Braybrook Primary Academy

Pupil Premium Strategy

2021-2022

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding (and 'Recovery Premium' for the 2021-2022 academic year), to help to 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	Braybrook Primary Academy
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Green - Headteacher
Pupil Premium Lead	Caroline Browne – Inc. Ldr
Governor / Trustee lead	Susannah Connell – CEO

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£83,390
Recovery Premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,395

Part A: Pupil Premium strategy plan

Statement of intent

AIMS:
All members of Braybrook Primary Academy staff and governors are responsible for and wholly committed to meeting the pastoral, social and academic needs of **EVERY** child, within a caring environment. This is central to the school's ethos, in supporting the growth of each and every individual within our whole school community. As with **every** child in our care, a child who is deemed to be "socially disadvantaged" is valued, respected and entitled to develop to his / her true potential, irrespective of need.

PROVISION:
To best support the good progress of our pupils, at Braybrook Primary Academy we:
- ensure that teachers know who their disadvantaged pupils are
- ensure that teachers are held responsible and accountable for accelerating progress to close the attainment gap
- use rigorous tracking and analysis of data to monitor progress and quickly identify early signs of under-achievement
- use research based evidence to identify and target effective interventions which best suit the needs of our children
- use specialist teaching staff for 1:1 and small group interventions
- monitor and evaluate impact through the analysis of pupil results
- involve governors in planning and evaluating the impact of targeted spending
- give systematic feedback to pupils about their successes and targets for continued development

Our current priorities at Braybrook Primary Academy are:
- to target additional support to address under-achievement, accelerate progress and close the attainment gap to their peers.
- to provide experiences in order to broaden horizons, for pupils eligible for FSM.
- to provide specialist support to aid the social and emotional development and welfare of our children, through counselling sessions, social skills groups and work in small nurture groups.
- to forge positive home/school links with specifically targeted and potentially vulnerable families.

The governors recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. Therefore, the governors reserve the right to allocate the pupil premium to support any pupil or group of pupils that the school has legitimately recognised as being socially disadvantaged.

Termly 'Pupil Progress Meetings' ensure a shared responsibility and accountability for the rigorous tracking and assessing of every pupil's progress, with a particular focus on those who are entitled to FSM. This includes monitoring the impact of interventions and additional targeted support in learning, as well as the monitoring of children's social and emotional development, where nurture groups support children in removing their barriers to learning. The impact of such outcomes are reported regularly to the Local Governing Board in the Headteacher's Reports to governors.

REPORTING:
It is the responsibility of the Head Teacher to produce regular reports for the Local Governing Board on:
- the progress made towards closing the gap, by year group, for socially deprived pupils.
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving the provision, when compared to other forms of support.

It is the responsibility of the Local Governing Board to ensure that an outline of the school's progress towards closing the gap for socially disadvantaged pupils is reported to parents on an annual basis.

SUCCESS CRITERIA:
Braybrook Primary Academy will:
- adopt a consistent whole school strategic approach to 'Pupil Premium' allocation.
- create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.
- ensure an effective system for the identification, monitoring and analysis of FSM pupils' progress.
- ensure high quality, targeted intervention and support for socially disadvantaged pupils.
- ensure that the vast majority of socially disadvantaged pupils meet their individual targets.
- forge positive home / school relationships which better support the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Recent internal assessments indicate that attainment in phonics, early reading and reading in KS2 among disadvantaged pupils, is significantly below that of their non-disadvantaged peers. This is a challenge consistent in all year groups across the school.
2	Internal assessments, observations and 'book looks' for Pupil Premium Pupils, in addition to data outcomes in the key areas of Reading, SPAG and Mathematics, indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for their non-disadvantaged peers. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations, especially in reading and maths.
3	Observations and discussions with pupils and families have identified a rise in social, emotional and mental health issues as a result of school closures and the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Attendance data over time evidences that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils, and that levels of punctuality are notably higher for those from disadvantaged families. Data outcomes indicate that absenteeism and lateness are negatively impacting the good progress and attainment of some disadvantaged pupils over time.

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 and phonics attainment among disadvantaged pupils, closing the gap to their non-disadvantaged peers both in school and at national.	75% of PPG pupils in each year group across the school meet the expected standard in reading by the end of the academic year 2021-2022.

The proportion of disadvantaged pupils attaining the expected standard in phonics, is at least in line with national non-disadvantaged 'other' pupils by July 2022. |
Improved attainment among disadvantaged pupils in SPAG and Mathematics, closing the gap to their non-disadvantaged peers both in school and at national.	75% of PPG pupils in each year group across the school meet the expected standard in SPAG and mathematics by the end of the academic year 2021-2022.
To achieve and sustain improved social and emotional well-being and mental health for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being are evident and demonstrated through: ✓ qualitative data and outcomes from pupil conferencing and surveys by July 2022. ✓ Family Liaison Officer interactions, interventions and minutes from 1:1 meetings. ✓ Positive participation and engagement in 'Commando Joes' Character Skills development programme. ✓ A reduction in SEMH concerns and 1:1 'catch-ups' over time, related to the needs of disadvantaged pupils.
To achieve and sustain improved attendance and punctuality for all pupils in our school, particularly our disadvantaged pupils.	Improved and sustained good attendance and punctuality of disadvantaged pupils, as compared to national attendance data for all pupils, by July 2022.

