

Bromstone Primary School

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	418
Proportion (%) of pupil premium eligible pupils	43.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	James Williams / Governing Board
Pupil premium lead	Emma Ribbans Toni Moon
Governor / Trustee lead	Colin Matheson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,465
Recovery premium funding allocation this academic year	£12,867
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£254,332

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	Pupils eligible for pupil premium will have similar attainment to non-pupil premium children nationally in Reading, Writing, Maths and GLD

children nationally in Reading, Writing, Maths, Phonics, and Early Learning Goals.	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
4. Pupils who are eligible for pupil premium have the same opportunities as all pupils.	Equal participation in events, activities and extra-curricular opportunities. Parents will have increased participation in their child's learning journey. Children will receive increased support at home
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.	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.

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: **£ 31,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD matched to individual teacher and class needs rather than a generic approach to drive progress and attainment. (includes Zones of Regulation)	'Schools must consider how they support teachers' skills in identifying and understanding their own and pupils needs.' Teacher Development Trust 2015 EEF Guidance report – Effective Professional Development	2
SLT post (one day per week) to monitor, engage and enrich the curriculum to meet individual needs and interests of all pupils.	BERA – A research approach to curriculum development CCCU – Epistemic Insight approach to the curriculum	1, 2, 3, 4, 5
Phonics – Purchase a new Phonics scheme including phonetically decodable books, retrain all teachers in Phonics teaching (Little Wandle)	EEF – Improving Literacy in KS1 Teaching and Learning tool kit - Phonics	2

Embedding of a research culture in the school with whole school CPD INSET. Research questions, with a focus on PP&SEND (13% of our pupils), to be whole staff appraisal target for the year.	Using Evidence in the Classroom: What Works and Why? National Foundation for Educational Research (NFER)	2
Leader of Teaching Learning post (2 days per week) to ensure high quality of teaching learning across the school.	EEF 5-A-Day approach being used across the school, with regular CPD and monitoring undertaken.	1, 2, 3, 5

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

Budgeted cost: £152,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery Premium – Tutoring sessions with qualified teachers in English and Maths (25% of the cost) Intervention Teacher 4 x am	EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2 EEF Guidance report – improving mathematics in the early years and KS1 EEF guidance report – Improving mathematics in Key stages 2 and 3	2
Speech and Language therapist employed 2 days a week working with pupils with high level of S&L needs,	EEF – Improving Literacy in KS1 EEF guidance report – Special Educational needs in mainstream schools	1
Additional of specialist TA trained specifically in Speech and Language approaches (5 days) and a further S and L TA for 4 afternoons	EEF – Improving Literacy in KS1 EEF guidance report – Special Educational needs in mainstream schools	1, 2
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	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."	2, 3
Educational Psychologist - Educational Psychologist employed by	Gov.uk - Research and analysis: Supporting mental health in schools and colleges	3

school 3 days over the year completing assessments or training as needed		
Counsellor - Counsellor employed 1 day a week for targeted pupils	Gov.uk - Research and analysis: Supporting mental health in schools and colleges	3
Full time Nurture practitioner/specialist teaching approaches, and full time Well-Being Lead – A proportion of our pupil premium pupils need access to additional support in class time and/or at break times to meet their complex ASD learning needs and/or emotional needs.	Gov.uk - Research and analysis: Supporting mental health in schools and colleges NurtureUK – Impact and evidence	3,4,5
2 trained Thrive Practitioners delivering group Thrive interventions in small groups and individually. Thrive approach adopted across the school.	Gov.uk - Research and analysis: Supporting mental health in schools and colleges Thanet Schools initiative delivered by TISS	1,3,5
Meditation Practitioner 4 days per week	Thrive Interventions (TISS)	3,5
Play Therapy Sessions for targeted pupils Lego Therapy for targeted pupils	Research from Play Therapy UK: 'An Effective Way of Promoting Children's wellbeing and Alleviating Emotional, Behavioural and Mental Health Problems'	3
Autistic champion qualified Teacher in place full time 1 TA trained as an autistic champion full time.	EEF guidance report – Special Educational needs in mainstream schools	3
Tutor Led support tuition and Recovery Premium Funding (60%) per Funding Overview on page 1.	Teacher employed to deliver catch up programme of tuition.	1, 2
Additional TA support to Year R (37% pupil premium) and Year 1 (42% pupil premium) to support pupil premium children and improvement attainment.	Year R and Year 1 now have 5 teaching assistants across the two in each year group.	1, 2, 5

