

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.

Updates for 2022/23

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	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Oct 2023
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
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	£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. 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.

<p>Children are equipped to be confident, respectful and purposeful speakers.</p>	<p>Oracy strategies embedded throughout the school and a feature of every lesson.</p> <p>Focus on talk in early years ensures gaps close in language development.</p> <p>Children communicate effectively in a variety of situations using age appropriate vocabulary and language structures.</p>
<p>Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2</p>	<p>The % of disadvantaged pupils achieving the expected standard or above will improve therefore closing the gap between the attainment of disadvantaged pupils and non.</p>
<p>Children's agency is developed through engagement in our REAL LIFE curriculum and CREW.</p>	<p>Children are responsible for their own learning which leads to increased confidence and self belief.</p> <p>Children's wider LiFE experiences are broadened and aspirations and confidence increases.</p> <p>All children in KS2 will have access to a digital device at home and engagement in home learning increases.</p>
<p>To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health.</p>	<p>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.</p>
<p>To improve attendance for all children</p>	<p>Absence of all pupils is 4% or less and 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>

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"> • SLT coaching staff 2.5 days each week • Lead practitioner support for new Maths leader (LiFEMAT) • External Literacy consultant to work with new Reading and Writing leaders 	<p>Education Endowment Foundation Teaching and Learning Toolkit - Feedback</p> <p>EEF Guidance Report - Teacher Feedback to improve pupil learning</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Metacognition and self regulation</p> <p>EEF Guidance Report - Metacognition and self-regulated learning</p> <p>Marc Rowland - Addressing Educational Disadvantage (The Essex Way) (2021)</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Effective Professional Development</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"> • Impactful interventions • Effective support to QFT 	<p>Education Endowment Foundation Teaching and Learning Toolkit - TA interventions EEF</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 - Feedback</p> <p>Education Endowment Foundation - Using your Pupil Premium Fund effectively</p>	1, 2

	School knowledge that children benefit from more teacher time	
Continue training for all staff to develop use of oracy within the curriculum. Pilot project with Voice 21 in year 5 and 6.	Research from Voice 21 Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions	2, 6
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. Purchase high quality reading materials for all year groups.	Education Endowment Foundation toolkit - Reading comprehension (GR and SR) strategies Education Endowment Foundation toolkit - Phonics	1, 2
Development of REAL LiFE Curriculum <ul style="list-style-type: none"> REAL LiFE Lead practitioner support (LiFE MAT) SLT lead to deliver high quality CPD training CREW - teaching children how to be responsible for their own learning	Education Endowment Foundation toolkit - Collaborative Learning Approaches KED Ron Berger - Leaders of their own learning: Transforming schools through Student engaged assessment (Feb 2016) Education Endowment Foundation Teaching and Learning Toolkit - Metacognition and self regulation	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

1 additional Teaching Assistants to deliver language, phonics and reading interventions in Foundation Stage	Education Endowment Foundation toolkit - Phonics Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions	
3 additional Teaching Assistants to deliver high quality Phonics and Reading interventions in KS1 and year 3	Education Endowment Foundation toolkit - Phonics Education Endowment Foundation toolkit Reading Comprehension Strategies	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 - Metacognition and self regulation Education Endowment Foundation Using Digital technology to improve learning	1, 4, 5
Speech Therapist to deliver targeted interventions to children in Foundation Stage and KS1	Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions Education Endowment Foundation Early Years Toolkit Communication and Language Approaches	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	3, 5
Inclusion Team <ul style="list-style-type: none"> Behaviour mentor support for targeted children School counsellor support for 	Principles of good practice set out in the DfE's Improving School Attendance Education Endowment Foundation - Behaviour Interventions	3, 4

specific children		
Attendance Officer <ul style="list-style-type: none"> Monitoring and targeting poor attenders Reward system Changing the culture of poor attendance following Covid 		7
Chrome Books for all pupils in KS2, Virtual Headsets, Digital suite	Education Endowment Foundation - Digital technology (2019)	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 expected progress 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 Quality First Teaching 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 support net within the hierarchy of need.</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="708 1715 1378 2063"> <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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Attendance and timekeeping 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

