

# Pupil premium strategy statement 2021-2022

**REVIEWED JULY 2022**

## 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
<b>Total budget for this academic year</b> 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

## 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	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.
4	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. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations.
5	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. Referrals for support to the SEMH team and Educational Psychology service have increased during the pandemic. An increasing number of pupils currently require additional support with social, emotional and mental health needs, through small group interventions.
6	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. 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.
7	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.

8	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.
9	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)  Over the last year, persistent absenteeism among disadvantaged pupils had been 6.4% higher than for non-disadvantaged pupils. (FS2-Year 6)  Absenteeism negatively impacts disadvantaged pupils' progress.
10	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.  This also affects their sense of belonging, self-esteem and feelings of self-worth.

## Review of Intended outcomes July 22

This explains the outcomes we were aiming for **by the end of our current strategy plan**, and how we have measured 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.		
<b><u>Review July 2022:</u></b>			
<b><u>Reading Attainment</u></b>			
<b><u>Year Group</u></b>	<b><u>Non-Disadvantaged</u></b>	<b><u>Disadvantaged</u></b>	<b><u>Gap</u></b>
6	70%	55%	-15%
5	72%	73%	+1%
4	82%	45%	-37%
3	65%	48%	-17%
2	65%	57%	-8%
1	86%	50%	-36%
FS2	47%	57%	+10%
<b>Next steps:</b>			
Continue with reading intervention, with a focus on Year 5 and Year 2 next year.			

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.
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**Review July 2022:**

**FS2 Attainment**

<b><u>Subject</u></b>	<b><u>Non-Disadvantaged</u></b>	<b><u>Disadvantaged</u></b>	<b><u>Gap</u></b>
Reading	47%	57%	+10%
Writing	47%	57%	+10%
Maths	58%	57%	-1%
Phonics on track	58%	60%	+2%
GLD	40%	57%	+17%

**Next steps:**

**Continue with the same level of intervention and use of PP funded additional adult**

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.
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**Review July 2022:**

**Interventions that have taken place**

**Autumn Term**

- FS1- Phonological Awareness- whole class
- FS1- Word Aware- whole class
- FS1- Concept Cat
- FS1- Talking Tables x 1 group
- FS2- Talking Tables x 4 groups
- Year 3- Lego Therapy

**Spring Term**

- FS1- Phonological Awareness- whole class
- FS1- Word Aware- whole class
- FS1- Concept Cat
- FS1- Talking Tables
- FS2- Narrative x 3 groups
- FS2- Talking Tables x 1 group

**Summer Term**

FS1- Talking Tables

FS2- Narrative x 3 groups

FS2- Talking Tables

Year 1- Information carrying words

Year 2 and 3- Colourful Semantics

Year 4 Mindmap

Also 18 active cases for 1:1 high needs SALT work alongside the interventions above.

SALT interventions show good progress across EYFS- see separate analysis by Speech Therapists for detailed information.

Reading Ready project also rolled out to EYFS and Key Stage 1 to develop oracy. Children made significant progress with this whole class strategy to improve oracy- see separate analysis and data undertaken by lead professionals.

**Next steps:**

Continue with PP funded adult in the environment, SALT provision 3 days per week and the same level of interventions.

Reading Ready project to also be driven by Early Reading Lead in EYFS/KS1.

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.

**Review July 2022:**

**KS2 Attainment**

<u>Subject</u>	<u>Non-Disadvantaged</u>	<u>Disadvantaged</u>	<u>Gap</u>
Writing	75%	47%	-28%
Maths	90%	74%	-16%

Writing- attainment since last year has improved for disadvantaged.

Maths- significantly improved attainment since last year for disadvantaged.

Tutoring has focused on reading and maths which is reflected in the data, with writing intervention being delivered during the school day.

**Next steps:**

Writing needs to be a focus for next academic year for intervention and tutoring and will link to whole school RAP target.

