

Bromstone Primary School

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Bromstone Primary
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	44.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	James Williams / Governing Board
Pupil premium lead	Emma Ribbans Toni Moon
Governor / Trustee lead	Jabson Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£261,180

Part A: Pupil premium strategy plan

Statement of intent

Bromstone Primary School's ultimate objective is to close the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. Our intent is to ensure that disadvantaged pupils have the same life opportunities as other pupils, have high aspirations for what they will achieve, and leave the school with all the tools they need for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in reception are lower for pupils eligible for pupil premium than for other pupils. This slows reading and writing progress in subsequent years. Many children enter Reception at below expected levels.
2	Some pupils eligible for pupil premium in each year group across the school have lower attainment than non-pupil premium children nationally in Reading, Writing and Maths
3	Levels of wellbeing and involvement are often lower for eligible pupils than non-eligible pupils.
4	Children have limited home experiences and resources or have financial restraints leading to non-participation. Poor parental engagement. Some pupil premium children do not receive support at home.
5	Attendance rates of pupils eligible for pupil premium are lower than the school's target of 96.1%. This reduces their school hours and causes them to fall behind.

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
1. Improve oral language skills and Personal, Social and Emotional Development, for pupils eligible for pupil premium in Reception and Year 1 classes, leading to accelerated rate of progress in Reading, Writing and Maths in subsequent years.	Pupils eligible for pupil premium make rapid progress by the end of the 2 years so that most eligible pupils make age related expectations.
2. Pupils eligible for pupil premium will have similar attainment to non- pupil premium children nationally in Reading, Writing, Maths, Phonics, and Early Learning Goals.	Pupils eligible for pupil premium will have similar attainment to non-pupil premium children nationally in Reading, Writing, Maths and GLD therefore diminishing the difference by the end of KS2
3. Pupils eligible for pupil premium exhibit the same positive levels of wellbeing and involvement as all pupils.	There is no difference between recorded wellbeing levels pupils eligible for pupil premium and all pupils

<p>4. Pupils who are eligible for pupil premium have the same opportunities as all pupils.</p>	<p>Equal participation in events, activities and extra-curricular opportunities.</p> <p>Parents will have increased participation in their child's learning journey. Children will receive increased support at home</p>
<p>5. Pupils who are eligible for pupil premium achieve the same attendance % as the whole school (target 96.1%) and rates of persistent absence are on a par.</p>	<p>Reduce the number of persistent absentees among pupils eligible for pupil premium to 8% or below. Overall attendance for pupils eligible for pupil premium improves to 96.1% to match school target for all pupils.</p>

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: **£55,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD matched to individual teacher and class needs rather than a generic approach to drive progress and attainment. This is achieved through the Talk for Teaching programme.</p>	<p>'Schools must consider how they support teachers' skills in identifying and understanding their own and pupils needs.' Teacher Development Trust 2015</p> <p>EEF Guidance report – Effective Professional Development</p>	<p>2</p>
<p>SLT post (1 day per week) to monitor and evaluate the curriculum ensuring correct coverage and enriching learning opportunities. This ensures individual needs are being met and children are engaged in an exciting and relevant curriculum, learning opportunities and enriching experiences.</p>	<p>BERA – A research approach to curriculum development</p> <p>CCCU – Epistemic Insight approach to the curriculum</p>	<p>1, 2, 3, 4, 5</p>
<p>Phonics – Embed and monitor Little Wandle. Ensure all teachers and TAs are trained in the delivery of Little Wandle. Bonnie Amos to support new phase leader in this role.</p>	<p>EEF – Improving Literacy in KS1 Teaching and Learning tool kit - Phonics</p>	<p>2</p>
<p>Leader of Teaching Learning post (2 days per week) to ensure high quality of teaching, learning and assessment across the school.</p>	<p>EEF 5-A-Day approach being used across the school, with regular CPD and monitoring undertaken.</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £125,445

