



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	2022: 216 2023: 212
Proportion of Pupil Premium Eligible Pupils	2022: 37% 2023: 19.7%
Academic year/years that our plan covers	2022-2025
Date statement published	Autumn 2022
Date statement due for review	Autumn 2023 Autumn 2024
Statement Authorised by	2022: Lorna Blackhurst 2023: Adam Gross (reviewed)
Pupil Premium Lead	2022: Faye Massingham 2023: Daveen Culver
Governor/Trustee Lead	Toni Glendenning

Funding Overview

Detail	Amount
Pupil Premium Funding allocation this year	2022: £104,040 2023: £91,665
Recovery Premium Funding allocation this year	2022: £7,695 2023: £0
Pupil premium funding carried forward from previous years	£0
Total Budget for this academic year	2022: £111,735 2023: £91,665

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.

Braybrook Primary Academy follows the tiered approach to pupil premium spending.

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

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. Staff will analyse trends in speech, language and communication needs. 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. 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 **2023: £16,665**

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. Teaching Assistants trained and supported to deliver appropriate interventions.	Training feeds in to high quality teaching and consistent across all year groups. 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
Additional adult support within the teaching of core subject areas	EEF report that 'Evidence suggests that TAs can have a positive impact on academic achievement.'	1, 2

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

Budgeted cost: £20,995 **2023: £15,000**

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

1:1 reading support	EEF state 'evidence indicates that one to one tuition can be effective.'	1, 2, 5
Accelerated Reader	An EEF report found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into.	1, 2, 5
Maths Whizz, EdShed and TT Rockstars/NumBots	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' These platforms are used alongside first quality teaching which is also encouraged by the findings of the EEF who found 'Evidence suggests that technology approaches should be used to supplement other teaching'.	1, 2, 5

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

Budgeted cost: £75,280 **2023: £60,000**

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	<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>	3, 5

<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 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>	<p>This guidance has been informed by:</p> <ul style="list-style-type: none"> • 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. 	<p>4</p>
<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>

Homework clubs offered to children requiring it	The EEF Teacher Toolkit states ‘It is certainly the case that schools whose pupils do homework tend to be more successful.’ As well as this, a key question they pose is ‘Parents can have a positive effect on homework completion and help children to develop effective learning habits. How can you support parents to encourage good habits for homework?’. This is where homework clubs can be used to help develop positive learning habits.	1, 2, 3, 5
Curriculum trips and experiences (including financial support for these where required)	With reference to residential trips, EEF reports that ‘adventure learning consistently shows positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.	1, 3, 4, 5
Before (including emergency breakfast) and after school provision is offered when required	The EEF tested the impact of ‘Magic Breakfast clubs’ on pupil attainment in relatively disadvantaged primary schools. A positive impact was found. ‘Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments.’	3, 4
Embedding an outdoor learning curriculum	A study by Dadvand, P et al. (2015) found ‘an improvement in cognitive development associated with surrounding greenness, particularly with greenness at schools.’	1, 3, 4, 5
Employment of a Family Liaison Officer who works to remove emotional barriers to learning, supports the wider family and oversees safeguarding concerns.	Pastoral support for children and families including physical and mental wellbeing. Emotional support. Attendance support. Engaging with agencies and within the local community (such as foodbanks) to provide support for our families.	3, 4, 5

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 2022 to 2023 *academic year*.

2022-23

End of primary school results (Y6) showed that children eligible for PP funding attained lower than their non-PP peers; however, the gaps in Reading (80% v 86%) and GPS (73% v 86%) were closer than previous years. In both Maths and Writing, the gaps were much wider (Maths 53% v 86% / Writing 60% v 80%).

As for Greater Depth, there it was clear that PP children were not achieving as highly as their non-PP peers. This will feed into the school development plan for 2023-24.

Opportunities beyond the classroom were provided and funded for PP pupils, including trips to the O2 arena, Royal Opera House and to the beach (Hunstanton). This is something we want to provide in the next academic year.

A FLO was appointed over the academic year; however, left the post. A new FLO has been appointed ahead of the 2023-24 academic year.

Due to changed in leadership over the academic year, there will be some areas (e.g Commando Joes) that will have a relaunch across the next academic year.