

# Pupil premium strategy statement for 2020-2021 (Planned Spending)

1. Summary information					
School	Braunstone Community Primary School				
Academic Year	2020/2021	Total PP budget	£292,623	Date of most recent external PP Review	10.5.18
Total number of pupils	413	Number of pupils eligible for PP	227 55%	Date for next internal review of this strategy	TBC

2. Barriers to future attainment (for pupils eligible for PP, including high ability). These have been identified using EEF toolkit, staff, pupil and parent consultation and internal databases.		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low levels of literacy, especially reading and phonics	
B.	Poor oral language skills	
C.	Lack of personal experiences outside of school affecting access to the curriculum in school	
D.	Low aspirations affecting future life choices and chances	
E.	Social, emotional, mental health and learning needs affecting access to learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	Families subject to CP/CIN/EH/Section 17/47/In school monitoring due to home circumstances, affecting access to learning	
G.	Lack of digital devices for learning in school and home learning	
H.	Historic poor school attendance which needs to be maintained or improved	
I.	Basic needs not being met in terms of clothing and equipment	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress for all children in reading in terms of PMB levels and/or reading data  Accelerated progress for all pupils in phonics in terms of phonics assessments and Year 1/2 phonics screen data	PP children will be more confident in reading and use it across the curriculum to access learning PP children will be more confident in phonics and apply this to their reading and writing
B.	Children receiving SALT support in school with show improved levels of oral language through targeted intervention delivered by SALT, SALT practitioner and school staff and measured by entry and exit criteria linked to SALT plans, intervention reviews, EYFS development matter progress, PIVATS (where used) and in class assessments	PP children with SALT support will make measurable progress against their SALT targets. Children will show improved levels of oral language in whole class, small groups and individually
C.	Children will have been exposed to rich learning experiences thread into the curriculum that supports in levelling the playing field and improving outcomes. PP data used to measure this.	Children will be at the same level as their peers when it comes to talking about experiences and apply this to written outcomes

<b>D.</b>	Aspirations will be raised and children will have a better awareness of future life choices that they can make. Measure by pupil interviews.	Aspirations will be raised and children will have a greater awareness of future opportunities available and careers that are accessible to them.
<b>E.</b>	Children with social, emotional and mental health needs will show improved behaviour and focus in class. Children with learning needs will be identified and Educational Psychology advice will be sought. The right support for them will be in place and as a result, educational outcomes will improve. PP data/behaviour data used to measure this.	Children with SEMH needs will be well supported and have the right provision in place, with a key focus on early identification. Educational Psychology advice will be sought for pupils that need it.
<b>F.</b>	Children under social care and part of our in-school monitoring will not be affected by barriers from their home situation. This will be measured by the amount of time on caseload and a reduction in the numbers of children needing this support.	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.
<b>G.</b>	Children will show developed skills in terms of their blended online learning and will be more confident using digital devices in school and at home. Engagement levels will be measured for home learning.	PP children will be more confident in their blended online learning tasks and have access to digital devices from home.
<b>H.</b>	Children will maintain or improve attendance levels. Measured using attendance data.	Children will attend school regularly and on time which will improve academic levels and ensure gaps in learning are closed.
<b>I.</b>	All children will have the right equipment for school to support their learning.	Children will come to school with the right equipment and be ready to learn

4. Planned expenditure					
Academic year	2020/2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Improving the quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading outcomes KS2 pupils	Accelerated Reader for KS2 pupils- books and quizzes	Evidence and research show that this is an effective tool to improve reading comprehension	Training for staff as needed Rolled out to KS2 by reading lead Monitored regularly M&E cycle	SW	Termly Final review July 2021
Accelerated reader used across the school, however it is still in the early stages. Data shows that children have made progress across the school in relation to their Accelerated Reader levels. 2021-2022 plan- to continue to use this as part of our core offer and embed this in 2021-2022.					
A. Improved reading outcomes EYFS/KS1 pupils	Reading Planet- home reading books online	Evidence and research show that this is an effective tool to improve reading comprehension	Training for staff as needed Rolled out to KS1 by reading lead Logins given to parents Monitored regularly M&E cycle	SW	Termly Final review July 2021
Reading Planet was used during lockdown as part of the remote learning strategy for years 1-4. Children could access texts to read and answer questions based on the book they have read. 2021-2022 plan- to continue to use this for homework, particularly for years Key Stage 1.					
A. Improved phonics outcomes KS2 pupils	RWI phonics resources for intervention groups KS2	Evidence and research show that this is an effective scheme for teaching phonics and improving reading/phonics outcomes	Training for staff as needed Rolled out to EYFS by phonics leads Monitored regularly M&E cycle	LD/MJ	Termly Final review July 2021