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

Budgeted cost: £71,200

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
NurtureUK Nurture UK accreditation programme has now been achieved July 2022 with full time Nurture Practitioner employed for September 2022. Designated space for Nurture facility, The Keep.	NurtureUK – Impact and evidence NurtureUK is dedicated to improving the mental health and wellbeing of children and young people and removing barriers to learning by promoting nurture in education.	3,4,5
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
Full-time TA trained as a dedicated Wellbeing lead	Gov.uk - Research and analysis: Supporting mental health in schools and colleges	3,4,5
2 full-time Thrive/ Nurture TAs with thrive/nurture provision (The Keep room)	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
Thrive Training for Parents- PP families targeted for involvement in this programme of training	EEF: Working with parents to support children's learning – Guidance Report	

Total budgeted cost: £254,700

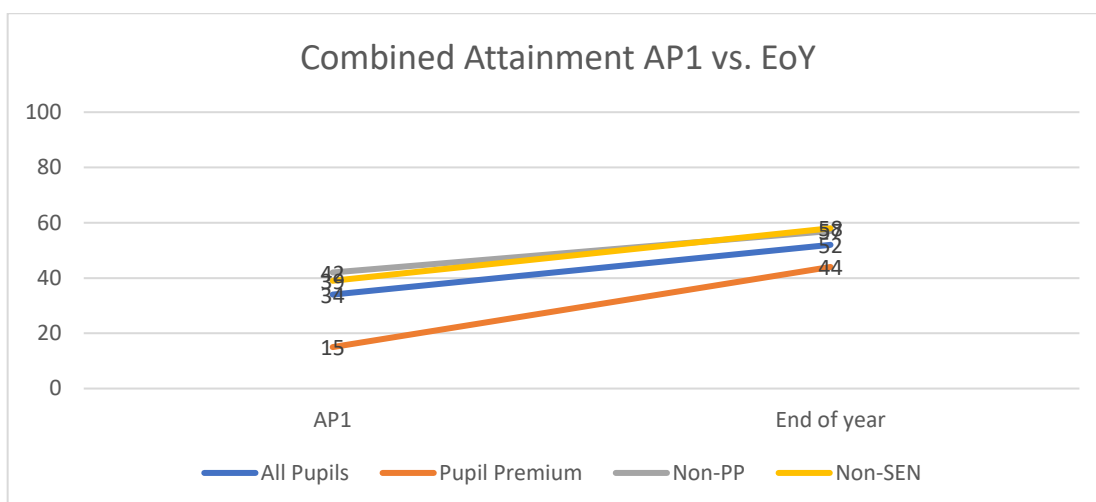
Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy impact September 2022 – July 2023

Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	40.9%

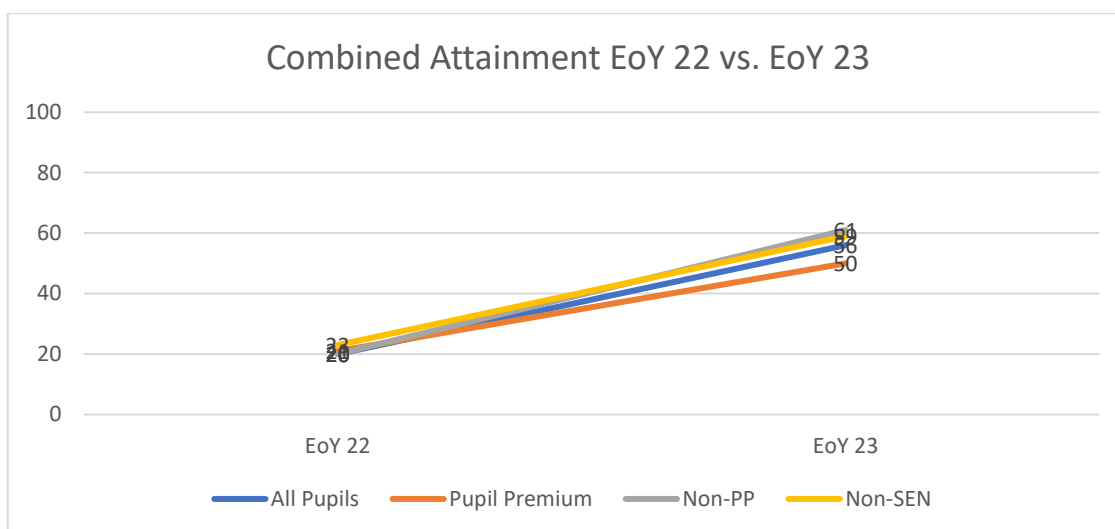
Year 1 – AP1 vs. EoY 23

All Pupils	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
AP1	45%	4%	36%	0%	44%	0%
EoY	47%	0%	50%	4%	67%	2%
Pupil Premium	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
AP1	29%	0%	19%	0%	31%	0%
EoY	39%	0%	39%	0%	50%	6%
Non-PP	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
AP1	53%	6%	44%	0%	50%	0%
EoY	51%	0%	56%	6%	76%	0%
Non-SEN	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
AP1	58%	0%	48%	0%	52%	0%
EoY	59%	6%	65%	0%	85%	0%



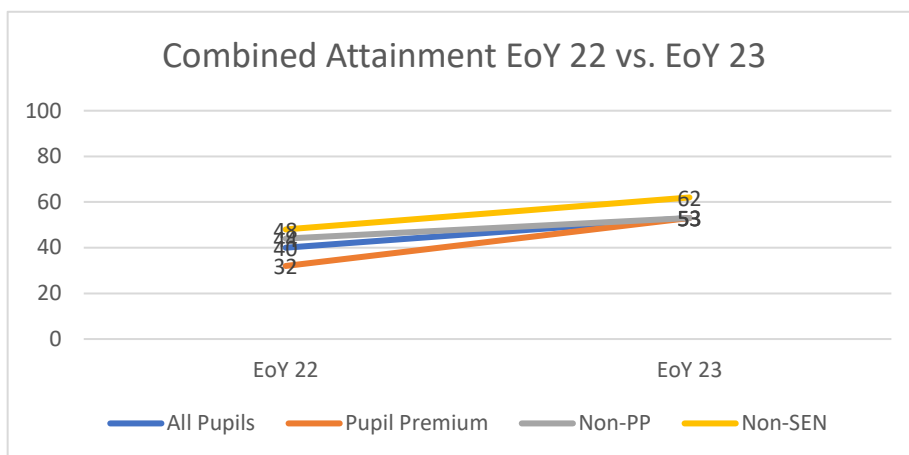
Year 2 – EoY 22 vs. EoY 23

All Pupils	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	42%	7%	22%	2%	46%	0%
EoY 23	68%	0%	55%	0%	67%	2%
Pupil Premium	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	41%	3%	21%	3%	41%	0%
EoY 23	62%	0%	48%	0%	55%	0%
Non-PP	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	42%	10%	23%	0%	50%	0%
EoY 23	74%	0%	61%	0%	77%	3%
Non-SEN	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	48%	7%	25%	2%	51%	0%
EoY 23	77%	0%	59%	0%	73%	2%



