

Brailes CE 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 CE Primary School
Number of pupils in school	83 (R-Y6)
Proportion (%) of pupil premium eligible pupils	9.6% (R-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Christian Hilton (Executive Head)
Pupil premium lead	Heather Childs (Head of School)
Governor / Trustee lead	Lois Self (Chair of Governors)

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
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,070

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 teaching Evidence-based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils.
- Outstanding teaching is they 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. ity 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 :

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 inline 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.

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
<p>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>	<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>
<p>To close the gap in attainment between disadvantaged pupils and their peers.</p>	<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 is in line with national.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<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</p>

	<p>leaders and Subject Leaders, when children will be able to articulate their knowledge and learning, showcasing the vocabulary taught.</p>
<p>To ensure every child has access to consistently good teaching all of the time.</p>	<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>
<p>To ensure that all pupils have access to high quality mental health and well-being support.</p>	<p>Pupil wellbeing studies and questionnaires and pupil voice will show that children are happy and feel safe. 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>
<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>	<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>
<p>Improve the attendance figures for all children and diminish the difference between disadvantaged children.</p>	<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> <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.</p>

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 SEND 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	Walk Thrus 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: Metacognition and self-regulation, feedback – 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: oral language interventions – 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3
External Staff Mental Health, Behaviour, Trauma and Attachment CPD Targeted and bespoke external CPD (Separate DBE Beacon Pilot funded	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4,5

and DFE Mental Health grant funded)	performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
Retention of Teaching Assistants in each class for 5 mornings per week	Our TAs 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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	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
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 attainers to keep up, rather than always having to catch up. RWI Keep Up additional phonics sessions in R,1 and 2 EEF Toolkit: reading comprehension strategies and oracy – very high impact for very low cost.	1, 2, 3
Accelerated Reader Scheme to provide high quality online reading	Accelerated Reader is a proven tool for raising engagement in reading and delivering accelerated progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3

texts and teacher assessment.		
Purchase of Nessy Reading & Spelling & Touch Type Read Spell	<p>Phonics 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>https://www.nessy.com/en-gb/about-us/our-expert-research https://www.dyslexiadaily.com/evidence-results/ https://www.readandspell.com/us/research</p>	1, 2, 3
Provide school led small group tutoring for pupils whose education has been most impacted by the pandemic.	<p>Tuition targeted 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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	<p>School attendance for disadvantaged pupils will be addressed through continued support provided by additional staff to improve attendance and offer wellbeing advice to families and children.</p>	4,5,6
Employment of Family Support Worker to organise and lead nurture groups, and 1-1 pastoral support Beacon Pilot The Mulberry Bush Social and Emotional Scheme -Research School trial school	<p>Both targeted intervention (nurture groups, play therapy) and universal approaches (RULER, Mood Meter, metacognition) can have positive overall effects.</p> <p>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):</p>	4,5,6

	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Peripatetic Music Programme	<p>Opportunity to enhance curriculum and encourage talents while building cultural capital for our pupils</p> <p>Group Brass tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	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 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Many of our disadvantaged pupils continued to attend at least part time, with a large number attending full time through lockdowns, including all children with EHCPs. Our resolution was to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of quality online teaching, including the provision of laptops for all children who needed one; a blend of daily recorded and live lessons for all children with supplemental paper resources; regular live check ins with any vulnerable children via Google Meets and the Seesaw platform, phone calls and doorstep visits and plentiful supply of reading books which supported disadvantaged pupils well. Some of these pupils thrived academically and emotionally in the smaller personalised teaching groups in lockdown school classes.

We have had success for a number of years by ensuring that every class has a Teaching Assistant for each morning. Precision/pre teaching and focussed reading and phonic 'Keep Up' Interventions in KS1 have contributed to 100% of Year 1 pupils in 2021-2022 have passed the Phonic screening, with 75% (3/ 4) of pupils in Year 2 passing this year. Interventions in KS2 have been more tightly planned with focus on how progress will be measured and impact of the intervention. Delivery of interventions have, nevertheless, been significantly impacted by adult and pupil absence in 2021-2022.

In 2021/22 teaching staff provided small group tuition towards the end of the school day and after school for 15 weeks to targeted children. These children were identified using termly assessments and included children who we had seen had slipped in their progress from the expected standard. High levels of staff and pupil Covid absence in Autumn and Spring impacted on the number of sessions for some children, and changes to the tutoring groups and needs, so not all children had the full 15 weeks tuition.

The number of children eligible in school for FSM has slowly risen through 2021-2022, but is still quite low in number with several families being just above the threshold for FSM support. Additionally, as with many schools across the country, we have seen a marked rise in the number of children displaying anxiety, especially in Year 6, which has had a number of children join the cohort during and since lockdowns. These children require additional daily support to help them to engage in school life.

We have completed the first of a two year of the Beacon Research Pilot, all staff have received Emotion Coaching training which is being used to further develop and support all children in developing the vocabulary, awareness and strategies required to help them to deal with anxiety and other difficult emotions which means that they can then focus on academic learning more easily. As part of the Beacon Pilot, a Family Link Worker has been employed for 30 hours a week, working directly with children in school to deliver nurture work and with families to support and remove barriers to attendance and learning. The impact of the Beacon Research Pilot is being externally evaluated by Sussex University.

Broadly, our attendance has been steady around 97% over the past 3 years, although there have been some children who have had attendance below 90% These children and families all have individual needs and work closely with our Family Link Worker to help them to improve their attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Music and learning to play an instrument for all children, is a commitment to all our children, including the disadvantaged and has had a positive impact on well being and emotional health.

We have reviewed and re-written our behaviour policy which is underpinned by Restorative Practice and will be further developing this Positive Relationships, Behaviours and Well-being policy in practise through embedding use of Emotion Coaching and developing a whole school understanding of Collaborative Proactive Solutions.

We triangulated evidence from multiple sources of data including assessments, engagement in class book studies, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils and to remove these barriers.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us review and develop our strategy. We will continue to use it through the implementation of activities.

We additionally used funding from the Sports Premium to provide after school sports and outdoor opportunities run by qualified coaches free of charge to children across the whole school. This allowed for children to develop friendship and social skills, as well as to develop health and fitness, at a time when children were not able to socialise as freely as was previously possible. This supported our plan to increase attendance,

support those with anxiety / SEMH issues and develop positive engagement in school life.