



Braunstone Community Primary School

Pupil Premium Strategy Statement

Academic year 2019-2020

Number of pupils eligible for pupil premium: 225

Number of pupils in school: 437

Total PP Budget: £304,540

Context:

Braunstone Community Primary School is a large inner-city school with 437 pupils from age 4 to 11. At Braunstone 51.49% of students are eligible for pupil premium which is well above the national average of 26%. Numbers of children eligible for pupil premium continue to rise.

Braunstone Community Primary School is ranked as the most deprived school in the whole of Leicestershire. We are ranked number 1 out of 278 schools. This puts the school in the top 2% of all schools nationally for deprivation.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
No. of pupils eligible for pupil premium	9/46	21/59	34/57	33/60	34/58	37/59	44/61
% of year group	19.56	35.59	59.64	55	58.62	62.71	72.13



<u>Areas for development</u>	
A)	To increase Progress and Attainment in Reading
B)	To promote a well-resourced and well-managed breakfast club
C)	To promote a love of reading
D)	To consolidate positive behaviour towards learning and to develop “young behaviour leads”
E)	To increase the attendance of Pupil Premium Children so it is closer to national levels
F)	To increase the number of Pupil Premium children attending educational visits

Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
A) To increase Progress and Attainment in Reading	There needs to be more challenge for children eligible for pupil premium in Reading in order for more pupils to reach age related expectations and for those that fall below the age-related expectations.	<p>Assessment for Learning used effectively to identify gaps in knowledge and skills.</p> <p>Identified interventions including feedback in lessons and considered within lesson design (Sutton Trust +9 months)</p> <p>Literacy Lead Professional (JS) to further develop whole school CPD.</p> <p>Additional teacher in both year 1, 2 and year 6 to develop and deliver intervention.</p> <p>Lunch and before school reading clubs across the school – where reading is taught via our schools guided reading scheme</p>	<p>The gap will close for pupils eligible for pupil premium so that a greater number achieve in line with national in Reading.</p> <p>Teacher assessments in all year groups will show an increased number of pupils getting closer to national standard.</p> <p>Data tracked termly</p> <p>Monitoring and evaluation of the clubs on a half termly basis.</p>	£59,611



Review:
 Reading CPD delivered to all staff by Lead Professional- structure of the lesson/reading assessment
 Lead Professional worked closely to skill up new reading leads.
 Joint monitoring and evaluation of reading sessions to ensure that quality first teaching is in place for all pupils.
 Effective guided reading groups put in place for targeted groups of pupils to accelerate progress.
 Additional teacher in Years 1,2,6 so that QFT can have maximum impact on accelerated progress being made.
 COVID statement- end of year data not collected due to the impact of COVID and schools being shut to pupils.

Next steps for 2020-2021:
 Specific reading interventions for every year group FS2 to Year 6 every afternoon and staff to deliver this.
 Continue with support from Lead Professional for reading lead and CPD as needed.
 Guided reading groups to continue to accelerate progress.
 Additional teacher in Years 2 and 6
 Purchase PMB kits for all year groups to ensure that assessment of reading level is effective
 New phonics scheme to be introduced across EYFS/KS1 and intervention in KS2
 Books into homes for PP children and new starters
 Lexia reading intervention to continue
 Accelerated reader to continue
 Rocket phonics- online reading to be introduced
 Dictionaries for Year 6 to be purchased

Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
B) To promote a well-resourced and well-managed breakfast club	Many pupils have a poor diet and/or miss breakfast which has a negative effect on their readiness to learn and their ability to concentrate.	Breakfast club will work at a subsidised cost for PP children. Explicit deployment of Family Support Worker, Inclusion Champion,	Monitoring of children's behaviour in class Teachers to observe attention of children in class	£33,958



	<p>Pupils need to be ready to learn and evidence shows eating at the start of the day helps.</p>	<p>behaviour mentors and sports coaches to manage the activities in the club.</p> <p>Staff to manage the food for breakfast club x 3</p> <p>Continue to have parents in the breakfast club (Sutton Trust for parental engagement – +3months)</p> <p>‘Toast for all’ in every class each morning</p>	<p>Children more focused and not saying that they are hungry as often</p> <p>Better academic outcomes</p> <p>Numbers at the breakfast club are sustained and may increase slightly</p>	
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Review:

Breakfast club put in place for all pupils to attend as needed (average daily attendance 100 pupils). This ensures a good start to the school day so that children are ready for learning.

Family Support worker, behaviour mentors and sport coaches to ensure that early morning activities are planned so that children have a calm start to the school day.

Parents attended breakfast club so that links can be built with home and early support/intervention can be put in place for vulnerable families.

COVID statement- breakfast club stopped due to the impact of COVID and schools being shut to pupils, apart from vulnerable pupils.