<p>2 trained Thrive Practitioners delivering group Thrive interventions in small groups and individually. Thrive approach adopted across the school.</p>	<p>Gov.uk - Research and analysis: Supporting mental health in schools and colleges Thanet Schools initiative delivered by TISS</p>	<p>1,3,5</p>
<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p>Additional of specialist TA trained specifically in Speech and Language approaches (5 days) and a further S and L TA for 4 afternoons</p>	<p>EEF – Improving Literacy in KS1 EEF guidance report – Special Educational needs in mainstream schools</p>	<p>1, 2</p>
<p>Additional TA support to Year R (37% pupil premium) and Year 1 (42% pupil premium) to support pupil premium children and improvement attainment.</p>	<p>Year R and Year 1 now have 5 teaching assistants across the two in each year group.</p>	<p>1, 2, 5</p>
<p>Counsellor - Counsellor employed 1 day a week for targeted pupils</p>	<p>Gov.uk - Research and analysis: Supporting mental health in schools and colleges</p>	<p>3</p>
<p>Educational Psychologist - Educational Psychologist employed by school 3 days over the year completing assessments or training as needed</p>	<p>Gov.uk - Research and analysis: Supporting mental health in schools and colleges</p>	<p>3</p>
<p>Meditation Practitioner 4 days per week</p>	<p>Thrive Interventions (TISS)</p>	<p>3,5</p>
<p>Play Therapy Sessions for targeted pupils (1 day per week)</p>	<p>Research from Play Therapy UK: 'An Effective Way of Promoting Children's wellbeing and Alleviating Emotional, Behavioural and Mental Health Problems'</p>	<p>3</p>
<p>Speech and Language therapist employed 2 days a week working with pupils with high level of S&L needs,</p>	<p>EEF – Improving Literacy in KS1 EEF guidance report – Special Educational needs in mainstream schools</p>	<p>1</p>
<p>Sports coach - Sports coaches to provide opportunities for focussed individual or group work with targeted children with identified physical delay. Sports coaches are key leaders for BEAM and 'Balanceability' interventions</p>	<p>Sports coaching promotes healthy living and positive lifestyle choices. BEAM and Balanceability target specific gross motor skills which, when under-developed, are a barrier to learning "The published reports in July 2011 of both the Chief Medical Officers' Report and the NHS 'Physical Activity Guidelines for Children (under 5 years), call for an increase in physical activity for most children. The Balanceability programme ably contributes to meeting the physical activity guidelines for healthy development as well as providing a success-orientated experience, helping to build up children's confidence and sense of achievement."</p>	<p>2, 3</p>

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

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
20% discount on school uniform for eligible pupils 50% discount on school trips/ educational experiences for eligible pupils	NurtureUK – Impact and evidence	3, 4
Dedicated Attendance team - Attendance Team meet every week. Attendance team to work with families on improving overall attendance	Gov.uk – School attendance guidance for schools	5
FLO: working closely with families needing support, financially and otherwise and those with P.A.	Gov.uk – School attendance guidance for schools	3,5
Forest School/ Outdoor Learning Introduction of new full time Forest School leader. YR, Y1 & Y2 children have weekly access to Forest school. KS2 have alternate terms FS sessions.	Forest school promotes high levels of oral language in a context different to school. Forest school also promotes physical development and wellbeing. Select Committee on Education and Skills report – The value of outdoor learning Forest Research – Forest schools' impact on young children in England and Wales	1, 2, 3
Breakfast club - Some breakfast club funded places to improve attendance and concentration for targeted pupils	Gov.uk – School attendance guidance for schools https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	3, 4, 5
After School Club Some After School Club funded places to improve attendance and concentration for targeted pupils	Gov.uk - School attendance guidance for schools	3,4,5
2 full-time Thrive/ Nurture TAs with thrive/nurture provision (The Keep room) 4 additional TAs, one from each phase currently training to become qualified Thrive practitioners.	Gov.uk - Research and analysis: Supporting mental health in schools and colleges	3,4,5
Meditation Practitioner 4 days per week	Thrive Interventions (TISS) Recommended from Thanet Inclusion Services	3,5
Thrive Profiling Data is recorded for the whole school. Every teacher works with Thrive practitioner once a term to update data	Thrive-Online The Thrive Approach	3,5

Family Thrive being delivered, Parents-PP families targeted for involvement in this programme of training	EEF: Working with parents to support children's learning – Guidance Report	
Introduction of OPAL, outdoor play and learning. OPAL training delivered to Bromstone for 18 months. OPAL team with designated play leader in place to drive and monitor play and outcomes.	Supporting School Improvement Through Play, an evaluation of the outdoor play and learning programme.	

