Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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 Community Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr H Tamgumus Headteacher
Pupil premium lead	Miss S Walker Deputy Headteacher
Governor / Trustee lead	Mr A Mukiza Advisory Board Member

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£364,914
Recovery premium funding allocation this academic year	£36,250
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	£401,164

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Local and National data and research show that disadvantaged pupils can be at greater risk of not being able to keep up with their peers, in terms of age-related expectations or above, particularly in Reading and Writing.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their success across the curriculum.
3	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in the Early Years Foundation Stage and in general, is more prevalent among our disadvantaged pupils than their peers.
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support to the Social, Emotional and Mental Health team, Learning, Communication and Interaction team and Educational Psychology service have increased. An increasing number of pupils currently require additional support with social, emotional and mental health needs, through interventions.
5	Disadvantaged pupils require specific, focused interventions to keep up with their peers and thrive within environments that support their individual and diverse development needs. They lack access to the use of digital technology at home and the right learning space for homework etc and therefore, the right environment will offer children security, comfort, choice, engagement and opportunity.
6	The home circumstances of disadvantaged pupils and families subject to Child Protection/Child in Need/Early Help/Section 17/Section 47 and In school monitoring, affect their mental well-being, access to learning in school and the support that they receive at home.
7	A lack of broad and rich experiences for disadvantaged pupils linked to home circumstances, means that they do not access learning at the same level as their peers and as a result, may not be prepared for the next stage in their education.
8	Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. (FS2-Year 6) Persistent absenteeism among disadvantaged pupils has also been higher than for non-disadvantaged pupils. (FS2-Year 6) Absenteeism negatively impacts disadvantaged pupils' progress.
9	Observations, linked to Maslow's Hierarchy of Needs, show that where pupil's needs are not being met in terms of having basic equipment for school e.g. food/equipment/clothing/bookbag/books in the home etc, then they start at a disadvantage compared to their peers. This also affects their sense of belonging, self-esteem and feelings of self-worth.

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 writing attainment among disadvantaged pupils.	Key Stage 2 writing outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing in other year groups between disadvantaged pupils and their non-disadvantaged peers.
Improved reading attainment among disadvantaged pupils.	Key Stage 2 reading outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing in other year groups between disadvantaged pupils and their non-disadvantaged peers.
Improved outcomes at the end of Foundation Stage 2, especially for disadvantaged pupils.	EYFS outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing between disadvantaged pupils and their non-disadvantaged peers.
Improved outcomes at the end of Key Stage 2, especially for disadvantaged pupils across all subjects and combined.	Key Stage 2 outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing between disadvantaged pupils and their non-disadvantaged peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, that is particularly evident in EYFS. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in the rest of the school.
Improved behaviour and focus in class for disadvantaged pupils with SEMH needs and learning needs, leading to improved attainment.	Children with SEMH needs and learning needs will be well supported and have the right provision in place, with a key focus on early identification. Intervention groups will be successful and improve educational outcomes for disadvantaged pupils.
Improved outcomes from intervention across the subjects through the use of digital learning and a better environment for pupils to do this, that includes	Specific, focused interventions in place, using digital technology as appropriate in a suitable learning environment (re-designed library space), that can also be used to support homework

supporting homework for disadvantaged pupils	
Improved emotional literacy support linked to mental health and well-being for disadvantaged pupils, that need support.	Pupils under social care and part of our in-school monitoring will be less affected by barriers from their home situation, through emotional support in school. Children under social care and in school monitoring will receive the right support from school staff and outside agencies, with a key focus on early intervention.
Improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.	Children will have been exposed to rich learning experiences thread into the curriculum that supports in levelling the playing field and improving outcomes. Children will be closer to the level of their peers when it comes to talking about experiences and applying this to written outcomes.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall attendance for all pupils improving and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the overall percentage for persistently absent pupils decreasing and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced for persistently absent pupils.
Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.	Pupils will show improved self- esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers.