Next steps for 2020-2021:

Toast for all pupils in class if breakfast club cannot continue in its current form

Family Support Worker to continue to support vulnerable families with doorstep visits and well-being phone calls

Behaviour team to continue to support pupils in school and parents through well-being phone calls



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
<p>C) To promote a love of reading</p>	<p>Pupil Premium children were outperformed in all year groups in reading.</p> <p>More Specifically PP Boys were outperformed.</p> <p>This was mainly evident through the lack of reading at home and an evident lack of enjoyment and/or love of reading.</p>	<p>Lead professionals in reading from the trust (JS and EE) to work with a focus on developing a love of reading in KS1 and KS2</p> <p>Paid authors to come into school and help to drive the profile of reading in the community – this will help to promote parental engagement which the Sutton Trust puts at +3 months impact.</p> <p>The full funding and implementation of the Lexia reading programme.</p> <p>Implementation of an intervention scheme to run alongside the guided reading sessions.</p> <p>SENCo to set up, support and analyse interventions for those that are SEN.</p>	<p>The gap will close for pupils eligible for pupil premium so that a greater number achieve in line with national in reading.</p> <p>Intervention tracking</p> <p>Data tracked termly</p> <p>Data Tracked termly</p> <p>Data Tracked Termly</p>	<p>£40,572</p>

Review:
 Guided reading interventions set up and showed good impact.
 Children showed good progress in the Lexia reading intervention.
 COVID statement- end of year data not collected due to the impact of COVID and schools being shut to pupils. Author visits planned for the second half of the Spring Term and the Summer Term. They did not take place due to school being shut to pupils.

Next steps for 2020-2021:
 Author visits to be organised for every year group
 Library environment to be enhanced so that children want to take books out of the library
 Guided reading sessions to continue



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
<p>D) To consolidate positive behaviour towards learning and to develop “young behaviour leads”</p>	<p>To develop the young behaviour leaders throughout school via pp to help develop an ethos across the school.</p>	<p>To put into place detailed CPD for year 5/6 termly.</p> <p>Increase positive sports role models in school – providing play and social skills</p> <p>Elsa to target and highlight children with specific needs and log activities and track their progress</p> <p>Family Support Worker (NB) to support parents with regards to difficult situations at home, which then in turn helps the children settle in school more.</p> <p>Be a part of the Standing ovation choir group and young gentleman’s group.</p>	<p>Behaviour tracking will show a positive impact – (GS)</p> <p>Pupil questionnaires</p> <p>Elsa reports</p> <p>Case studies on specific children.</p> <p>Attainment and progress of supported children will increase as they are able to access the curriculum more readily.</p> <p>Children will attend and be a part of a national choir</p>	<p>£123,267</p>

Review:
 ELSA targeted specific pupils across the year. Also had regular contact during lockdown- making phone calls to vulnerable families and offering support on a weekly basis.
 Family support worker supported parents before/after lockdown. Weekly phone calls and doorstep visits took place. Referrals made as needed.
 Young Gentleman’s project took place for 6-8 pupils in Year 4. Impact seen through their behaviour in school.
 COVID statement- Standing Ovation choir, sports leaders, behaviour leads didn’t take place due to impact of COVID and schools being shut.

Next steps for 2020-2021:
 Not so much of a focus on behaviour for learning, more about aspirations. Specific link to the vision ‘belong, care, persevere, succeed’ and the focus of what pupils can be in the future if they know what sort of jobs/careers are out there. If they persevere in school, then they can have a bright and successful future. Aspirations week in school.



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
<p>E) To increase the attendance of Pupil Premium Children so it is closer to national levels</p>	<p>Pupils need to be in school to access learning. Children eligible for pupil premium had lower attendance than other pupils, this has had an impact on in-school barriers, progress and attainment of pupil premium children.</p>	<p>Full time school attendance officer – monitor and analyse absence.</p> <p>EWO (LA)</p> <p>Attendance prizes at the end of each term.</p> <p>Class in each phase with best attendance will go on a fully funded trip.</p> <p>All PP children to receive subsidised uniform when they start school</p> <p>Children who are both pp and pa will be put on our attendance programme which had a positive impact on attendance last year.</p>	<p>Attendance to be higher at the end of the academic year (tracked at the end of each term) for those that are PP and be closer to national levels to narrow the gap with non PP.</p> <p>Data tracked weekly and half termly – this feed into the SOAP data for the trust</p> <p>Evidence shows that children who attend school regularly are more likely to reach targets.</p> <p>Planned trips and visitors including inviting parent to celebration points in the programme</p>	<p>£50000</p>

Review:

Attendance was closely tracked for all pupils and the gap was closed.

Next steps for 2020-2021:

Monthly tracking of PP attendance

Individual report cards for PP children not attending as expected and rewards

Free uniform for every PP pupil



Development Area	Rationale for Development	Chosen Action(s)	Success Criteria	Cost
F) Increase the number of PP children attending educational visits/curriculum enrichment	Children able to access wider experiences including residential trips and visitors into school.	Families receive 50% reduction in school trips. Ukelele lessons	Office to communicate with parents their eligibility. All trip letters must state the eligibility for children. All children will receive an enrichment of music	£7,272
<p>Review: 50% reduction on trips was successful and more PP children attended trips Ukelele lessons successful for Years 3 and 4 COVID statement- planned trips for second half of the year didn't take place due to school being shut.</p> <p>Next steps for 2020-2021: Continue with Ukelele for Years 3,4,5 as part of their music curriculum If trips cannot take place then visitors/events into school for each year group VR headsets x 36 to purchase so that sensory experiences can take place linked to the curriculum Now Press Play headsets for younger children so that sensory experiences can take place linked to the curriculum Lyfta to be purchased linked to virtual reality experiences linked to PSHE curriculum</p>				