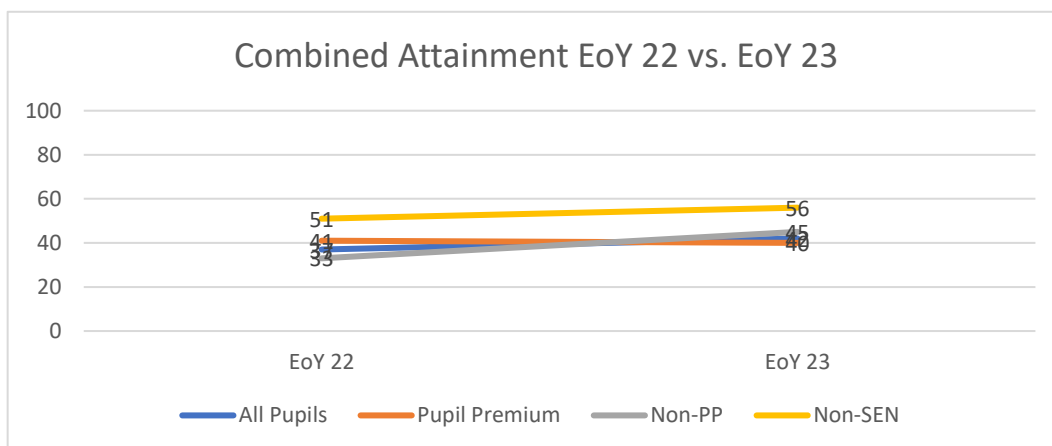
Year 3 – EoY 22 vs. EoY 23

All Pupils	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	68%	0%	45%	0%	55%	2%
EoY 23	75%	7%	56%	3%	69%	2%
Pupil Premium	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	58%	0%	37%	0%	42%	5%
EoY 23	75%	0%	50%	6%	75%	6%
Non-PP	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	73%	0%	49%	0%	61%	0%
EoY 23	74%	9%	58%	2%	67%	0%
Non-SEN	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	78%	0%	50%	0%	61%	2%
EoY 23	88%	10%	67%	5%	79%	2%



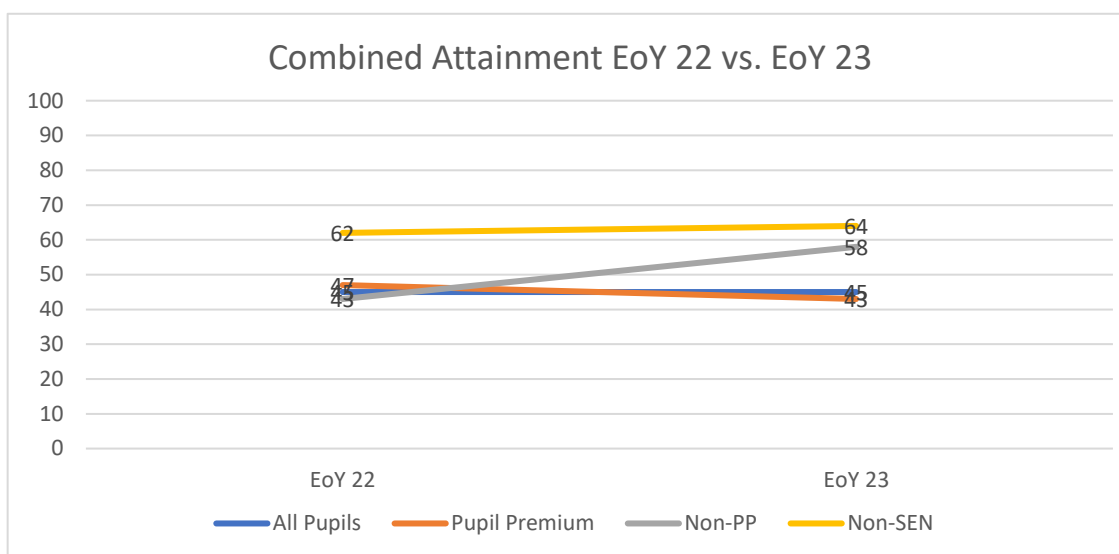
Year 4 – EoY 22 vs. EoY 23

All Pupils	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	68%	12%	44%	3%	63%	3%
EoY 23	65%	10%	48%	3%	55%	2%
Pupil Premium	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	69%	9%	47%	3%	66%	3%
EoY 23	70%	7%	47%	3%	57%	0%
Non-PP	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	67%	15%	41%	4%	59%	4%
EoY 23	60%	13%	50%	3%	53%	3%
Non-SEN	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	79%	18%	62%	5%	77%	5%
EoY 23	85%	15%	67%	5%	69%	3%



Year 5 – EoY 22 vs. EoY 23

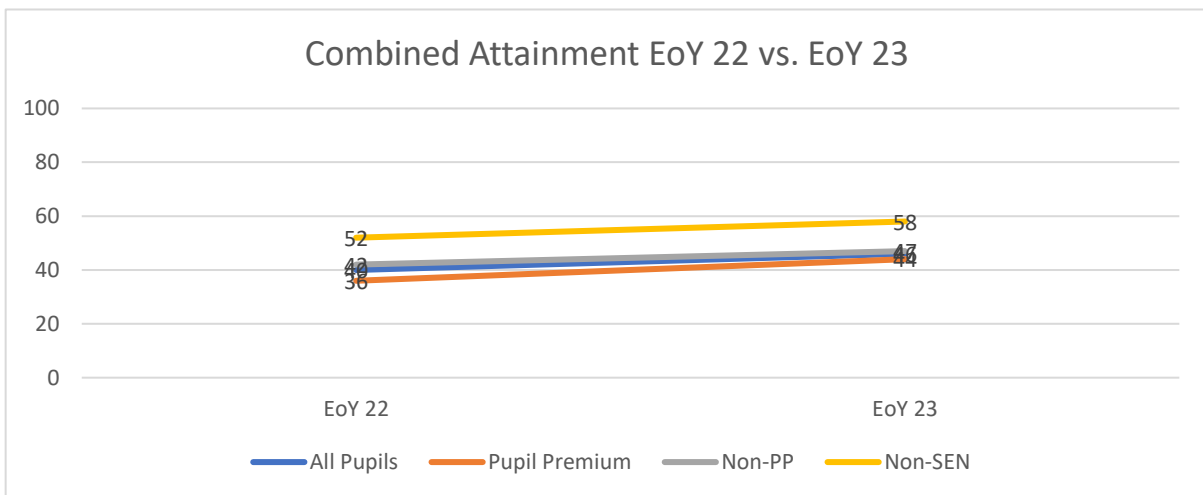
All Pupils	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	66%	10%	47%	2%	66%	9%
EoY 23	67%	18%	56%	4%	65%	9%
Pupil Premium	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	67%	13%	47%	3%	63%	7%
EoY 23	63%	17%	50%	3%	57%	7%
Non-PP	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	64%	7%	46%	0%	68%	11%
EoY 23	70%	19%	63%	4%	74%	11%
Non-SEN	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	82%	13%	64%	3%	87%	13%
EoY 23	86%	21%	74%	5%	79%	12%



Year 6 – EoY 22 vs. EoY 23

All Pupils	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	60%	9%	43%	5%	55%	10%
EoY 23 (TA)	58%	14%	55%	8%	50%	8%
KS2 SATs	52%	8%	55%	8%	42%	7%
Pupil Premium	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	52%	0%	36%	0%	56%	8%
EoY 23 (TA)	55%	10%	52%	3%	48%	3%
KS2 SATs	52%	3%	52%	3%	48%	7%
Non-PP	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	70%	15%	48%	9%	55%	12%
EoY 23 (TA)	58%	13%	58%	13%	52%	13%
KS2 SATs	52%	13%	58%	13%	36%	7%

Non-SEN	Reading		Writing		Maths	
	EXP	GDS	EXP	GDS	EXP	GDS
EoY 22	77%	11%	57%	7%	68%	14%
EoY 23	72%	19%	72%	12%	63%	12%
KS2 SATs	62%	11%	73%	11%	53%	9%