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: £101,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader for Key Stage 2 and Myon	Supports pupils to make progress with their reading [EEF Research Accelerated Reader](#)	2
Purchase of Reading Planet Online Library for Key Stage 1	Studies show improved engagement, making links between books, improved use of vocabulary and reinforcing phonics. [Reading Planet Impact in Schools Study 2020](#)	2
Author visits to school for each year group	Author visits can encourage pupils' enjoyment of reading and writing and build their skills [Literacy Trust Author Visits](#)	2
Purchase of good quality texts- fiction, non-fiction, multi-lingual and diverse	Children at risk of reading failure need access to good quality texts [DFE Reading Framework 2023](#) Also important for children to see representation in the books that they read [CLPE Reflecting Realities Survey November 2021](#)	2
All children to have a book for Christmas	Having books in a pupil's home positively impacts their future academic success and job attainment [Scholastic Research Benefits of Books into Homes](#)	2
Additional adult in FS2 to improve language in the environment	Explicitly extending a pupil's oral language has high impact on outcomes [EEF Teaching and Learning Toolkit Oral Language Interventions](#)	3
Re-design of the library space to	Digital technology should be used as a tool to support quality first teaching	5

support digital learning	[EEF Guidance Report Using Digital Technology to Improve Learning](#)	
VR headsets yearly licence	Digital technology should be used as a tool to support quality first teaching [EEF Guidance Report Using Digital Technology to Improve Learning](#)	7
Arts participation- Steel Pans/ Djembe drumming weekly sessions for Yrs 3,4,5,6	Arts participation e.g. music has a positive impact on academic outcomes and increased well-being [EEF Teaching and Learning Toolkit Arts Participation](#)	7
Extra after school clubs and staffing for after school clubs	Involvement in creative or outdoor activities can have a positive impact on academic outcomes and well-being https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation [EEF Teaching and Learning Toolkit Outdoor Adventure Learning](#)	7
Visitors and experiences into school for all year groups	Visitors to school and related experiences in school, provide deeper subject learning and allow children to make links across the curriculum during their school career.	7
Educational offsite visits for all year groups	Learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It enhances pupils learning and re-engages those hard to reach. It also helps pupils develop their risk awareness and prepares them for their future working lives. [Transforming Education Outside of the Classroom 2009-2010](#)	7
Purchase of Lyfta (digital learning platform) for Key Stage 1 & 2 pupils	Research shows that children who connect with others through immersive story telling have less social anxiety when meeting new people from different cultural backgrounds. This is particularly important for disadvantaged pupils who may struggle more in new social situations. https://www.lyfta.com/blog-storage/tampere-research	7
First aid training for Year 6 pupils	Research shows that trained children have significantly better knowledge of and skills in first aid than those before or without training. [The Role of a First Aid Training Program for Young Children : A Systematic Review February 2023](#).	7

Swimming for Years 5 and 6	Swimming is an essential life skill Swim England 2023	7
EYFS equipment	Play based learning is a core part of the EYFS curriculum to improve outcomes and needs to be resourced effectively EEF Early Years Toolkit Play Based Learning	7
Study Guides for homework	Homework has a positive impact, especially where it is linked to classroom learning EEF Teaching and Learning Toolkit Homework	7
EAL resources	Important that schools provide intervention and resources for EAL learners to help them catch up and keep up with their peers The Bell Foundation March 2021	7

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

Budgeted cost: £ 234,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing interventions for pupils across the school	The basic skills of writing need to become automatic so that children can focus on writing composition. Therefore, high quality writing practice is essential to develop fluent writing. EEF Improving Literacy KS2 EEF Improving Literacy KS1	1
Writing/Reading- Use of Recovery Premium Funding	The EEF guidance on writing is based on a range of the best available evidence: EEF Guidance Report Improving Literacy Key Stage 2	1
Reading interventions for pupils across the school focusing on fluency and comprehension	Reading comprehension strategies, alongside phonics are high impact in terms of reading attainment and progress. EEF Teaching and Learning Toolkit Reading Comprehension Strategies	2
Use of Lexia Reading Core5 programme to support Key Stage 2 pupils	Lexia develops word recognition, decoding skills, reading fluency and comprehension skills. EEF Research Lexia	2

Speech and Language Therapy (SALT) provision- 3 days per week	Up to 30% of pupils from disadvantaged areas have language delay that needs specialist intervention. Bercow Report 10 years on Around 50% of children in areas of highest social disadvantage start school with delayed language or other identified SLCN. EEF Teaching and Learning Toolkit Oral Language Interventions	3
Pastoral team in place, SEMH intervention groups and rewards to support pupils	Pupils from disadvantaged backgrounds have weaker social and emotional learning skills. EEF Guidance Report Improving Social and Emotional Learning	4
EPIC- educational psychology service, SEMH and LCI team service to support specific pupils	Early identification, intervention, targeted approaches and consistency is key to managing behaviour effectively. EEF Guidance Report Improving Behaviour in Schools	4
Emotional Literacy Support Assistants (ELSAs) x 3	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. EEF Teaching and Learning Toolkit Social and Emotional Learning	4
SENCo part time 2 days	To develop and oversee the implementation of the school's SEN strategy and policy SEND Code of Practice 2015	4
Attendance Officer and Educational Welfare Officer (EWO) support and reward system for pupils	Poor attendance is linked to poor academic attainment and small improvements can lead to meaningful impact on outcomes EEF Research Attendance Interventions Rapid Evidence Assessment	8

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

Budgeted cost: £28,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
FS1 pupils and pupils new to the school will all be given 2 jumpers, a book bag and books when they start school	Supports school ethos of 'belong' and can lead to improved behaviour and well-being EEF Teaching and Learning Toolkit School Uniform Having books in a pupil's home positively impacts their future academic success and job attainment Scholastic Research Benefits of Books into Homes	9
All PP pupils will be given 2 jumpers, a book bag and books each academic year	Supports school ethos of 'belong' and can lead to improved behaviour and well-being EEF Teaching and Learning Toolkit School Uniform Having books in a pupil's home positively impacts their future academic success and job attainment Scholastic Research Benefits of Books into Homes	9
Pupils leaving our school will receive a leavers hoodie or a teddy if mid-year	This is all part of our school ethos 'Belong' 'Care' 'Persevere' 'Succeed'- even though pupils are leaving our school, they will always 'belong' to the BCPS family, they know that we will always 'care' about them, we know that they will 'persevere' in all that they do when they leave our school and that will lead to them 'succeeding' in life.	9
Breakfast Club	Breakfast clubs found to boost primary pupils' reading, writing and maths results EEF Breakfast Clubs	9
Toothbrushes and toothpaste	Children in deprived areas are at greater risk of poor oral health. DFE Safeguarding and Welfare: Oral Health	9
Pencil case pack	Children need the right equipment to learn at home	9
Water bottles	Children need access to fresh water throughout the day	9
Cool Milk	Milk is a good source of energy and protein, and contains a wide range of vitamins and minerals, including calcium. This will help young children build bones and keep teeth healthy NHS Benefits of Milk	9

Total budgeted cost: £364,133

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 2023 academic year.

Full review of 2022-2023 is published on the school's website.

Further information

2023-2024

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Continuing to embed effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

- Offering toast to every pupil in school, every morning. This is a nutritious meal, ensures a calm start to the school day, prepares children for their learning and has an impact on academic performance. [Family Action Research](#)

- Having a trained [Senior Mental Health Lead](#) in school, who will be supporting the senior leadership team to develop a better understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

- Having a member of staff Forest School trained, who is already leading outdoor learning within our school. Research shows the areas of benefit identified by a number of studies reflect the outcomes which are associated with Forest School:
  - Increased self-esteem and self-confidence
  - Improved social skills
  - The development of language and communication skills
  - Improved physical motor skills
  - Improved motivation and concentration
  - Increased knowledge and understanding of the environment

- One member of our teaching staff who has Chartered College Teacher Status. [Chartered College Teacher Status](#) This is part of our commitment to providing high quality CPD for our staff and to improve outcomes for our children.

- Several members of staff undertaking [National Professional Qualifications (NPQs)](#) this academic year, to provide training and support for teachers and school leaders at all levels to deliver and improve outcomes for young people.

- Teacher Development Time (TDT). Each teacher has an afternoon out of class each week, additional to their PPA, to either work with their coach or have self-directed study/research time. The aim of this is to develop their own teaching practice, with a specific focus on improving outcomes for disadvantaged pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.