Key stage 2 staff now have the correct resources for the teaching of phonics in small group, for those pupils who need to catch up. Progress made for all pupils and RWI scheme now consistent across Key Stage 2. 2021-2022- monitor Key Stage 2 phonics interventions through monitoring and evaluation cycle.					
A. Improved phonics outcomes EYFS pupils	RWI phonics resources for FS1	Evidence and research show that this is an effective scheme for teaching phonics and improving reading/phonics outcomes	Training for staff. Rolled out to EYFS by phonics leads Monitored regularly as part of M&E cycle	LD/MJ	Termly Final review July 2021
Training rolled out to FS1 staff at the very end of the academic year due to COVID and available dates. 2021-2022- monitor FS1 phonics through monitoring and evaluation cycle.					
B. Improved oral language/vocabulary	High quality dictionaries for Year 6 pupils	Evidence and research show that higher order oral language and vocabulary enhances academic outcomes and improves life chances	Ensure that the dictionaries are being used regularly in classes for lessons across the curriculum	SW	Final review July 2021
Children are more confident to use dictionaries, in all Year 6 classes as part of their Quality First Teaching. This has been seen on learning walks. Continue to monitor the use of these.					
C. Exposed to rich learning experiences	Ukelele lessons for pupils in Years 3,4,5	Evidence and research show that children benefit from learning a musical instrument and are exposed to quality first teaching of this instrument	Quality assured through M & E schedule	MW/LW	Termly Final review July 2021
Ukelele lessons took place in the Autumn and Summer Terms only, due to COVID lockdown. Children have learnt new musical skills as a result of this. 2021-2022 plan- a new instrument will be used that is more suited to the needs of our children. Steel Pans from the Leicestershire Music Service.					
C. Exposed to rich learning experiences	Virtual reality headsets- visual, sensory experiences class set	Evidence and research show that children need rich real-life experiences so that they can access the curriculum at the same level as their peers	Quality assured through M & E schedule Curriculum reviews	HD/DS/LW	Termly Final review July 2021
Class set of 35 virtual reality headsets are now being used across the curriculum to enhance the learning experiences of topic units. 2021-2022 plan- renew licence to continue use and continue to monitor impact.					
C. Exposed to rich learning experiences	Lyfta- Years 4,5,6 Immersive learning platform- human based stories from around the world	Evidence and research show that children need rich real-life experiences so that they can access the curriculum at the same level as their peers	Quality assured through M & E schedule Curriculum reviews	HD/DS/LW	Termly Final review July 2021
Lyfta is being used in all Key Stage 2 classes. Children can either work through the learning experience by themselves on their own device or this can be teacher lead. Braunstone has also been the lead school on the development of Lyfta time. This is a weekly timetabled activity, where Lyfta lessons can be taught as a one off or linked to the curriculum. 2021-2022 plan- ensure that all staff new to the school are trained in the use of Lyfta, renew licences for all Key Stage 2 classes and continue to monitor impact.					
G. Improved QFT for EYFS pupils	Surface books for EYFS so that they can use advanced approaches to teaching within the EYFS setting	Evidence and research show that access to technology is essential to improve learning experiences and educational outcomes	Training for staff by ICT technician 10-minute coaching observations	SLT	Ongoing coaching observations Final review July 2021
All three EYFS class teachers used the Surface Books to enhance the Quality First Teaching of the EYFS pupils. Continue to monitor the use of these. Additional surface books purchased for two other year groups.					
<b>Total budgeted cost</b>					<b>£27,854</b>

