communicate attendance figures with parents and carers.</li> <li>- Weekly tracking of trends and reporting attendance figures.</li> <li>- Use of Early Help to support families with attendance.</li> <li>- Use of breakfast club to support children overcome barriers.</li> </ul>

To improve attainment for all pupils in <b>reading, writing and maths</b> , and in particular our disadvantaged pupils.	<u>KS2 Outcomes</u>				
		Disadvantaged 2024 (16pupils)	Disadvantaged 2025 (19pupils)	All 2024	All 2025
	Reading	38%	47%	48%	57%
	Writing	56%	47%	60%	63%
	Maths	63%	42%	60%	50%
	Combined	31%	37%	44%	43%
	<u>KS1 Outcomes</u>				
	<u>*Based on Teacher Assessment</u>				
	2024: 14 disadvantaged pupils (23 pupils in the cohort)				
	2025: 11 disadvantaged pupils (25 pupils in the cohort)				
	Reading	36%	36%	48%	52%
	Writing	14%	27%	17%	44%
	Maths	21%	36%	35%	44%
	<ul style="list-style-type: none"> <li>- Instructional coaching was used to improve the quality of teaching and learning across all areas of the school.</li> <li>- Revised staff training proforma and content to develop the understanding of Rosenshine's Principles to improve the teaching sequence.</li> <li>- Review of the Teaching and Learning Policy in line with the Learning Alliance Board research.</li> <li>- Targeted teaching and learning support for KS2 Writing.</li> <li>- Support for new-to-role or new to school staff.</li> <li>- Early assessment of children who are new to English,</li> <li>- Revised writing and reading curriculum.</li> </ul>				
To improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Additional support for teacher development for the delivery of Little Wandle Phonics through the English Hub.</li> <li>- Work with Early Years Advisor to support the development of language learning.</li> </ul>				

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
Little Wandle Phonics	Little Wandle Letters and Sounds
Times Table Rock Stars	Maths Circle
White Rose	White Rose Maths
Schemes of learning: Art and Design, Computing, French and Design and Technology.	Kapow Primary
Scheme of learning: Music	Charanga