

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Braunstone Frith Primary Academy
Number of pupils in school	531
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amelia Smith
Pupil premium lead	Amelia Smith
Governor / Trustee lead	Izzy Reid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,145.00
Recovery premium funding allocation this academic year	£35,525.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£359,670.00

# Part A: Pupil premium strategy plan

## Statement of intent

The core purpose of our school is to ensure that all pupils achieve to the best of their ability and are empowered to become '**Positive Thinkers and LiFElong Learners**'. We recognise the importance of **oral language and vocabulary** and aim for our children to leave us as **confident, respectful and purposeful speakers** ready for the next stage of their education.

The intent of our pupil premium strategy is to support disadvantaged pupils to achieve their best and to fulfil their potential. **Quality first teaching** is key for every child and our hierarchy of need supports our disadvantaged children to be able to access this as effectively as possible therefore closing the disadvantaged attainment gap. This support includes a focus on attendance, meeting basic needs including behaviour for learning through REACH IT, vocabulary and language acquisition, targeted interventions which include academic or pastoral support and CREW - coaching pupils enabling them to critique their own and others' work and to make connections in their learning.

For all children there is a high focus on Reading as we believe that this is fundamental to progress in all areas and for all pupils including disadvantaged.

Our pupil premium spending is linked to our whole school strategic plan with in year improvement carefully planned in our school improvement plan.

## Challenges

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

Challenge number	Detail of challenge
1	Many pupils arrive at school with skills well below what is typical for their age in all areas and many have multiple needs and adverse childhood experiences.
2	Children have a narrow vocabulary and are unable to communicate effectively in a variety of situations.
3	A significant number of children and their families have welfare needs that are required to be met in school, including diet, social, emotional and health needs with a noticeable increase in mental health needs.
4	Many children lack resilience with their learning.

5	Access to space and support for home learning is limited. Digital deficiencies at home impact on children's ability to drive their own learning.
6	Life experiences are limited for many of our children and aspirations from within families are low.
7	Attendance levels are below the national average and Covid has impacted on this. Persistent absence is also high.

## 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
Quality first teaching is consistently delivered, in all subjects to a high standard	Progress is at least good in all subjects across the primary curriculum and a positive progress score at the end of KS2. Attainment data is at least as good as national. CPA and Mastery approach is used consistently and effectively across the whole school.
Children are equipped to be confident, respectful and purposeful speakers.	Oracy strategies embedded throughout the school and a feature of every lesson. Focus on talk in early years ensures gaps close in language development. Children communicate effectively in a variety of situations using age appropriate vocabulary and language structures.
Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2	The % of disadvantaged pupils achieving the expected standard or above will improve therefore closing the gap between the attainment of disadvantaged pupils and non.
Children's agency is developed through engagement in our REAL LiFE curriculum and CREW.	Children are responsible for their own learning which leads to increased confidence and self belief. Children's wider LiFE experiences are broadened and aspirations and confidence increases. All children in KS2 will have access to a digital device at home and engagement in home learning increases.
To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health.	Families are supported to gain access to support both in and out of school. All children can talk about an adult in school that they can talk to and is their champion.
To improve attendance for all children	Absence of all pupils is 4% or less and

	<p>absence of disadvantaged pupils is less than 5.6%</p> <p>Persistent absence for all pupils is below 8% and below 16% for the disadvantaged group.</p>
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## 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: £170,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Carefully planned CPD improves quality first teaching for all staff. Focus will include meeting the needs of individual learners, feedback and CREW (coaching for children) and use of Mastery/CPA/Anchor charts in maths</p> <ul style="list-style-type: none"> <li>• SLT coaching staff 2.5 days each week</li> <li>• Lead practitioner support for new Maths leader (LiFEMAT)</li> <li>• External Literacy consultant to work with new Reading and Writing leaders</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Feedback</a></p> <p>EEF Guidance Report - <a href="#">Teacher Feedback to improve pupil learning</a></p> <p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Metacognition and self regulation</a></p> <p>EEF Guidance Report - <a href="#">Metacognition and self-regulated learning</a></p> <p>Marc Rowland - Addressing Educational Disadvantage (The Essex Way) (2021)</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Effective Professional Development</a></p> <p>Three Bridges Primary School, Southall and the impact and success in school based research on Anchor Charts</p>	1, 2
<p>TA training</p> <ul style="list-style-type: none"> <li>• Impactful interventions</li> <li>• Effective support to QFT</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">TA interventions EEF</a></p>	1, 2, 4
<p>Additional teacher in KS1 and in Y5/6 to reduce class sizes and ensure more teacher time for quality feedback</p>	<p>Education Endowment Foundation - <a href="#">Feedback</a></p> <p>Education Endowment Foundation - Using your Pupil Premium Fund effectively</p> <p>School knowledge that children benefit from more teacher time</p>	1, 2
<p>Continue training for all staff to develop use of</p>	<p>Research from Voice 21</p>	2, 6

<p>oracy within the curriculum.</p> <p>Pilot project with Voice 21 in year 5 and 6.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Oral language Interventions</a></p>	
<p>Reading and phonics training through external courses, development of year group reading leads in school, external consultant to work with early reading and phonics lead.</p> <p>Purchase high quality reading materials for all year groups.</p>	<p>Education Endowment Foundation toolkit - <a href="#">Reading comprehension (GR and SR) strategies</a></p> <p>Education Endowment Foundation toolkit - <a href="#">Phonics</a></p>	1, 2
<p>Development of REAL LiFE Curriculum</p> <ul style="list-style-type: none"> <li>• REAL LiFE Lead practitioner support (LiFE MAT)</li> <li>• SLT lead to deliver high quality CPD training</li> </ul> <p>CREW - teaching children how to be responsible for their own learning</p>	<p>Education Endowment Foundation toolkit - <a href="#">Collaborative Learning Approaches</a></p> <p>KED</p> <p>Ron Berger - Leaders of their own learning: Transforming schools through Student engaged assessment (Feb 2016)</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Metacognition and self regulation</a></p>	1, 2, 4, 6