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.
<p><b>Review July 2022:</b></p> <p><i>Behaviour at the school is well-managed. There is a reduction in red slips and serious incidents over the academic year, compared to last year, especially for disadvantaged pupils.</i></p> <p><i>Number of children with behaviour and well-being logs 21/22: Key Stage 1- 11/21 52% disadvantaged Key Stage 2- 26/36 72% disadvantaged</i></p> <p><i>Intervention groups for SEMH took place in the afternoons with members of the pastoral team and again, impact of these can be seen by the improved behaviour of pupils in class and reduction in incidents during learning time.</i></p> <p><b>Next steps:</b> <i>Keep pastoral team in place using the current structure of staffing Continue with the same level of provision and intervention to ensure that outcomes continue to improve</i></p>	
Improved skills and confidence in terms of using digital devices, to support blended learning for disadvantaged pupils.	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.
<p><b>Review July 2022:</b></p> <p><i>All pupils in Key Stage 2 and also Year 2, now have access to a laptop device each in class. Children have shown improved skills and confidence this academic year. Through focused CPD, staff have been creative in their approach to using blended learning to enhance outcomes for pupils. A clear plan and road maps have been put in place to support this journey.</i></p> <p><b>Next steps:</b> <i>To ensure that Year 1 have appropriate access to devices to support blended learning and improve outcomes for pupils. To ensure that EYFS have suitable technology to teach early computing skills to prepare them for the next key stage.</i></p>	
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.
<p><b>Review July 2022:</b></p>	

*We now have one ELSA that works three full days and two ELSAs that work full-time in school and deliver bespoke ELSA sessions for one afternoon each. As part of their role and ongoing training, they attend regular supervision sessions and ELSA networks.*

*We have a range of children that receive ELSA support in school. This is either in a small group, in a pair or on a 1:1 basis depending on their age, stage and needs. This support is either short term intervention or on a long-term basis, again dependent on need.*

*Children that have received ELSA support, have shown improved behaviour both in and out of class and better emotional regulation.*

**Caseload:**

**Boys- 15**

*(13 out of 15 are PP 87%)*

**Girls- 20**

*(13 out of 20 are PP 65%)*

**Total number of children- 35**

*(25 out of 35 are PP 74%)*

**Next steps:**

*Keep ELSA team in place using the current structure of staffing*

*Continue with the same level of provision and intervention to ensure that outcomes continue to improve*

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.

**Review July 2022:**

*Each year group exposed the children to a variety of trips and experiences as part of an exciting curriculum. These included:*

*FS1- incubator with chick eggs hatching*

*FS2- nocturnal animals experience/visit to Bradgate Park*

*Year 1- toy workshop experience/visit to Botanic Gardens*

*Year 2- fire service experience/visit to National Forest*

*Year 3- Stone Age/Iron Age experience*

*Year 4- Seven Trent experience/Roman experience*

*Year 5- Wonderdome Space experience/visit to Jorvik Centre*

*Year 6- Map & Compass Skills experience/visit to National Holocaust Centre*

*Children have shown an increased understanding of the units covered. This is evident in their improved use of oral language, engagement in the units and outcomes throughout the learning journey of the unit.*

**Next steps:**

*This structure needs to be built upon and become even more embedded during the next academic year, as the curriculum is reviewed and developed further. Each year group will have a trip/experience every term as part of our core offer.*

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.

**Review July 2022:**

**Attendance**

<u>Year</u>	<u>Whole School</u>
2022	93.12%
2021	92.40%
2020	91.44%

<u>Year</u>	<u>Non-Disadvantaged</u>	<u>Disadvantaged</u>	<u>Gap</u>
2022	93.97%	92.58%	-1.39%
2021	95.28%	90.71%	-4.57%

*With a continued focus on attendance as a whole school, including regular meetings with SLT, involvement of EWO as needed, class rewards, individual pupil rewards, reward cards for disadvantaged pupils, celebration assemblies etc, whole school attendance has improved and also the gap between disadvantaged and their non-disadvantaged peers has narrowed.*

**Persistent Absence**

<u>Year</u>	<u>Whole School</u>
2022	22.88%
2021	26.65%
2020	33.62%

<u>Year</u>	<u>Non-Disadvantaged</u>	<u>Disadvantaged</u>	<u>Gap</u>
2022	20.86%	24.26%	-3.40%

2021	14.94%	33.56%	-18.62%
<p><i>With a continued focus on attendance as a whole school, including regular meetings with SLT, involvement of EWO as needed, class rewards, individual pupil rewards, reward cards for disadvantaged pupils, celebration assemblies, support from pastoral team etc, persistent absence has improved and also the gap between disadvantaged and their non-disadvantaged peers has narrowed.</i></p> <p><b>Next steps:</b>  <i>Continue to drive attendance using current staffing structure- attendance officer, EWO as needed, FSW, ELSAs, Inclusion Champion and two behaviour mentors. Regular meetings with SLT. Rewards and celebrations to continue.</i></p>			
<p>Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.</p>		<p>Pupils will show improved self- esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers.</p>	
<p><b>Review July 2022:</b>  <i>All pupil premium children received two jumpers and a book bag for this academic year, including children new to our FS1 class, new starters to FS2 and any pupils new to the school as in year transfers.</i></p> <p><b>Next steps:</b>  <i>This is now part of our core offer and will continue every year. Next year we will also give children some free books as part of our offer, to get books into homes.</i></p>			

