

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Braunston Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Nikki Sawyer
Trustee lead	Margaret Holman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52780
Recovery premium funding allocation this academic year	£5510
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£58290.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach 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	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
6	Our assessments and observations indicate that the education and wellbeing 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, especially in maths.	1, 2
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during and since the pandemic. 47 pupils (28 of whom are disadvantaged) currently require additional support with social and emotional needs.	3
8	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (94.8% v 98.1%)	3

## 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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2023/24 show that disadvantaged pupils met the expected standard in the phonics screening check in line with national average.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2023/24 show that disadvantaged pupils met their targets.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2023/24 show that disadvantaged pupils met their targets.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2023/24 show that disadvantaged pupils met their targets.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and no attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• the percentage of all pupils who are persistently absent (below 10%) and the figure among disadvantaged pupils being more in line with their peers.</li> </ul>

## 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.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35602 (inc. Recovery Premium £4542)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u>	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> <li>• access Trust CPD</li> <li>• commission the external teaching and learning consultant to work with staff throughout the year to focus on progression within the curriculum for all learners (Liz Mynott)</li> <li>• EYFS consultant (Katherine Towns) to work with staff to ensure the provision meets the needs of all learners</li> <li>• maintain a strong focus on QFT in our internal CPD programme.</li> </ul>	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor ( <i>EEF</i> )	1, 2, 3, 4, 5, 6
Continue to implement a rigorous CPD Programme to deliver effectively a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils (Read, Write Inc).	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: <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	1

<p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access in house training led by skilled phonics lead</li> <li>• commission the external teaching and learning consultant to work with staff</li> <li>• Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.</li> </ul>		
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	2
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on writing and the teaching sequence.</li> <li>• Consistent approach to school's small steps in writing map</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	3
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	5, 6

<ul style="list-style-type: none"> <li>• Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</li> </ul>		
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## Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7187 (inc. Recovery Premium £968)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase annual subscriptions for reading and maths interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. <i>(Teaching &amp; Learning Toolkit: EEF).</i>	2, 5, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Use of NELI to improve vocabulary skills for disadvantaged pupils who have	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	4

relatively low spoken language skills.	listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions   EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	5, 6

### Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions   EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	5
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.  This will involve training and release time for a named staff member to develop and implement new procedures to improve attendance and to work with the LA as part of the attendance data trial with the School Attendance Support Officer – Matthew Souster	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
To improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u>	7/8



<p>– following Senior Mental Health Lead qualification.</p> <p>To continue to support disadvantaged pupils with barriers to learning due to multiple vulnerabilities through the expanded intervention support including Nurture group, meet and greet, parental support and academic interventions.(Pastoral Lead)</p>	<p>PP children have displayed emotional demands in coming to school and aspects of learning, impacting on their ability to progress.</p>	
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**Total budgeted cost: £58290**

## 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.

*The end of KS2 National assessments (2023) indicate that the performance of disadvantaged pupils (60%) was broadly in line with those non-disadvantaged pupils (60.9%) in key areas of the curriculum. The end of KS1 National Assessments (2023) indicate that the performance of disadvantaged pupils (25%) was below that of non-disadvantaged pupils (76.2%)*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees and indicated that pupil behaviour, wellbeing and mental health continues to be impacted. 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 internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy were therefore not fully realised.*

*The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, access to trips and focused activities (such as music- dependent on the voice of the child) and targeted interventions where required. We will continue to build on that approach with the activities detailed in this plan.*

*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.*

*Overall attendance in 2022/23 for disadvantaged children was 95% which was lower than non-disadvantaged children (98%) although above national average. Full opportunity and access was provided to all disadvantaged children to participate in trips and residential; to learn a musical instrument and attend clubs after school free of charge. Wrap around care before and after school was also provided.. This approach will continued for 2023-2024. The impact of this was that in the end of KS2 assessments combined expected was achieved.*