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Intended outcome	Success criteria	Evaluation/Evidence																																																																																																																						
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.	<p>In Y6 2022, 51% of the whole cohort (72) are considered disadvantaged. With the 8 children removed¹ from calculations 46% of these children are considered disadvantaged compared to 31% nationally who took the test - comparisons are as follows:</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">2019 disadvantaged</th> <th colspan="4">2022 disadvantaged</th> </tr> <tr> <th colspan="2">School</th> <th colspan="2">National</th> <th colspan="2">School</th> <th colspan="2">National</th> </tr> <tr> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52</td> <td>16</td> <td>62</td> <td></td> <td>75</td> <td>23</td> <td>62</td> <td></td> </tr> <tr> <td>Writing</td> <td>61</td> <td>9</td> <td>68</td> <td></td> <td>75</td> <td>11</td> <td>55</td> <td></td> </tr> <tr> <td>Maths</td> <td>61</td> <td>18</td> <td>67</td> <td></td> <td>72</td> <td>17</td> <td>56</td> <td></td> </tr> <tr> <td>GPS</td> <td></td> <td></td> <td></td> <td></td> <td>75</td> <td>22</td> <td></td> <td></td> </tr> <tr> <td>Combined</td> <td></td> <td></td> <td></td> <td></td> <td>61</td> <td>11</td> <td>59</td> <td></td> </tr> </tbody> </table> <p>School data for disadvantaged pupils from 2019 to 2022 has increased significantly which is opposite to the national picture. For disadvantaged pupils nationally Reading attainment remain stable at 62%, in writing attainment fell from 68% to 55% and in maths attainment fell from 67% to 56%. At Braunstone Frith Reading attainment increased from 52% to 75%, writing increased from 61% to 75% and Maths increased from 61% to 75%.</p> <p>Analysis from a national perspective shows that while gaps between disadvantaged and other pupils pre-pandemic were closing, these have increased again to the highest level since 2012 suggesting disruption to learning during the pandemic has had a greater impact on disadvantaged learners.</p> <table border="1"> <thead> <tr> <th colspan="7">School analysis for PP and Other - % achieving ARE and GD</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">PP and other</th> <th colspan="2">Pupil Premium</th> <th colspan="2">Other</th> </tr> <tr> <th>ARE %</th> <th>GD %</th> <th>ARE %</th> <th>GD %</th> <th>ARE %</th> <th>GD %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75</td> <td>23</td> <td>76</td> <td>17</td> <td>75</td> <td>29</td> </tr> <tr> <td>Writing</td> <td>75</td> <td>11</td> <td>65</td> <td>10</td> <td>82</td> <td>11</td> </tr> <tr> <td>Maths</td> <td>72</td> <td>17</td> <td>69</td> <td>10</td> <td>74</td> <td>23</td> </tr> <tr> <td>Combined</td> <td>61</td> <td>11</td> <td>55</td> <td>3</td> <td>66</td> <td>17</td> </tr> </tbody> </table>		2019 disadvantaged				2022 disadvantaged				School		National		School		National		ARE	GD	ARE	GD	ARE	GD	ARE	GD	Reading	52	16	62		75	23	62		Writing	61	9	68		75	11	55		Maths	61	18	67		72	17	56		GPS					75	22			Combined					61	11	59		School analysis for PP and Other - % achieving ARE and GD								PP and other		Pupil Premium		Other		ARE %	GD %	ARE %	GD %	ARE %	GD %	Reading	75	23	76	17	75	29	Writing	75	11	65	10	82	11	Maths	72	17	69	10	74	23	Combined	61	11	55	3	66	17
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¹ 2 in the DSP, 1 arrived the week before the test, 1 arrived in February, 1 didn't turn up for all but 1 maths paper and 3 children working significantly below the level of the test and therefore didn't take it