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: £10,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated systematic, synthetic phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension, particularly for disadvantaged pupils.)	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Purchase of whole school standardised diagnostic assessments, including training, as required.	EEF resources, including the Teaching and Learning Toolkit, the growing number of independent evaluations of projects and Guidance Reports, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress. https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better	1, 2
Improve the quality of social and emotional learning, through the 'Jigsaw approach to PSHE. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 4

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

Budgeted cost: £16,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve reading fluency, stamina and comprehension – 'Tutoring with Lightning Squad' (FFT)	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Targeted support for identified pupils reading 1:1 daily (as identified, reviewed and realigned through termly 'Pupil Progress Meetings')	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2

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

Budgeted cost: £64,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a whole school 'Character Skills' Programme, 'Commando Joes', approved and validated by both the DfE and EEF Employment of a Family Liaison Officer, who works to remove emotional barriers to learning, supports the wider family and oversees safeguarding related concerns	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. . . Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4
Positively promote parental engagement and literacy in the home, through the purchase and delivery of high quality texts and associated activities throughout the year	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://www.booktrust.org.uk/what-we-do/impact-and-research/	1, 2, 3

Embed principles of good practice set out in the DfE's 'Improving School Attendance' advice This includes the role of an Attendance Lead, who both monitors and promotes good school attendance	This guidance has been informed by: • engagement with schools who have significantly reduced their persistent absence levels • teachers' standards • Ofsted's school inspection handbook • other DfE statutory and non-statutory guidance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Funding for the planning and supervision of daily 'sensory circuits'	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4

Total budgeted cost: £91,170

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

'Create an ethos of high attainment for ALL pupils, and avoid stereotyping 'disadvantaged' pupils as all facing similar barriers or having less potential to succeed'
- ✓ Monitoring of teaching and learning evidenced the targeted planning and support for key identified children, on the basis of forensic gap analysis and understanding of each individuals' learning needs and next steps.
- ✓ PIXL Resources were well used and targeted, to support not only pupils in receipt of the PPG but also other key identified individuals and groups.
- ✓ Despite significant disruption during 2020-2021, end of year data evidences good progress for most PPG pupils, as compared to their baseline data in Sept 2020.

Accelerate progress & further narrow the gap between Disadvantaged & Nat. Non-Disadvantaged attainment in reading across the school
- ✓ *Data for PPG pupils in July 2021 evidences that the % of pupils making progress from prior attainment points, which is expected or better in reading is:*
  *Yr 6: 6/7 pupils (86%)
  *Yr 5: 10/10 (100%)
  *Yr 4: 9/12 (75%)
  *Yr 3: 8/10 (80%)
  *Yr 2: 6/7 (86%)
- ✓ *Despite significant disruption during 2020-2021, end of year data evidences good progress for most PPG pupils, as compared to their baseline data in Sept 2020.*

Provide targeted academic support for 1:1 and small group intervention for key identified groups, as identified through termly 'Pupil Progress Meetings'
- ✓ *On the basis of prior attainment, data evidences that at least expected progress was made by Yr 5 PPG pupils:*
  *Reading: 11/11 – 100%
  *Writing: 10/11 – 91%
  *Maths: 9/11 – 82%
- ✓ *Despite significant disruption during 2020-2021, end of year data evidences good progress for most PPG pupils, as compared to their baseline data in Sept 2020. (This is evidenced through improvements in raw score and standardised score outcomes.)*

'Ensure effective strategies are in place to respond quickly to poor attendance' and to promote good attendance (Securing school attendance that is at least in line with national expectations for 2020-2021)
- ✓ Parent surveys throughout 2020-2021 evidence positive feedback relating to school communications.
- ✓ Clear and open communications throughout 2020-2021 secured confidence in the work of the school and the measures taken to safeguard children and the school community.
- ✓ Attendance figures have been better than those expected and above both local and national averages at **96.2%.**

- ✓ Where attendance concerns have arisen, these have been quickly identified and addressed in SAMs – minuted meetings with HT & Attendance Lead with positive improvements in attendance seen in all cases.
- ✓ School updates have recognised and celebrated very good attendance on a half-termly basis.
- ✓ HT Reports to the LGB evidence regular reporting on attendance, and end of year attendance figures at **96.2%** for 2020-2021.

'Provide strong social and emotional support, including through working with families.'
- ✓ Parent Surveys in 2020-2021 evidence the good support from school throughout the school year, inc. during 'Bubble bursts' and national lockdowns.
- ✓ Case studies and documentation from the FLOs strongly evidences the positive impact of support for key families and vulnerable pupils, inc. those identified as PPG, in addition to many others.
- ✓ Pupil surveys in Summer 2021, strongly evidence the good support in school and that pupils both feel safe and know how to stay safe.

'Meet individual learning needs, [through] identifying each pupils' challenges and interests' **and supporting other needs, as they arise**
- ✓ Key, identified vulnerable pupils received subsidised places in
- ✓ BC / ASC, aiding smooth and successful transitions at the beginning / end of the day.
- ✓ Improvements noted in punctuality and attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider