

Pupil premium strategy statement 2024 - 2027

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	Bramley Oak Academy
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	81%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was first published	October 2024
Date on which it will be next reviewed	October 2027
Statement authorised by	Peter Forrest
Pupil premium lead	Peter Forrest
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,560
Recovery premium funding allocation this academic year	
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	£69,560

Part A: Pupil premium strategy plan

Statement of intent

At Bramley Oak Academy we have the highest expectations and aspirations for all our pupils. Our Trust shares our belief that every pupil should have an equal opportunity to achieve their full potential. We share the drive to ensure that every pupil's academic achievement and qualifications matters.

We focus on providing a safe and supportive environment in which pupils engage and want to attend, to support pupils' ongoing social and emotional development and for all pupils to develop key skills in literacy and numeracy.

We make every effort to ensure that disadvantaged pupils receive outstanding support and believe that our core business is to ensure our pupils make at least good progress as a result of good or outstanding teaching. The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of pupils eligible for Free School Meals (FSM) and the number of children who are looked after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged pupils.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. We also know that Ofsted consider the active involvement of trustees as one of the characteristics of schools that are successfully using their PPF to improve achievement and that successful schools "*thoroughly involve trustees in the decision making and evaluation process*".

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils, parents and other professionals demonstrate to us the adverse impact early experiences and ACES have on many of our pupils. These experiences have negatively impacted pupils access to education and further limited Difficult life experiences outside school
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Many of our pupils have Speech and Language targets written into their EHCP.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have significant gaps in their knowledge and attainment linked to reading, writing and mathematics. They are often at a disadvantage in accessing the curriculum due to the limited level of experience and previous difficulty with successfully accessing these areas.

4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have low baseline attainment on entry due to significant gaps in their education as well as having Social, Emotional and Mental health needs.
5	Our assessments, observations and discussions with pupils, parents and other professionals demonstrate that there is often low parental engagement and more limited aspirations for pupils.
6	Our assessments, observations and discussions with pupils show that disadvantaged pupils often have more limited access to high quality learning materials outside of school.
7	Our assessments, observations and discussions with pupils show that disadvantaged pupils often lower than average attendance that historically attendance has been an issue.
8	Our assessments, observations and discussions with pupils show that disadvantaged pupils have disproportionately high issues in relation to safeguarding and social care involvements.
9	Our assessments, observations and discussions with pupils show that disadvantaged pupils often have been more impacted both academically and socially by COVID-19 and compounded by the above issues including not having accessed pre-school.
10	Our assessment, observations and discussions with pupils, parents and other professionals show that disadvantage pupils can present with additional social emotional and mental health needs and this can manifest itself through more challenging behaviour.

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
<i>For all pupils to access and engage in school over time and show development where this has been a previous barrier.</i>	Attendance increases for pupils with low attendance. Attendance in line with national averages for pupils expected in school. Improved outcomes for pupils through increased engagement. E.g. improved EHCP outcomes, reduction in behaviour, improved academic outcomes
For all pupils to showing development in their social emotional and mental health needs through improved conduct and emotional regulation.	Improved outcomes for pupils through increased engagement. E.g. improved EHCP outcomes, reduction in behaviour, improved academic outcomes
For pupils to be demonstrating progress towards being literate and numerate and making progress against their own starting point.	Improved outcomes for pupils through increased engagement. E.g. improved EHCP outcomes and improved academic outcomes

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: £34,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA and Home School link Worker Hours</i></p>	<p>People living in families with disabled children are more than twice as likely to be living in poverty than those in families where no-one was Disabled (<i>Dept of Work and Pensions report Jan 2024</i>). In addition, 53% of families claim that having a disabled child causes some/major relationship difficulties or breakups (<i>source: About Families</i>), which is considerably higher than the population in general, suggesting that there could be a link between being an additional needs parent, levels of poverty and family breakup</p> <p>Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils often have more complex family situations which impacts on their emotional and mental health and often proves a significant barrier to engagement, learning and wellbeing</p>	<p>1, 5, 7, 8, 9, 10</p>
<p><i>ELSA and Home School link Worker Hours</i></p>	<p>Development of mental health awareness amongst staff and children.</p> <p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/</p>	<p>1, 5, 7, 8, 9, 10</p>
<p><i>ELSA and Home School link Worker Hours</i></p>	<p>There is a clear link between attendance and achievement as well as a link between safeguarding and attendance.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	<p>1, 5, 7, 8, 9, 10</p>

<p><i>ELSA and Home School link Worker Hours</i></p>	<p>Evidence from improving behaviour in school guidance report comments on the needs for promotion of positive behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1, 5, 7, 8, 9, 10</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Add or delete rows as needed.</i></p>		
<p>Intervention Lead Hours £30,884</p>	<p>Increased funding to pay a percentage of a literacy/reading intervention member of staff</p> <p>Develop and deliver interventions in the school related to numeracy interventions run and how they are tracked</p> <p>Targeted intervention lead in assessment, baselining and intervention schemes for core subjects.</p> <p>‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’</p> <p>It has been observed that this is particularly beneficial due to the high level of need and the poor development of learning behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3, 4, 5, 6, 9</p>

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

Budgeted cost: £3,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resources to support the above interventions.</i>	<p>Purchasing of key equipment and resources to support all areas of the curriculum including the delivery of 1:1 and group interventions. Ensuring that there is enough resources available for all children without the need to share equipment.</p> <p>‘Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	2, 3, 4, 5, 6, 9

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 **** to **** academic year.

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.