		<p>This data clearly shows the impact of us focussing catch up on Reading. PP and Not PP data are comparable and significantly above national for pupil premium children (62%) although lower for national other (76% compared to 80%). For Writing and Maths in school data shows there is a gap, more significant in writing (17%) between PP and other but writing(65%) for PP sits 10% above national data (55%) and 7% above for other (75%). Our writing data seems high but is comparable with Reading data at ARE which was the focus for catch up. BF maths data for PP (69%) is also above National maths data (56%) for PP children but ARE data for other (74%) is just below national data (78%). 43% of disadvantaged pupils met the standard in 2022 compared to 55% at BF again showing the strength of catch up strategies.</p> <p>This evidence shows that the T&L strategies used for PP pupils are effective and therefore they will continue into 2022/23.</p>
Children are equipped to be confident, respectful and purposeful speakers.	<p>Oracy strategies embedded throughout the school and a feature of every lesson.</p> <p>Focus on talk in early years ensures gaps close in language development.</p> <p>Children communicate effectively in a variety of situations using age appropriate vocabulary and language structures.</p>	<p>Daisi² analysis of the year 6 paper shows that in the Reading paper disadvantaged pupils did best in 'meaning of words in context' (3.5% above national all) showing the impact of our oracy work over time. This percentage includes 2 children who arrived in school with no time prior to SATs to make an impact. This report highlights the impact of Oracy strategies in school.</p> <p>Oracy focus in school has led to impact in outcomes at the end of KS2 but there is always room for improvement within this strand. Pupils in our school will continue to need an Oracy focus and therefore this will continue to be a focus in 22/23</p>
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.	Whole school progress of PP children from summer 2021 to summer 2022 shows an increase in the % of pupils meeting age related expectations by the end of the year. The % of non PP children meeting age related expectations has also increased. There is no pattern between year groups and while gaps are closing in some year groups and subjects they are not in others. Refine focus of QFT for 22/23 to include feedback, questioning, modelling and scaffolding-up
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.	Feedback from teachers on Real LiFE missions: "Children were invested in the end outcome. This really motivated them to work well in their CREWs." "I was apprehensive about the children having to record the weather each day, I thought they might find

² <https://daisi.education/>

	<p>Children's wider LiFE experiences are broadened and aspirations and confidence increases.</p> <p>All children in KS2 will have access to a digital device at home and engagement in home learning increases.</p>	<p>it monotonous but they didn't and again it really gave them an investment in the end outcome."</p> <p>"The Maths links to data handling gave the children a genuine real life link that really enhanced their learning."</p> <p>"Children got used to redrafting to produce beautiful work. Their attitudes were positive and were happy to do things again."</p> <p>"Children took pride in showing their parents around the forest school area."</p> <p>Further work on CREW for 22/23 to develop pupil agency and move on from it being a critique tool. Further work on REAL LiFE to develop purposeful authentic outcomes.</p>																																																																																																		
<p>To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health.</p>	<p>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.</p>	<p>PP hierarchy data, food bank referral, anxiety group</p> <p>Analysis shows more referrals, more anxiety, increased number of parents coming to us for help but also better REACH IT habits of learning and more settled children. Therefore what we are doing is working and we need to widen this support.</p> <p>Continues to be a focus in 22/23 due to current economic climate and continuation of issues arisen from lockdown.</p>																																																																																																		
<p>To improve attendance for all children</p>	<p>Absence of all pupils is 4% or less and 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>	<p>The attendance officer in place from September 2021 has improved systems and strategies to target poor attenders. Attendance rewards have been introduced across the school at weekly, monthly and ½ termly intervals.</p> <table border="1" data-bbox="799 1283 1477 1442"> <thead> <tr> <th colspan="7">Half Term Attendance Monitor</th> </tr> <tr> <th></th> <th>2020-21</th> <th>2020-21</th> <th>2020-21</th> <th>2020-21</th> <th>2020-21</th> <th>2020-21</th> </tr> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>Pupils on role</td> <td>551</td> <td>556</td> <td>558</td> <td>567</td> <td>574</td> <td>573</td> </tr> <tr> <td>Overall School Attendance</td> <td>89.96%</td> <td>88.65%</td> <td>88.86%</td> <td>89.39%</td> <td>89.94%</td> <td>90.05%</td> </tr> <tr> <td>Pupil Premium</td> <td>86.64%</td> <td>84.57%</td> <td>84.89%</td> <td>85.61%</td> <td>86.49%</td> <td>86.80%</td> </tr> <tr> <td>Pupil Premium No of Pupils</td> <td>260</td> <td>269</td> <td>272</td> <td>275</td> <td>279</td> <td>279</td> </tr> </tbody> </table> <table border="1" data-bbox="799 1464 1477 1624"> <thead> <tr> <th colspan="7">Half Term Attendance Monitor</th> </tr> <tr> <th></th> <th>2021-22</th> <th>2021-22</th> <th>2021-22</th> <th>2021-22</th> <th>2021-22</th> <th>2021-22</th> </tr> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>Pupils on role</td> <td>529</td> <td>531</td> <td>547</td> <td>548</td> <td>554</td> <td>551</td> </tr> <tr> <td>Overall School Attendance</td> <td>87.01%</td> <td>88.75%</td> <td>89.42%</td> <td>89.85%</td> <td>90.28%</td> <td>90.52%</td> </tr> <tr> <td>Pupil Premium</td> <td>85.66%</td> <td>87.14%</td> <td>87.93%</td> <td>88.23%</td> <td>88.69%</td> <td>88.86%</td> </tr> <tr> <td>Pupil Premium No of Pupils</td> <td>248</td> <td>248</td> <td>255</td> <td>263</td> <td>267</td> <td>270</td> </tr> </tbody> </table> <p>There is a gradual increase in attendance of pupil premium children.</p> <p>Data shows that attendance has improved for PP children since the Attendance Officer started. In Autumn 2022, she has done 2 days each week which has produced an even greater improvement in attendance. This means that the Attendance Officer for 2 days will continue to be budgeted for for the remainder of the academic year.</p>	Half Term Attendance Monitor								2020-21	2020-21	2020-21	2020-21	2020-21	2020-21		HT1	HT2	HT3	HT4	HT5	HT6	Pupils on role	551	556	558	567	574	573	Overall School Attendance	89.96%	88.65%	88.86%	89.39%	89.94%	90.05%	Pupil Premium	86.64%	84.57%	84.89%	85.61%	86.49%	86.80%	Pupil Premium No of Pupils	260	269	272	275	279	279	Half Term Attendance Monitor								2021-22	2021-22	2021-22	2021-22	2021-22	2021-22		HT1	HT2	HT3	HT4	HT5	HT6	Pupils on role	529	531	547	548	554	551	Overall School Attendance	87.01%	88.75%	89.42%	89.85%	90.28%	90.52%	Pupil Premium	85.66%	87.14%	87.93%	88.23%	88.69%	88.86%	Pupil Premium No of Pupils	248	248	255	263	267	270
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	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21																																																																																														
	HT1	HT2	HT3	HT4	HT5	HT6																																																																																														
Pupils on role	551	556	558	567	574	573																																																																																														
Overall School Attendance	89.96%	88.65%	88.86%	89.39%	89.94%	90.05%																																																																																														
Pupil Premium	86.64%	84.57%	84.89%	85.61%	86.49%	86.80%																																																																																														
Pupil Premium No of Pupils	260	269	272	275	279	279																																																																																														
Half Term Attendance Monitor																																																																																																				
	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22																																																																																														
	HT1	HT2	HT3	HT4	HT5	HT6																																																																																														
Pupils on role	529	531	547	548	554	551																																																																																														
Overall School Attendance	87.01%	88.75%	89.42%	89.85%	90.28%	90.52%																																																																																														
Pupil Premium	85.66%	87.14%	87.93%	88.23%	88.69%	88.86%																																																																																														
Pupil Premium No of Pupils	248	248	255	263	267	270																																																																																														

