



## Braybrook Primary Academy

### Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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                                 | Braybrook Primary Academy |
| Number of Pupils on Role                    | 216                       |
| Proportion of Pupil Premium Eligible Pupils | 37%                       |
| Academic year/years that our plan covers    | 2022-2025                 |
| Date statement published                    | Autumn 2022               |
| Date statement due for review               | Autumn 2023               |
| Statement Authorised by                     | Lorna Blackhurst          |
| Pupil Premium Lead                          | Faye Massingham           |
| Governor/Trustee Lead                       | Toni Glendenning          |

#### Funding Overview

| Detail  | Amount   |
|---|----------|
| Pupil Premium Funding allocation this year                | £104,040 |
| Recovery Premium Funding allocation this year             | £7,695   |
| Pupil premium funding carried forward from previous years | £0       |
| Total Budget for this academic year                       | £111,735 |

## 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.

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.

### Challenges

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

| Challenge Number | Details of Challenge   |
|------------------|--|
| 1                | Poor oral language and communication skills – linked to writing development and reasoning skills.          |
| 2                | Gaps in reading, writing and maths learning.   |
| 3                | Social and emotional needs – readiness to learn and resilience (ability to cope with potential 'failure'). |
| 4                | Attendance – absenteeism and lateness.   |
| 5                | Engagement in learning and the wider community.  |

## 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 outcomes in speech, language and communication.   | Children will be assessed on their speech language and communication needs.<br>Staff will analyse trends in speech, language and communication needs.<br>Ensure staff are trained in identifying and progressing these areas to improve outcomes |
| Improved attainment among disadvantaged pupils in reading, writing and mathematics, closing the gap to their non-disadvantaged peers both in school and national data. | 65% of PPG pupils in each year group across the school meet the expected standard in reading, writing and mathematics by the end of the academic year 2022-2023.   |
| SEMH needs will be identified and addressed swiftly so children are ready to learn.  | Children will be given the opportunity to talk and discuss strategies to improve readiness for learning.<br>Children will be engaged and ready to learn. Boxall profiles will show improved scores.  |
| 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 2023.  |
| Engage confidently in school life and wider opportunities.   | Children to be given a wide range of opportunities to add to the wider community, with projects, competitions, and schools joining together for events.  |

## 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: £15,500

| Activity  | Evidence that supports this approach  | Challenge Number(s) Addressed |
|---|---|-------------------------------|
| Staff training to ensure high quality approaches to teaching are introduced and are consistent across all year groups.<br>Teaching Assistants trained and supported to deliver appropriate interventions. | Training feeds in to high quality teaching and consistent across all year groups.<br><br>Teaching assistants can be seen and can evidence high quality intervention logs measuring impact and showing progress. | 1, 2, 3                       |
| Purchase of whole school standardised diagnostic assessments, including training, as required.  | NFER assessments and subscription to the NFER Hub to enable thorough gap analysis and early identification of pupils in need of additional support.   | 1, 2                          |
| Increase in SENDCo and Inclusion lead's days to better support. Increased from 0.6 to 0.8 FTE.  | Greater support for the early identification of need.   | 1, 2, 3                       |

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

Budgeted cost: £20,995

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Subscription to TutorMate targeted reading support for lowest 10% of readers in years 1 and 2. | The National Literacy Trust's evaluation found that, in comparison with their classmates who didn't participate in the programme, Year 1 pupils who took part in <b>TutorMate</b> showed: Twice the rate of | 1, 2                          |

|   |   |            |
|---|---|------------|
|   | increase in their reading enjoyment levels (19.9% vs 9.9%) Twice the rate of increase in their self-reported reading skill (34.5% vs 16.7%)   |            |
| Targeted support for identified pupils reading 1:1 daily (as identified, reviewed and realigned through termly 'Pupil Progress Meetings') | 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. | 1, 2       |
| Breakfast booster clubs - daily short sessions with breakfast provided for SATs preparation for targeted groups.                          | 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. | 1, 2, 3    |
| Easter school – half day sessions with a snack provided for SATs preparation for targeted groups.   | Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.  | 1, 2, 3, 5 |

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

Budgeted cost: £75,280

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |   |                   |
|---|---|-------------------|
| <p>Purchase of a whole school 'Character Skills' Programme, 'Commando Joes', approved and validated by both the DfE and EEF</p>   | <p>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.</p> <p>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.</p> | <p>3, 5</p>       |
| <p>Employment of a Family Liaison Officer who works to remove emotional barriers to learning, supports the wider family and oversees safeguarding concerns.</p>               |   |                   |
| <p>Positively promote parental engagement and literacy in the home, through the purchase and delivery of high quality texts and associated activities throughout the year</p> | <p>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.</p> <p>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.</p>  | <p>1, 2, 3, 5</p> |
| <p>Embed principles of good practice set out in the</p>   | <p>This guidance has been informed by:</p>  | <p>4</p>          |

|  |   |                      |
|--|---|----------------------|
| <p>DfE's 'Improving School Attendance' advice.</p> <p>This includes the role of an Attendance Lead, who both monitors and promotes good school attendance.</p> | <ul style="list-style-type: none"> <li>• engagement with schools who have significantly reduced their persistent absence levels.</li> <li>• teachers' standards.</li> <li>• Ofsted's school inspection handbook.</li> <li>• other DfE statutory and non-statutory guidance.</li> </ul>  |                      |
| <p>Funding for the planning, resourcing and supervision of daily 'sensory circuits'.</p>   | <p>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.</p> <p>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.</p> | <p>3, 5</p>          |
| <p>Contingency fund for acute issues</p>   | <p>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.</p>   | <p>1, 2, 3, 4, 5</p> |