Targeted support for all pupil premium pupils					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading outcomes FS2-Year 6 pupils	Interventions every afternoon for the whole academic year-1 member of staff per year group FS2 to Year 6	Evidence and research show that targeted intervention for reading can improve outcomes	Quality assured through M & E schedule 10-minute coaching observations	SW/SR	Termly Final review July 2020
Reading interventions took place every afternoon in all year groups. An agency member of staff delivered these and they were monitored on learning walks. CPD was put in place as needed through the use of modelled lessons and use of effective resources. Reading progress was seen for all children that received intervention. 2021-2022 plan- deploy school staff to deliver the interventions, so that this can form part of our core offer moving forward.					
A. Improved reading outcomes KS2 pupils	Lexia reading intervention- laptop/ipad for KS2 pupils	Evidence and research show that this is an effective tool to improve reading and GAPs	Quality assured through M & E schedule Regular monitoring reports	SW	Termly Final review July 2020
Lexia was used in Key Stage 2- but full impact wasn't seen due to COVID lockdown. 2021-2022 plan- renew licence and ensure that all licences are distributed to identified pupils. Monitor impact more closely through regular data reviews and learning walks.					
B. Improved oral language/vocabulary	Speech therapy advice sought from EPIC SALT service to support specific pupils. Targeted intervention put in place 50% of caseload	Evidence and research show that children with SALT needs benefit from bespoke advice and support to meet their needs and remove barriers to learning	SENCo to co-ordinate and liaise with EPIC SALT colleagues to arrange pupil visits, put intervention in place and share reports with relevant school staff	LM	Ongoing reviews in school Final review July 2020
Targeted intervention put in place for specific pupils. Good progress made, but increasingly higher numbers of pupils being identified which can result in larger intervention group sizes or less time in a 1:1 intervention due to capacity. 2021-2022 plan- Continue with 3 days SALT provision but look towards extending this in future years to 4 or 5 days.					
E. Children with SEMH needs receive right support	Behaviour team- inclusion champion/behaviour mentors x 2 putting support in place for vulnerable pupils	Evidence and research show that early intervention is key when supporting vulnerable pupils as part of the graduated response	Regular monitoring reports Behaviour data	LM/NB KL/KD/SS	Bi- weekly DSL/behaviour meetings Final review July 2020
Effective behaviour team in place that manage behaviour very well across the school. Early intervention is key and the behaviour team work closely with class staff to ensure that support is put in place in a timely manner. Significant reduction in exclusions, serious incidents and red slips given for behaviour. 2021-2022 plan- continue to have this team in place as part of our core offer.					
E. Children with SEMH needs receive right support	ELSA support (emotional literacy support assistant) 100% of caseload	Evidence and research show that children with SEMH needs benefit from emotional support in school to remove barriers to learning	Quality assured through M & E schedule 10-minute coaching observations	LM//NB/LC	Bi- weekly DSL/behaviour meetings Final review July 2020

<p>Effective ELSA in place working 3 days per week with a range of vulnerable children. ELSA is also a DSL and therefore also supports vulnerable families as part of this role. Caseload has increased due to COVID lockdowns. Therefore, two new staff have been trained to be able to do the ELSA role.</p> <p>2021-2022 plan- continue to have ELSA provision in place for 3 days a week. Two new staff will do an afternoon each of ELSA work.</p>					
E. Children with SEMH needs receive the right support	SEMH specialist advice bought in from the Local Authority to support vulnerable pupils 80% of caseload	Evidence and research show that children with SEMH needs benefit from bespoke advice and support to meet their needs and remove barriers to learning	SENCo to co-ordinate and liaise with SEMH link teacher to arrange pupil visits and share reports with relevant school staff	LM	Ongoing reviews in school Joint Planning Meeting twice yearly Final review July 2020
<p>SEMH team worked effectively with school to support pupils with SEMH needs. Advice and support provided to SENCo, staff and parents. Caseload increasing due to COVID lockdowns and changes in family circumstances that affect children's SEMH needs.</p> <p>2021-2022 plan- purchase gold package of support so that this can continue.</p>					
E. Children with SEMH/ learning needs receive the right support	Educational Psychology advice sought from EPIC EP service to support specific pupils 50% of caseload	Evidence and research show that children with SEMH/learning needs benefit from bespoke advice and support to meet their needs and remove barriers to learning	SENCo to co-ordinate and liaise with EPIC EP link teacher to arrange pupil visits and share reports with relevant school staff	LM	Ongoing reviews in school Joint Planning Meeting twice yearly Final review July 2020
<p>EPIC team worked effectively with school to support pupils with SEMH/learning needs. Advice and support provided to SENCo, staff and parents. Caseload increasing due to new pupils with high needs joining our school.</p> <p>2021-2022 plan- purchase same level package of support so that this can continue.</p>					
F. Children under social care/in school monitoring receive right support	Family Support Worker to support vulnerable families 50% of caseload	Evidence and research show that early intervention is key when supporting vulnerable families	Regular monitoring reports Social care statistics	SR/NB	Bi- weekly DSL/behaviour meetings Final review July 2020
<p>Effective Family Support Worker in place working 5 days per week with a range of vulnerable children and families. Caseload has increased due to COVID lockdowns. Using a distributed leadership model to manage Early Help, Core Group and Child Protection case conference meetings.</p> <p>2021-2022 plan- continue to have a Family Support worker in place for 5 days a week.</p>					
G. Access to digital devices in school/home and improved computing skills	Laptops for Year 5	Evidence and research show that disadvantaged children are less likely to have access to digital devices at home. Also shown in school survey to parents.	Quality assured through M & E schedule 10-minute coaching observations	SR/RH SLT	Termly Final review July 2020
<p>Laptops purchased for every child in the class to use to support their learning. Children are beginning to show improved computer skills and are using programmes to support learning e.g. TEAMS, Century, Times Tables Rock Stars etc.</p> <p>2021-2022 plan- Laptops and storage needed for Year 3 pupils.</p>					
G. Access to digital devices in school/home and improved computing skills	Laptops for Year 4	Evidence and research show that disadvantaged children are less likely to have access to digital devices at home. Also shown in school survey to parents.	Quality assured through M & E schedule 10-minute coaching observations	SR/RH SLT	Termly Final review July 2020
<p>Laptops purchased for every child in the class to use to support their learning. Children are beginning to show improved computer skills and are using programmes to support learning e.g. TEAMS, Century, Times Tables Rock Stars etc.</p> <p>2021-2022 plan- Laptops and storage needed for Year 2 pupils.</p>					