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 additional Teaching Assistants to deliver language, phonics and reading interventions in Foundation Stage</p>	<p>Education Endowment Foundation toolkit - <a href="#">Phonics</a></p> <p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Oral language Interventions</a></p>	

3 additional Teaching Assistants to deliver high quality Phonics and Reading interventions in KS1 and year 3	Education Endowment Foundation toolkit - <a href="#">Phonics</a> Education Endowment Foundation toolkit <a href="#">Reading Comprehension Strategies</a>	1, 2, 4
Online pilot project with Whole Education in Y4 to develop 'Flipped learning' at home using Chrome books to support children to think about their own learning more explicitly..	Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Metacognition and self regulation</a>  Education Endowment Foundation <a href="#">Using Digital technology to improve learning</a>	1, 4, 5
Speech Therapist to deliver targeted interventions to children in Foundation Stage and KS1	Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Oral language Interventions</a>  Education Endowment Foundation Early Years Toolkit <a href="#">Communication and Language Approaches</a>	1, 2, 3

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

Budgeted cost: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker	Current and historical school improvement focus  Principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> Education Endowment Foundation - <a href="#">Behaviour Interventions</a>	3, 5
Inclusion Team <ul style="list-style-type: none"> <li>Behaviour mentor support for targeted children</li> <li>School counsellor support for specific children</li> </ul>		3, 4
Attendance Officer <ul style="list-style-type: none"> <li>Monitoring and targeting poor attenders</li> <li>Reward system</li> <li>Changing the</li> </ul>		7

culture of poor attendance following Covid		
Chrome Books for all pupils in KS2, Virtual Headsets, Digital suite	Education Endowment Foundation - <a href="#">Digital technology (2019)</a>	5, 6

**Total budgeted cost: £358,000**



## 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 2020 to 2021 academic year.

Intended Outcomes														
<p>Improve the % of disadvantaged children achieving ARE in Reading, Writing and Maths Increase the % of disadvantaged children making <b>expected progress</b> who are in more than one vulnerable group</p>	<p>While Covid had an impact on data nationally our Pupil Premium children made good progress. Their attainment for ARE expectations improved from KS1 by 21% combined R, W and M and 4% for Reading, 2% for writing and 4% for maths. Children working at GD increased from KS1 by 2% for combined, 7% for Reading and 13% for maths.</p>													
<p>Ensure <b>Quality First Teaching</b> guarantees fluid and targeted interventions, which are monitored and evaluated for impact</p>	<p>Some of this progress was hampered by Covid in-class restrictions of movement. The school maintained its focus on delivering quality first teaching and during lockdown or periods of class isolation and provided live lessons for children and the technology to access it if necessary. Teachers continued to teach their own class including those children that were in school and Teaching assistants provided remote interventions through live sessions.</p>													
<p>Develop the <b>support net within the hierarchy of need.</b></p> <p>i. The % of children completing their independent learning tasks (homework/ spelling / Reading Racetracks / AR quizzing / TT Rock Stars) increases.</p>	<p>Children were supported to do this both in school and during periods of lockdown. School provided technology for disadvantaged pupils. Parents were encouraged to get pupils into live lessons and supported to do so with phone calls, support in school and doorstep visits home if necessary. Engagement was tracked and support targeted.</p> <table border="1" data-bbox="711 1668 1385 2000"> <thead> <tr> <th></th> <th>All pupils</th> <th>Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>87%</td> <td>78%</td> </tr> <tr> <td>Year 2</td> <td>84%</td> <td>74%</td> </tr> <tr> <td>Year 3</td> <td>83%</td> <td>78%</td> </tr> </tbody> </table>			All pupils	Pupil Premium Pupils	Year 1	87%	78%	Year 2	84%	74%	Year 3	83%	78%
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	Year 4	82%	76%
	Year 5	96%	97%
	Year 6	87%	86%
	All	87%	82%
<b>Attendance and timekeeping</b> improves and leads to less missed learning time	Staff were diligent in phoning parents through the lockdown period and in supporting parents in getting children to school where possible or accessing live lessons. During lockdown we had 30% of Pupil Premium children in school in their usual class. Attendance remains a priority for the academic year 2021/2022		

SLT, the family support worker and other school staff worked incredibly hard to ensure families were supported during periods of lockdown and able to access live lessons. Devices were loaned to all disadvantaged children and parents supported to get children into live lessons through phone calls and doorstep visits home. All Pupil Premium children were given food parcels each week, many parents collected these from school which gave us opportunities to check-in with families. When families were having to isolate food was delivered and phone calls made if parents did not collect. There were weekly well-being phone calls home in addition to safeguarding calls and phone calls from the SENCO. Over 120 food parcels were given out each week and the school used these opportunities as additional check-in points. Food was delivered if families were isolating and phone calls were made to those who didn't collect. Families very much valued the opportunity to check in with staff, feedback was very positive.

Our assessments and observations show that pupil behaviour, well being and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was most acute for our disadvantaged and most vulnerable pupils. We used pupil premium funding to provide target interventions from our Behaviour mentor and family support worker where required. This work is planned to be continued.

## 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
KTC phonics	Ann Smalberger

Discovery RE	Discovery
Jigsaw PSHE	Jigsaw

## 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?	