Challenges - updated 2022/23

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. <i>Continue for 2022/23</i>
2	Children have a narrow vocabulary and are unable to communicate effectively in a variety of situations. <i>Continue for 2022/23</i>
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. <i>Continue for 2022/23. This situation has worsened in the current economic climate and following Covid.</i>
4	Many children lack resilience with their learning. <i>There has been progress in this area and children now show great resilience through their REACH IT habits of learning. This is no longer a challenge within the Pupil Premium Strategy</i>
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. <i>Continue for 2022/23</i>
6	Life experiences are limited for many of our children and aspirations from within families are low. <i>Continue for 2022/23</i>
7	Attendance levels are below the national average and Covid has impacted on this. Persistent absence is also high. <i>Continue for 2022/23</i>

Intended outcomes

Updated 2022/23

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
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<p>Quality first teaching is consistently delivered, in all subjects to a high standard</p> <p>Teaching is targeted at ARE and scaffolded to meet the needs of all learners. Feedback strategies are researched and piloted resulting in a updated feedback and marking policy</p>	<p>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.</p> <p>CPA and Mastery approach is used consistently and effectively across the whole school.</p> <p>MNP, Little Wandle and Plazoom are embedded.</p> <p>Scaffolding is evident and effective. It is planned for and removed in a timely manner. Feedback leads to impact in pupils' learning.</p>
<p>Children are equipped to be confident, respectful and purposeful speakers, which positively impacts their writing</p>	<p>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.</p> <p>Oracy strategies are used to rehearse writing and this is fed into quality writing.</p>
<p>Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2</p>	<p>The % of disadvantaged pupils achieving the expected standard or above will improve therefore closing the gap between the attainment of disadvantaged pupils and non.</p>
<p>Children's agency is developed through engagement in our REAL LiFE curriculum and CREW.</p>	<p>Children are responsible for their own learning which leads to increased confidence and self belief.</p> <p>CREW is implemented throughout the whole school which develops children's agency through target setting and self directed study.</p> <p>Children's wider LiFE experiences are broadened and aspirations and confidence increases.</p> <p>All children in KS2 will have access to a digital device at home and engagement in home learning increases.</p>
<p>To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health.</p> <p>To have an effective extended inclusion team.</p>	<p>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.</p>
<p>To improve attendance for all children</p>	<p>Absence of all pupils is 4% or less and absence of disadvantaged pupils is less than 5.6%</p>