G. Access to digital devices in school/home and improved computing skills	Laptop bags/in class storage for Year 3	Evidence and research show that disadvantaged children are less likely to have access to digital devices at home. Also shown in school survey to parents.	ICT technician to monitor	SR/RH SLT	Termly Final review July 2020
Laptop cabinets purchased ready for the laptops that will be purchased with 2021-2022 funding.					
H Maintain and improve attendance	Rewards based approach on an individual basis to maintain/improve attendance	Evidence and research show that children who regularly attend school have greater academic success	Monthly attendance data meetings with deputy head and attendance officer.	SR/HW	Monthly attendance data meetings Final review July 2020
Attendance reward cards in place for PP children. Stickers for each day and then a prize at the end of the week. Attendance significantly affected by COVID lockdown. Monthly attendance data meetings with head and deputy. 2021-2022 plan- Higher focus needed on PP attendance. Continue with weekly reward cards. More intensive programme needed for persistently absent PP children.					
H Maintain and improve attendance	Support from EWO to offer advice and support escalation of cases where needed 50% of caseload	Evidence and research show that children who regularly attend school have greater academic success	Bi-weekly meetings with attendance officer and EWO. DHT updated with outcomes.	HW/EWO	Bi- weekly meetings with EWO Final review July 2020
EWO support in place for PP children that need it. Deputy head also attended a range of meetings with attendance officer and EWO as PP lead e.g. initial concerns, informal, panel meetings etc. EWO has impact and deputy head attending has impact too as can offer the educational impact of children not being in school. 2021-2022 plan- continue with EWO support.					
I Children have the right equipment for school	All PP children get two new jumpers so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	To be completed by end of the Autumn Term Final review July 2020
All PP children got 2 new jumpers so that they were school ready. Impact seen on learning walks, they look smart and are ready for learning. They feel like they fit in and belong to the class and the school. 2021-2022 plan- continue with this as part of our core offer.					
I Children have the right equipment for school	All PP children get a new book bag so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	To be completed by end of the Autumn Term Final review July 2020
All PP children got a new book bag so that they were school ready. Children have somewhere to put their reading books and reading diary. They feel like they fit in and belong to the class and the school. 2021-2022 plan- continue with this as part of our core offer.					
<b>Total budgeted cost</b>					<b>£252,612</b>

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading outcomes for pupils	Author visits to school for every year group	Evidence and research show that children need to be exposed to a range of genres and authors so that they are inspired to read good quality texts	Authors link carefully to the reading curriculum- reading lead to organise	SW	To be completed by end of Spring 2 Final review July 2020
Author visit for every year group, in person or virtually allowed children to be exposed to a real author. The author was chosen to link to the curriculum topics. Children were inspired by the visits and then wanted to read further books written by the author. 2021-2022 plan- continue with this as part of our core offer and reading curriculum.					
C. Children exposed to rich learning experiences to level the playing field	Visitors and experiences are invited into school to enhance the curriculum	Evidence and research show that disadvantaged children are not always exposed to experiences outside of school that they can apply to their learning.	Half termly curriculum reviews by staff and curriculum lead to oversee	LW	Half termly curriculum reviews Final review July 2020
This was very difficult due to COVID lockdowns and restrictions of visitors into the building and trips. However, some remote experiences took place for children. 2021-2022 plan- we don't want this to be an add on to our curriculum but thread through topic work. This will be a huge focus for next year.					
D. Raised aspirations will affect future life choices/ chances	Aspirations week (or intermittent days) to be held- visitors from a range of careers to attend.	Evidence and research show that disadvantaged children need to be exposed to a range of careers and opportunities so that they can make the right life choices	Deputy head to oversee	SR to direct a team of staff	Pupil interviews Autumn 2 Pupil interviews Summer 2 Final review July 2020
This was very difficult due to COVID lockdowns and restrictions of visitors into the building. However, some remote experiences took place for children in Years 6 which they found inspiring. 2021-2022 plan- we don't want this to be an add on to our curriculum but thread through topic work.					
D. Raised aspirations will affect future life choices/ chances	Projector for the main library & speakers- aspirational people and world changers	Evidence and research show that disadvantaged children need to be exposed to a range of aspirational people and world changers so that they can make the right life choices	Curriculum lead to work with year groups to identify aspirational people and world changers linked to the curriculum	LW ICT tech to support	Half termly curriculum reviews Final review July 2020
As the year progressed this was not deemed a priority and did not happen.					
D. Raised aspirations will affect future life choices/ chances	Rewards for children taking on extra homework- going above and beyond to become the best versions of themselves.	Evidence and research show that disadvantaged children do not always have the role models to inspire them to go above and beyond and that if they do it will lead to greater success	SLT to drive this as part of the BCPS vision- Being the best version of yourself	SLT	Ongoing Final review July 2020
Rewards for homework given to pupils, especially when remote learning took place so that they are inspired to continue pushing themselves linking with our values of persevere and succeed. 2021-2022 plan- continue with this as part of our core offer.					
D. Raised aspirations will affect future life choices/ chances	Rewards for children completing basic skills tests- bronze, silver, gold to inspire learning and success	Evidence and research show that disadvantaged children do not always have the right levels of perseverance needed to succeed. Aim is that this will inspire them and they will be rewarded	SLT to drive this as part of the BCPS vision- Persevere, Succeed	SLT	Ongoing Final review July 2020



Rewards for learning given to pupils, especially when remote learning took place so that they are inspired to continue pushing themselves linking with our values of persevere and succeed. Star of the week continued and bags were dropped off to children's house. 2021-2022 plan- continue with this as part of our core offer.					
I Children have the right equipment for school	All FS1 children get two new jumpers when they start so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	To be completed by end of the Autumn Term Final review July 2020
All FS1 children got 2 new jumpers so that they were school ready. Impact seen on learning walks, they look smart and are ready for learning. They feel like they fit in and belong to the class and the school. 2021-2022 plan- continue with this as part of our core offer.					
I Children have the right equipment for school	All FS1 children get a new book bag when they start so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	To be completed by end of the Autumn Term Final review July 2020
All FS1 children got a new book bag so that they were school ready. Children have somewhere to put their reading books and reading diary. They feel like they fit in and belong to the class and the school. 2021-2022 plan- continue with this as part of our core offer.					
I Children have the right equipment for school	All new starters in other year groups get two new jumpers so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	Ongoing throughout year Final review July 2020
All new starters got 2 new jumpers so that they were school ready. Impact seen on learning walks, they look smart and are ready for learning. They feel like they fit in and belong to the class and the school. 2021-2022 plan- continue with this as part of our core offer.					
I Children have the right equipment for school	All new starters in other year groups get a new book bag so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	Ongoing throughout year Final review July 2020
All new starters got a new book bag so that they were school ready. Children have somewhere to put their reading books and reading diary. They feel like they fit in and belong to the class and the school. 2021-2022 plan- continue with this as part of our core offer.					
<b>Total budgeted cost</b>					<b>£12,157</b>