

# Brailes C oE Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Brailes C of E Primary
Number of pupils in school	94 (N-Y6) 83 (R-Y6)
Proportion (%) of pupil premium eligible pupils	8.5% (N-Y6) 9.6% (R-Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	31st December 2021
Date on which it will be reviewed	By 31st July 2022
Statement authorised by	Christian Hilton (Executive Headteacher)
Pupil premium lead	Heather Childs (Head of School)
Governor / Trustee lead	Lois Self (Local Academy Council Chair and Trust Board Director)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£10,070
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our school vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs to enable them to shine and reach their full potential. We passionately believe that education plays a powerful and transformative role in improving life chances for ALL pupils.

Our pupil premium strategy aims to support disadvantaged pupils in making good progress and achieving high attainment across a broad and balanced curriculum. In order to achieve this, children need to feel safe, valued, supported and part of the community, so our continual drive to teach children about the 6Cs of Deep Learning (Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking) and our relentless focus on the Big Ideas which drive our curriculum (Humankind, Processes, Creativity, Investigation, Materials, Nature, Place & Space, Comparison, Significance and Change) enables children to be the very best they can be, academically, emotionally, spiritually and socially.

We aim to do whatever it takes to 'light the way' and remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our school.

Objectives :

- To diminish differences between our disadvantaged pupils and their peers
- To ensure that the attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally remains low
- To provide pupils with high quality teaching and learning opportunities
- To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day
- Ensure disadvantaged pupils have priority access to high quality recovery programmes in 2021-22
- Ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to uncover a world of possibilities .

To ensure successful implementation of the plan, evidenced based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home.

Successful implementation will be achieved through a number of key principles in order to provide an enriched, relevant, engaging and innovative curriculum :

- Evidence-based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils.
- Outstanding teaching is the key to improve outcomes for disadvantaged pupils
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times.
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities.

The interventions and strategies detailed in this document are integral to wider school strategies, keep up intervention and School Led Tutoring which will support the children whose education has been worst affected by a tumultuous 18 months of education.

It is the responsibility of all school staff to raise expectations and aspirations, work collaboratively, intervene, support and challenge pupils in order that all children receive the best education and opportunities possible during their time at our school. Our approaches and support offered in this strategy are not limited to those who are disadvantaged, and we will always be considerate of any additional vulnerabilities which children and families may face.

## Challenges

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

Challenge number	Detail of challenge
1	On entry to Reception Baseline data shows our younger disadvantaged pupils require more support than their peers in PSED (50% not on track) and Literacy (50% not on track). Autumn 1st half term phonics 48% on track for EXS. There is a need for further support in all the following EYFS areas (Communication & language, PSED, Literacy and Understanding of the World) for one of our disadvantaged pupils who is not on track for GLD.
2	Assessments show that children in Year 2 are more behind in their phonics knowledge and acquisition than usual, impacting their reading and writing development. (4/15 did not meet Y1 phonics screening Nov 2021) Autumn 1st half term Y2 phonics assessments 40% on track. 53% on track Nov 2021 for Reading
3	Across the whole school, maths, reading and writing development has been delayed, particularly learning stamina, pace, pupil confidence and self belief, independence, development of key skills, vocabulary, expectations and higher aspirations from pupils and families.
4	The mental health needs of children in our school continue to grow and there has been a notable request for further support from our SENDCo and other external agencies by staff since the pandemic. SEMH and pastoral support for pupils and families.
5	Ensuring attendance of disadvantaged children in line with their peers across the school.

6	A number of children that have joined school after their cohort's starting date. Some have academic starting points below the expected standard and require additional academic support. Some have additional family needs which require support to help the children access school effectively.
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## 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
To ensure all pupils are able to read fluently, and with confidence, in any subject, creating a clear transition from 'learning to read to reading to learn' across all subjects.	<p>Reading recovery remains an overarching priority in 2021-22.</p> <p>Reading assessment data will show a higher percentage of children on track for expected standard or above. This data will be triangulated with Pupil Book Studies in English and lesson observations.</p> <p>Phonics outcomes at the end of Year 1 at least national, EAL children well supported</p> <p>Successful implementation of RWI phonics in EY and KS1. All children make good progress from their starting point, with the most vulnerable making accelerated progress for end of year EXS.</p> <p>Use of AR from Y2-6 impacts positively on pupil reading stamina, attainment and breadth of reading.</p> <p>Attainment and progress for disadvantaged pupils to exceed national and diminish the gap with their peers.</p> <p>Regular Pupil voice and monitoring of reading demonstrates that children have a love of reading and have transitioned from 'learning to read' to 'Reading to learn'.</p>
To close the gap in attainment between disadvantaged pupils and their peers.	<p>Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers. Greater number of disadvantaged children at GDS in core subjects.</p> <p>Ambitious, well planned and sequenced curriculum is adapted well for recovery, to meet the needs of all learners.</p> <p>Outcomes at the end of Key stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils at Brailes in line with national.</p>