Total budgeted cost: £263,345

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy impact September 2023 – July 2024

Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	44.1%

Year 1 – EoY 23 vs. EoY 24

All Pupils	Reading	Writing	Maths
	GLD/EXP	GLD/EXP	GLD/EXP
EoY 23	GLD: 52%		
EoY 24	64%	47%	64%

Pupil Premium	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 24	68%	48%	64%

Year 2 – EoY 23 vs. EoY 24

All Pupils	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	47%	50%	67%
EoY 24	56%	51%	64%

Pupil Premium	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	39%	39%	50%
EoY 24	58%	47%	63%

Year 3 – EoY 23 vs. EoY 24

All Pupils	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	68%	55%	67%
EoY 24	71%	48%	71%

Pupil Premium	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	62%	48%	55%
EoY 24	61%	39%	58%

Year 4 – EoY 23 vs. EoY 24

All Pupils	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	75%	56%	69%
EoY 24	64%	59%	67%

Pupil Pre- mium	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	75%	50%	75%
EoY 24	59%	59%	59%

Year 5 – EoY 23 vs. EoY 24

All Pupils	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	65%	48%	55%
EoY 24	62%	41%	52%

Pupil Pre- mium	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	70%	47%	57%
EoY 24	65%	44%	53%

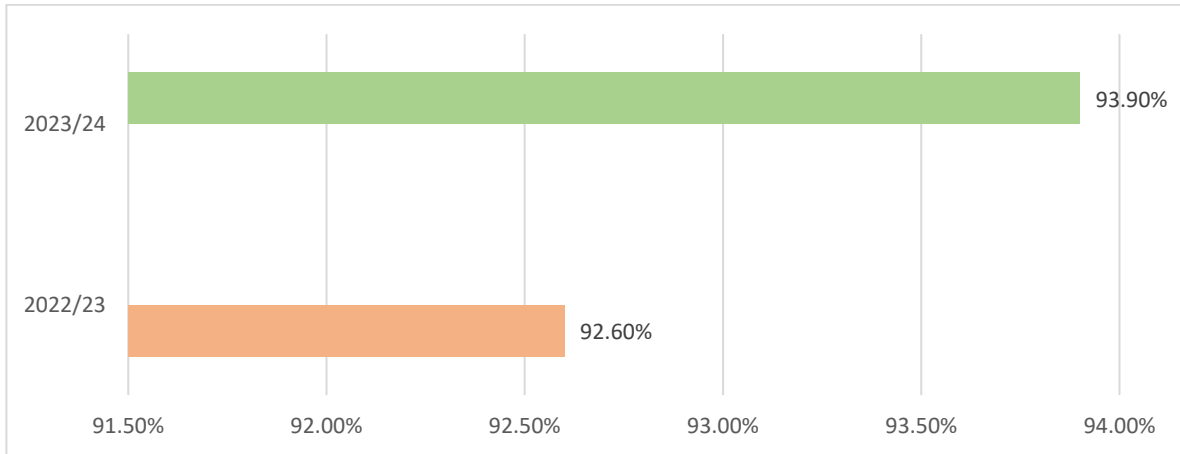
Year 6 – EoY 23 vs. EoY 24

All Pupils	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	67%	56%	65%
EoY 24 (TA)	71%	66%	66%
KS2 SATs	64%	66%	66%