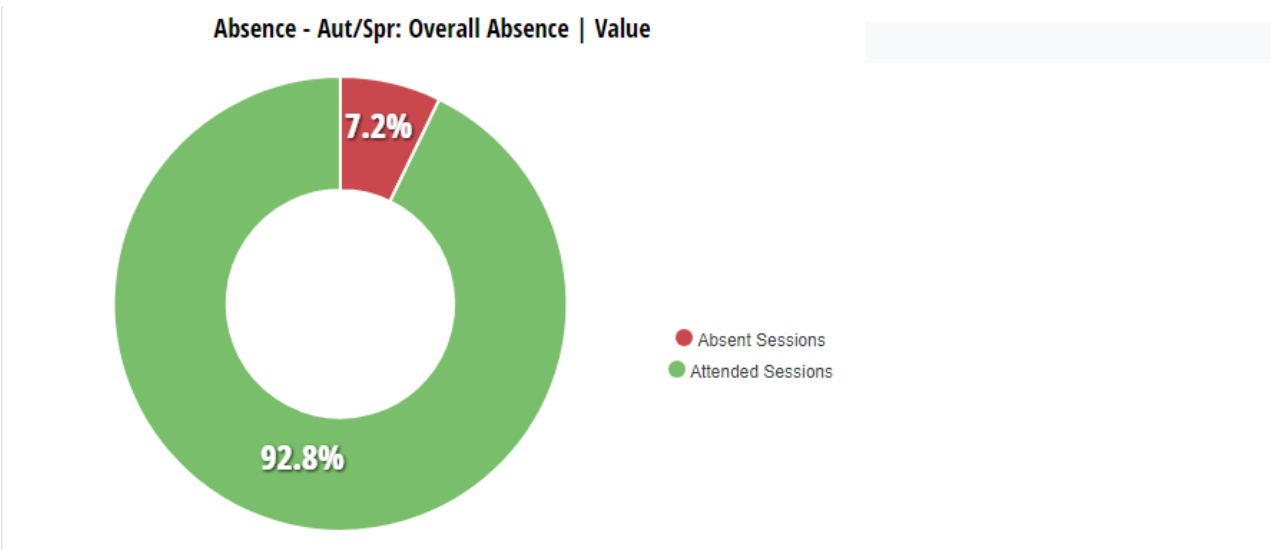


ABSENCE - AUT/SPR | OVERALL ABSENCE

From a cohort of **361 enrolments** at Bromstone, the School had an Overall Absence of **7.2%**, this is based on **6,112 sessions** being missed out of a **possible 84,987**.

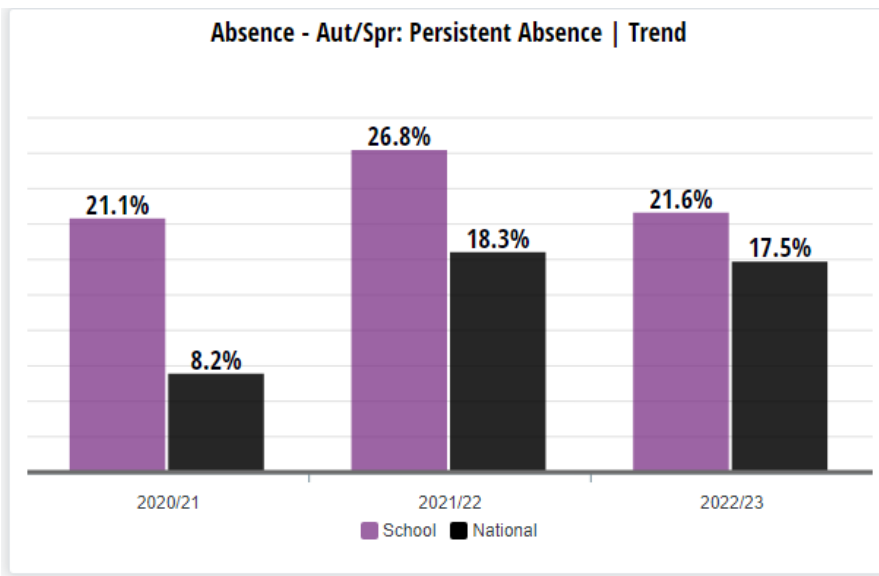
Overall Absence rate equates to an average of **16.9 sessions** missed by each pupil.

6.9% of our cohort have no Overall Absence sessions, a total of **25 pupils**.



The school's persistent absence has **decreased by 5.2%** from **26.8%** in 2021/22 to **21.6%** in 2022/23.

This is equivalent to **19 fewer** pupils being persistent absentees in 2022/23 compared to 2021/22



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