Improved oral language skills and vocabulary among disadvantaged pupils.	<p>The MAT's focus on oracy will be evident in lesson observations.</p> <p>Alongside this, vocabulary will be clearly displayed and used in classrooms and children will know how to access and use new vocabulary. This will be linked with and triangulated with Pupil Book Studies by Core leaders and Subject Leaders, when children will be able to articulate their knowledge and learning, showcasing the vocabulary taught.</p>
To ensure every child has access to consistently good teaching all of the time.	<p>Standards of learning and teaching will be at least consistently good. This will be evidenced through the monitoring cycle, Pupil Book studies, pupil voice, work in books and learner engagement in lesson observations.</p> <p>A comprehensive catalogue of CPD support and training accessed by all teachers and teaching assistants</p>
To ensure that all pupils have access to high quality mental health and well-being support.	<p>Pupil wellbeing studies and questionnaires and pupil voice will show that children are happy and feel safe.</p> <p>Support will have been put in place for individual children/small groups.</p> <p>The PSHE curriculum supports all children to develop the vocabulary and skills to express emotions and manage feelings.</p> <p>Disadvantaged children will attend funded holiday clubs to enrich their experiences out of school hours.</p> <p>Seascale assessments show that key children are making progress.</p> <p>Parental feedback via questionnaires is positive indicating they feel well supported by the school.</p> <p>High quality CPD for all staff so they are able to identify and support vulnerable pupils.</p>
EYFS children are confident and independent learners; have developed good speaking, listening and writing skills and are able to access mainstream learning at the expected standard. Early identification and intervention for our younger pupils especially, with a particular focus on the disadvantaged.	<p>The EYFS teacher will identify children who require specific support in order to achieve a good level of development in each of the 5 key areas of learning.</p> <p>This support will be implemented and the end of KS1 data will show that the children who have received support have benefitted.</p> <p>The MAT Senco will be involved at an early stage when specific needs are identified. .</p>
Improve the attendance figures for all children and diminish the difference between disadvantaged children.	<p>All children will meet the school's ambitious 97% attendance target.</p> <p>All children with attendance below 90% are identified and supported to enable attendance.</p>

	Strategies to improve attendance have a positive impact to increase the attendance when low : Breakfast club, school taxi , rewards, pastoral/FSW support, Early Help.
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## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that SENCO is employed on sufficient days to provide support and training for all staff, monitor and assess progress of vulnerable children and liaise with outside professionals. Additional SENDCo hours	Pupils with <a href="#">SEND</a> have the greatest needs for excellent teaching and are entitled to provision that supports achievement and enjoyment at school: many of our disadvantaged pupils are also on our SEND register and for class teachers to fulfil their roles fully with regards to SEND, further support and guidance provided by the SENCo will have a high impact on the quality of interventions and leadership of SEND at a strategic level.	1, 2, 3, 4, 6
Walk Thrus – professional development & coaching for all staff	<a href="#">Walk Thrus</a> are evidence-informed teaching strategies to provide a central set of connected resources to build professional development, to assist the progress and attainment of all learners, including the disadvantaged. EEF Toolkit: <a href="#">Metacognition and self-regulation, feedback</a> – very high impact for very low cost.	1, 2, 3, 4, 5, 6,
Oracy training CPD NELI Wellcomm  Purchase resources to support early language skills	EEF Toolkit: <a href="#">oral language interventions</a> – very high impact for very low cost. There is a strong evidence base that oral language interventions and inclusion of oral language activities in lessons, for example high-quality discussions, can have a high impact on reading. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3

External Staff Mental Health, Behaviour, Trauma and Attachment CPD Targeted and bespoke external CPD (Separate DBE Beacon Pilot funded and DFE Mental Health grant funded)	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): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	4,5
Retention of Teaching Assistants in each class for 5 mornings per week	Our <a href="#">TAs</a> are an extremely valuable resource and professional development for TAs is as important as for classroom teachers, so that they are in a position to help raise achievement. All of our TAs are part of our WalkThrus programme and have regular opportunities for additional professional development courses as they often work with some of the most vulnerable, disadvantaged learners both within the classroom alongside the expertise of the teacher and within intervention groups. Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching. <a href="https://d2tic4wvo1iusb.cloudfront.net/document/s/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/document/s/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>	1, 2, 3, 4, 5, 6,