	Persistent absence for all pupils is below 8% and below 16% for the disadvantaged group.
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Activity in this academic year - 2022/23 updates (all covered by DfE Menu of Approaches)

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 through effective scaffolding up, questioning, modelling, feedback and CREW (coaching for children) and use of Mastery/CPA/Anchor charts in maths</p> <ul style="list-style-type: none"> • SLT coaching staff 2.5 days each week • External Maths consultant to work with Maths leader • External Literacy consultant to work with Reading and Writing leaders 	<p>Education Endowment Foundation Teaching and Learning Toolkit - Feedback</p> <p>EEF Guidance Report - Teacher Feedback to improve pupil learning</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Metacognition and self regulation</p> <p>EEF Guidance Report - Metacognition and self-regulated learning</p> <p>Marc Rowland - Addressing Educational Disadvantage (The Essex Way) (2021)</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Effective Professional Development</p> <p>Links with Bolton University and John Baumber</p> <p>Whole Education research and pilot project based on Feedback</p> <p>The Feedback Pendulum (Michael Chiles)</p>	1, 2
<p>TA training</p> <ul style="list-style-type: none"> • Impactful interventions • Effective support to QFT 	<p>Education Endowment Foundation Teaching and Learning Toolkit - TA interventions EEF</p>	1, 2,

<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 - Feedback</p> <p>Education Endowment Foundation - Using your Pupil Premium Fund effectively</p> <p>School knowledge that children benefit from more teacher time</p>	<p>1, 2</p>
<p>Continue training for all staff to develop use of oracy within the curriculum.</p> <p>Pilot project with Voice 21 in year 5 and 6.</p>	<p>Research from Voice 21</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions</p>	<p>2, 6</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>New phonics scheme (Little Wandle) embedded.</p>	<p>Education Endowment Foundation toolkit - Reading comprehension (GR and SR) strategies</p> <p>Education Endowment Foundation toolkit - Phonics</p>	<p>1, 2</p>
<p>Development of REAL LiFE Curriculum</p> <ul style="list-style-type: none"> ● REAL LiFE Lead practitioner support (LiFE MAT) ● SLT lead to deliver high quality CPD training <p>CREW - teaching children how to be responsible for their own learning</p>	<p>Education Endowment Foundation toolkit - Collaborative Learning Approaches</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 - Metacognition and self regulation</p>	<p>1, 2, 6</p>

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
1 additional Teaching Assistant to deliver language, phonics and reading interventions in Foundation Stage	Education Endowment Foundation toolkit - Phonics Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions	1, 2
2 additional Teaching Assistants to deliver high quality Phonics and Reading interventions in KS1	Education Endowment Foundation toolkit - Phonics Education Endowment Foundation toolkit Reading Comprehension Strategies	1, 2,
Academic mentor to deliver high quality Reading and Writing interventions in Year 3 & 4 and Maths in Year 5		
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 – Metacognition and self regulation Education Endowment Foundation Using Digital technology to improve learning	1, 4, 5
Speech Therapist to deliver targeted interventions to children in Foundation Stage and KS1	Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions Education Endowment Foundation Early Years Toolkit Communication and Language Approaches	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
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Family support worker	Current and historical school improvement focus	3, 5
Inclusion Team <ul style="list-style-type: none"> ● Behaviour mentor support for targeted children ● School counsellor support for specific children ● Additional behaviour mentor/FSW 	Principles of good practice set out in the DfE's Improving School Attendance Education Endowment Foundation - Behaviour Interventions	3,
Attendance Officer <ul style="list-style-type: none"> ● Monitoring and targeting poor attenders ● Reward system ● Changing the culture of poor attendance following Covid ● 2 days per week 		7
Chrome Books for all pupils in KS2, Virtual Headsets, Digital suite	Education Endowment Foundation - Digital technology (2019)	5, 6

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
Little Wandle Phonics	
Discovery RE	Discovery
Jigsaw PSHE	Jigsaw
Plazoom Literacy	
Maths No Problem	
Kapow (Music/Art/D&T)	

Total budgeted cost: £358,000