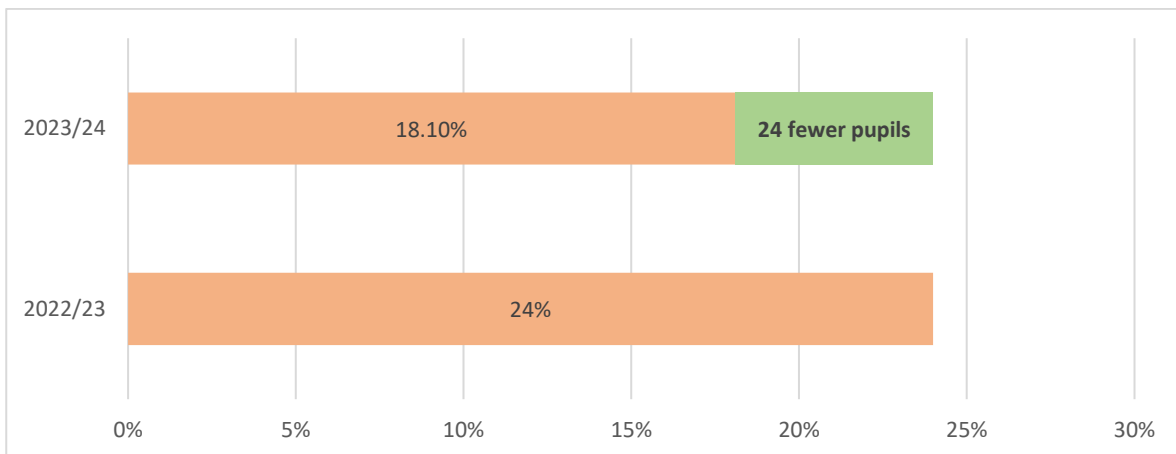
Pupil Pre- mium	Reading	Writing	Maths
	EXP	EXP	EXP
EoY 23	63%	50%	57%
EoY 24 (TA)	66%	63%	53%
KS2 SATs	60%	63%	50%

ABSENCE - AUT/SPR | OVERALL ABSENCE

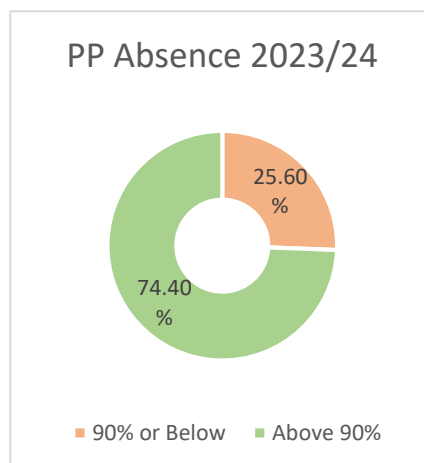
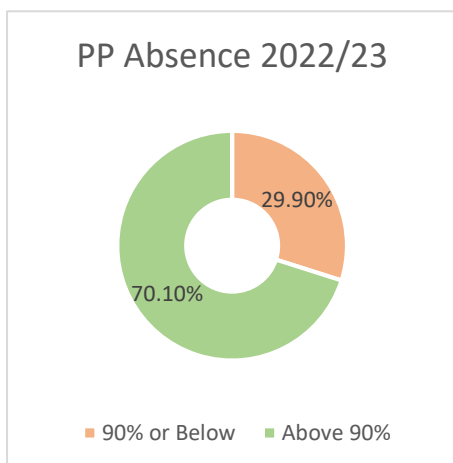
Our whole school attendance increased by 1.3% from **92.6 %** in 22/23 rising to **93.9%** in 23/24



The percentage of pupils who were **persistently absent** fell from **24% in 22/23** to **18.1% in 23/24** – this is equivalent to **24 fewer pupils** being persistently absent in 23/24 compared to 22/23



In **22/23** – **29.9%** of our Pupil Premium children had absence of 90% or below – **this dropped to 25.6%** of our Pupil Premium children having attendance of 90% or below in **23/24**



The Welfare and Attendance team have supported families with barriers for attendance. The school aims to continue parental engagement approaches to encourage and improve school attendance, and reduce the number of persistent absentees. The Attendance team meet weekly to deal with cause for concerns. Attendance is shared with parents seasonally using a traffic light system for highlighting expectations. The School now has a dedicated Wellbeing Team of four staff who underpin this work.

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
Vipers	The Literacy Shed
The Write Stuff	Jane Considine Education
Little Wandle	Collins

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A