Pupil Premium Strategy Statement 2023-24

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 years' spending of pupil premium had within our school.

School overview

Detail	Data
School name	BRAMSHALL MEADOWS FIRST SCHOOL
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	1% (1 PUPIL)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn term 2024
Statement authorised by	Mrs A Cairns
Pupil premium lead	Mrs A Cairns
Governor / Trustee lead	Mrs R Makinson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year and	£1480
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1480

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intent for the Pupil Premium strategy is to maximize the educational outcomes and holistic development of our disadvantaged pupils. Through targeted interventions, personalised support, and collaborative partnerships, we aim to narrow the attainment gap, foster resilience, and empower every pupil to reach their full potential, regardless of socio-economic background. By prioritizing equity, inclusion, and innovation, we aspire to create a supportive learning environment where every child thrives and flourishes.

Our targets are to:

1. Raise attainment for pupils across the curriculum.

2. Enable all children to access enrichment beyond the curriculum.

3. Eliminate barriers to learning and progress. Eg; reading gap

Challenges

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

Challenge number	Detail of challenge
1	*Assessments, observations, and discussions with pupils indicate underdeveloped reading and writing skills and maths skills among some disadvantaged pupils.*
2	*Impact of vocabulary gap on progress and attainment across the curriculum, in particular reading and extended writing.*
3	*Access to enrichment activities to broaden lived experiences*
4	*Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils due to previous adverse life experiences. These challenges particularly affect disadvantaged pupils.*

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
Improved maths, reading and writing outcomes for children across the school, particularly children who are disadvantaged.	Assessments and observations indicate improved reading, writing and maths skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Improved participation and access to enrichment activities, including educational visits and residential visits.	All children to access educational visits and residential visits where applicable. Children to show greater confidence and engagement in wider opportunities across the whole school experience, for example, engaging in school concerts or performances, Muddy Meadows and the Bramshall Bloom agreement.

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: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training / resources	Little Wandle training Stoke Speaks Out	1-4

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

Budgeted cost: £980

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Support in Y1	EEF research, feedback, previous data	1-4

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

Budgeted cost: £100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual trips	Full participation and positive impact from experiences.	2-3

Total budgeted cost: £1480

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 2022 to 2024 academic year.

2022 -23
No PP funding

Review of Outcomes 2023 – 24

(PP – 1 pupil)
EAL resources put in place for one pupil with multilingual books and classrooms resources including picture clue cards to aid with the understanding of language. Impact – the pupil had no English language on arrival and can speak use words and simple sentences.

Interventions put in place to support Phonics and Early reading.

Stoke Speaks Out training provided and interventions put in place. Impact showed improved articulation and sentence formation. This in turn increased social confidence with an increased ability to communicate more effectively.

Maths resources purchased to aid the Concrete, Abstract and Pictorial demonstrations and modelling. This enhanced engagement in lessons.

Literacy Tree CPD provided for staff to support outcomes in writing. Interventions focused on vocabulary development, and sentence structure.