

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Braunstone Community Primary School
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	64.01%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr H Tamgumus Headteacher
Pupil premium lead	Mrs S Rushin Deputy Headteacher
Governor / Trustee lead	Miss R Kerry Advisory Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,437
Recovery premium funding allocation this academic year	£29,290
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	£328,727

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, such as those who have a social worker and 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	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.
2	Baseline assessments and observations, on entry to school in FS1, indicate that our pupils have significantly low starting points, especially for disadvantaged pupils. If not addressed early, then they will always be having to 'catch-up'.

3	<p>Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in EYFS and in general, is more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, linked to school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support to the SEMH team and Educational Psychology service have increased during the pandemic.</p> <p>An increasing number of pupils currently require additional support with social, emotional and mental health needs, through small group interventions.</p>
6	<p>Lack of devices for pupils to use in school, to support blended learning. Disadvantaged pupils will also be affected by lack of devices at home and therefore would be behind their peers in terms of developing their own skills and not accessing blended learning at the same level as their peers.</p> <p>Lack of hardware in school, to teach the computing curriculum and provide enrichment opportunities, affects the school being able to level the playing field for disadvantaged pupils.</p>
7	<p>The home circumstances of disadvantaged pupils and families subject to Child Protection/Child in Need/Early Help/Section 17/Section 47/In school monitoring, affect their mental well-being, access to learning in school and the support that they receive at home.</p>
8	<p>A lack of broad and rich experiences for disadvantaged pupils during school closures and linked to home circumstances, means that they do not access learning at the same level as their peers and may not be prepared for the next stage in their education.</p>
9	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils had been 1.43% lower than for non-disadvantaged pupils. (FS2-Year 6)</p> <p>Over the last year, persistent absenteeism among disadvantaged pupils had been 6.4% higher than for non-disadvantaged pupils. (FS2-Year 6)</p> <p>Absenteeism negatively impacts disadvantaged pupils' progress.</p>
10	<p>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. clothing/book bag, then they start at a disadvantage compared to their peers.</p> <p>This also affects their sense of belonging, self-esteem and feelings of self-worth.</p>

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 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 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 attainment for disadvantaged pupils at the end of Key Stage 2 in maths and writing	Assessments indicate improved attainment in maths and writing for disadvantaged pupils in Key Stage 2, especially for those where tutoring has been put in place.
Improved behaviour and focus in class for disadvantaged pupils with SEMH needs, leading to improved attainment.	Children with SEMH 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 skills and confidence in terms of using digital devices, to support blended learning for disadvantaged pupils. Improved exposure to enrichment experiences that will enhance cultural capital.	All Key Stage 2 pupils will have access to a device in class, to use for blended learning to enhance outcomes. Pupils will have access to a range of technology to enrich the curriculum and level the playing field 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: <ul style="list-style-type: none"> • 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: £144,046

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader for Key Stage 2	Supports pupils to make progress with their reading EEF Research Accelerated Reader	1
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	1
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	1
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 2021 Also important for children to see representation in the books that they read CLPE Reflecting Realities Survey November 2021	1
Qualified teacher to lead FS1	Quality first teaching is the most important lever for schools to raise attainment, especially for disadvantaged pupils with low starting points EEF Research High Quality Teaching	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
Purchase of laptops for two year groups	Digital technology should be used as a tool to support quality first teaching EEF Guidance Report Using Digital Technology to Improve Learning	6
An increased range of ICT hardware to	Ensuring access to technology is key for disadvantaged pupils EEF Research Remote Learning for Pupils	6

support blended learning throughout the school		
Visualisers for each class for whole class feedback	Providing feedback is well evidenced and has a high impact on learning outcomes EEF Teaching and Learning Toolkit Feedback	6
Waterproof suits for all EYFS pupils for outdoor learning	Benefits of outdoor adventure learning are well documented in terms of impact across whole the curriculum EEF Teaching and Learning Toolkit Outdoor Adventure Learning	8
Arts participation- Steel Pans weekly music sessions for two year groups	Arts participation e.g. music has a positive impact on academic outcomes and increased well-being EEF Teaching and Learning Toolkit Arts Participation	8
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.	8
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 also helps pupils develop their risk awareness and prepares them for their future working lives. https://www.hse.gov.uk/services/education/school-trips.pdf	8
Purchase of Lyfta (digital learning platform) for Key Stage 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	8
Increasing pupil motivation through the use of rewards	Pupils gaining rewards can be effective as part of wider classroom management strategies. EEF Guidance Report Improving Behaviour in Schools	10

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

Budgeted cost: £ 180,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1
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	1
All PP pupils are given 5 books each to keep at home per academic year	Having books in a pupil's home positively impacts their future academic success and job attainment Scholastic Research Benefits of Books in Children's Homes	1
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- Review of Provision for SLCN 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
Structured interventions for maths and writing using Recovery Premium Funding	The EEF guidance on maths is based on a range of the best available evidence: EEF Guidance Reports Improving Maths KS2 The EEF guidance on writing is based on a range of the best available evidence: EEF Guidance Report Improving Literacy Key Stage 2	4
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	5

<p>EPIC- educational psychology service and SEMH team service to support specific pupils</p>	<p>Early identification, intervention, targeted approaches and consistency is key to managing behaviour effectively. EEF Guidance Report Improving Behaviour in Schools</p>	<p>5</p>
<p>Emotional Literacy Support Assistants (ELSAs) x 3</p>	<p>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</p>	<p>7</p>
<p>Staffing for after school clubs</p>	<p>Involvement in creative or outdoor activities can have a positive impact on academic outcomes and well-being EEF Teaching and Learning Toolkit Arts Participation EEF Teaching and Learning Toolkit Outdoor Adventure Learning</p>	<p>8</p>
<p>Attendance Officer and Educational Welfare Officer (EWO) support and reward system for pupils</p>	<p>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</p>	<p>9</p>
<p>All PP pupils will be given 2 jumpers, a book bag and 5 books each academic year</p>	<p>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</p>	<p>1, 10</p>

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

Budgeted cost: £3,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FS1 pupils and pupils new to the school will all be given 2 jumpers, a book bag and 5 books when they start school</p>	<p>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</p>	<p>1, 10</p>
<p>Pupils leaving our school will receive a leavers hoodie</p>	<p>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.</p>	<p>10</p>

Total budgeted cost: £328,000

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Reviewed Pupil Premium Spending Plan 2020-2021 is published on the school's website.

Further information

2021-2022

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

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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](#)
- Taking part in the Nuffield Early Language Intervention (Neli), which aims to improve children's language and early literacy skills for children in Reception (age 4 and 5 years old). A member of school staff delivers three small group sessions and two individual sessions to a targeted group of around 3-6 pupils for 20 weeks.
- Funding CPD for one of our teachers to undertake Forest School Training. This will mean that we then have an accredited member of staff, who is already leading on 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
- Alongside the CPD training, we currently offer Forest School experiences to small groups of pupils within our school on a weekly basis. This is part of our enrichment experiences, that support our curriculum intent of levelling the playing field, especially for disadvantaged pupils.
- We currently have one member of our teaching staff who has Chartered College Teacher Status. In addition to this, we are funding CPD for another one of our

teachers to undertake Chartered College Teacher Status training. [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.

- Teacher Development Time (TDT) has been implemented in our school this academic year. 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.