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshop for recognising and celebrating high quality SEND provision in the Early Years – EYFS teacher	Early identification of additional needs and timely intervention will impact significantly on the achievement of pupils as they progress through school, ensuring the right support is offered at the right time. Warwickshire Inclusion Kite marking scheme ( <a href="#">WinKs</a> ).	1
Keep up reading and phonics interventions – TA additional hours	Our whole class approach to teaching of reading results in high attainment across the school; some children benefit further from small group or 1:1 reading support focussing on fluency, comprehension and phonics. We aim for the lower	1, 2, 3

	<p>attainers to keep up, rather than always having to catch up. RWI Keep Up additional phonics sessions in R,1 and 2</p> <p>EEF Toolkit: <a href="#">reading comprehension strategies</a> and <a href="#">oracy</a> – very high impact for very low cost.</p>	
Accelerated Reader Scheme to provide high quality online reading texts and teacher assessment.	<p>Accelerated Reader is a proven tool for raising engagement in reading and delivering accelerated progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	3
Purchase of Nessy Reading & Spelling & Touch Type Read Spell	<p><a href="#">Phonics</a> has a positive overall impact (+5 months) with very extensive research and is an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds.</p> <p><a href="https://www.nessy.com/en-gb/about-us/our-expert-research">https://www.nessy.com/en-gb/about-us/our-expert-research</a></p> <p><a href="https://www.dyslexiadaily.com/evidence-results/">https://www.dyslexiadaily.com/evidence-results/</a></p> <p><a href="https://www.readandspell.com/us/research">https://www.readandspell.com/us/research</a></p>	1, 2, 3
Provide school led small group tutoring for pupils whose education has been most impacted by the pandemic.	<p><a href="#">Tuition targeted</a> at specific needs and knowledge gaps can be an effective method to support low attaining pupils in 1:1 and group situations.</p> <p>A proportion of the children who receive small group tutoring will be disadvantaged, including high attainers to support them to achieve GDS in Literacy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>We have identified our lowest 20% of learners in core subjects and will be offering tuition based on data trends and teacher judgements.</p>	3

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

Budgeted cost: £180 music + £390 for contingency (Full costs for Family Support Worker being met by separate grant funding from DBE Beacon Pilot)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support Worker	<a href="#">School attendance</a> for disadvantaged pupils will be addressed through continued support provided	4,5,6



	by additional staff to improve attendance and offer wellbeing advice to families and children.	
Employment of Family Support Worker to organise and lead o nurture groups, and 1-1 pastoral support Beacon Pilot The Mulberry Bush Social and Emotional Scheme -Research School trial school	Both <a href="#">targeted intervention</a> ( <a href="#">nurture groups</a> , play therapy) and universal approaches ( <a href="#">RULER</a> , <a href="#">Mood Meter</a> , metacognition) can have positive overall effects.  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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4,5,6
Peripatetic Music Programme	Opportunity to enhance curriculum and encourage talents while building cultural capital for our pupils  Group Brass tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4
Contingency fund for acute issues/support for disadvantaged children.	A small amount will be set aside to ensure we can respond quickly to any needs which have not yet been identified.	All

**Total budgeted cost: £10,070**

## 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.

#### **Impact & Evaluation 2020-2021:**

High quality teaching has continued to be supported throughout the year with the support of a teaching assistant in each class as well as a SEND teaching assistant for 5 afternoons per week: £9000 has contributed to these salaries. Teaching assistants have worked on the Walk Thrus CPD package to further improve their practice and develop strategies for supporting individuals and small groups; this has had a positive impact on the children's learning during these supported times. Interventions have continued (with COVID risk assessments in place) so that teaching assistants can continue to support at the point of teaching as well as with retrieval and revisit sessions. Interventions include those such as: 1:1 reading, Precision teaching and probes, small group support for maths and English, Nussy, nurture and transition.

£1247 was used to fund FSM costs for PP children.

£70 has been allocated to support extracurricular after school clubs in Autumn 2020, to enable children access to clubs and additional opportunities they may not otherwise be able to have, along with £60 to support Y6 school visit.

£38 Additional stationery resources and books for children in Spring lockdown 2021.

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

To be updated as we work through the academic year 2021-2022...

We will continue to triangulate all evidence in school through Pupil Book Studies, lesson observations, data drops, alongside pupil wellbeing surveys to ensure all children are achieving to the best of their abilities.

Interventions are regularly reviewed (at least each half term) and are continued if successful and changed if not. Groups are flexible and children may be added or removed as deemed necessary by the Teacher or TA.

Our whole school focus on WalkThrus will continue throughout the year with different focus areas each term to ensure continued CPD for all staff and reflection on approaches which benefit children the most.

We focus our teaching and learning policy on research and this will be regularly reviewed to ensure we are up to date and doing things that make the most difference to children's progress and attainment.