## Activity in this academic year

This details how we spent 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 <a href="#">EEF Research Accelerated Reader</a>	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. <a href="#">Reading Planet Impact in Schools Study 2020</a>	1
Author visits to school for each year group	Author visits can encourage pupils' enjoyment of reading and writing and build their skills <a href="#">Literacy Trust Author Visits</a>	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 <a href="#">DFE Reading Framework 2021</a> Also important for children to see representation in the books that they read <a href="#">CLPE Reflecting Realities Survey November 2021</a>	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 <a href="#">EEF Research High Quality Teaching</a>	2
Additional adult in FS2 to improve language in the environment	Explicitly extending a pupil's oral language has high impact on outcomes <a href="#">EEF Teaching and Learning Toolkit Oral Language Interventions</a>	3
Purchase of laptops for two year groups	Digital technology should be used as a tool to support quality first teaching <a href="#">EEF Guidance Report Using Digital Technology to Improve Learning</a>	6
An increased range of ICT hardware to	Ensuring access to technology is key for disadvantaged pupils <a href="#">EEF Research Remote Learning for Pupils</a>	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 <a href="#">EEF Teaching and Learning Toolkit Feedback</a>	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 <a href="#">EEF Teaching and Learning Toolkit Outdoor Adventure Learning</a>	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 <a href="#">EEF Teaching and Learning Toolkit Arts Participation</a>	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. <a href="https://www.hse.gov.uk/services/education/school-trips.pdf">https://www.hse.gov.uk/services/education/school-trips.pdf</a>	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. <a href="https://www.lyfta.com/blog-storage/tampere-research">https://www.lyfta.com/blog-storage/tampere-research</a>	8
Increasing pupil motivation through the use of rewards	Pupils gaining rewards can be effective as part of wider classroom management strategies. <a href="#">EEF Guidance Report Improving Behaviour in Schools</a>	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. <a href="#">EEF Teaching and Learning Toolkit Reading Comprehension Strategies</a>	1
Use of Lexia Reading Core5 programme to support Key Stage 2 pupils	Lexia develops word recognition, decoding skills, reading fluency and comprehension skills. <a href="#">EEF Research Lexia</a>	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 <a href="#">Scholastic Research Benefits of Books in Children's Homes</a>	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. <a href="#">Bercow Report: 10 years on- Review of Provision for SLCN</a> Around 50% of children in areas of highest social disadvantage start school with delayed language or other identified SLCN. <a href="#">EEF Teaching and Learning Toolkit Oral Language Interventions</a>	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: <a href="#">EEF Guidance Reports Improving Maths KS2</a> The EEF guidance on writing is based on a range of the best available evidence: <a href="#">EEF Guidance Report Improving Literacy Key Stage 2</a>	4
Pastoral team in place, SEMH intervention groups and rewards to support pupils	Pupils from disadvantaged backgrounds have weaker social and emotional learning skills. <a href="#">EEF Guidance Report Improving Social and Emotional Learning</a>	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.  <a href="#">EEF Guidance Report Improving Behaviour in Schools</a></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.  <a href="#">EEF Teaching and Learning Toolkit Social and Emotional Learning</a></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  <a href="#">EEF Teaching and Learning Toolkit Arts Participation</a>  <a href="#">EEF Teaching and Learning Toolkit Outdoor Adventure Learning</a></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  <a href="#">EEF Research Attendance Interventions Rapid Evidence Assessment</a></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  <a href="#">EEF Teaching and Learning Toolkit School Uniform</a>          Having books in a pupil's home positively impacts their future academic success and job attainment  <a href="#">Scholastic Research Benefits of Books into Homes</a></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  <a href="#">EEF Teaching and Learning Toolkit School Uniform</a>                      Having books in a pupil's home positively impacts their future academic success and job attainment  <a href="#">Scholastic Research Benefits of Books into Homes</a></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**