

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Brambles Primary Academy
Pupils in school	301
Proportion of disadvantaged pupils	70%
Pupil premium allocation this academic year	£244,790
Pupil Premium catch up fund	£22,560
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Karen Gleave
Pupil premium lead	Darren Higgins
Governor lead	Sharon Patterson

Disadvantaged progress for last academic year

Measure	Score
Reading	59% (KS1) to 68% (KS2)
Writing	41% (KS1) to 82% (KS2)
Maths	63% (KS1) to 77% (KS2)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard in Reading at KS2	At National Figures
Achieving high standard in Reading at KS2	At National Figures

Strategy aims and targeted academic support for current academic year

Measure	Activity
Priority 1- To develop a reading culture across the academy to ensure that the gap is closed between disadvantaged and other.	<ul style="list-style-type: none">• Training and relevant CPD for staff to embed and ensure consistency with a comprehension model throughout the curriculum• To develop fluency and stamina in reading using purchased timely and focused interventions in order to address gaps in learning as a result of missed learning• To use effective management information systems to identify vulnerable pupil groups in order to ensure gaps in learning are closed

	<ul style="list-style-type: none"> • To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy • Purchase of RWI books to complement and link to existing RWI scheme and engage reluctant readers • Ensure all staff are trained to deliver phonics and early vocabulary and purchase the necessary resources to deliver this successfully • One to One reading for children who do not read at home • CPD training to ensure teachers know how to support early language and reading and apply this in their planning and teaching • To identify those children in early KS2 with gaps in phonic knowledge and use a well researched catch up program to support their reading development
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Children enter the academy with significantly low levels of language development and literacy skills. • Improve reading attainment and progress. • Ensure a higher % of disadvantaged pupils achieving expected standard in phonics
Projected spending	£64,016

Priority 2- Recovery Curriculum	<ul style="list-style-type: none"> • CPD for staff linked to research around the science of learning/Ambition Institute • Subject leader development in order to upskill staff on accountability, monitoring and progress and attainment • Continued professional development for senior and middle leaders • To use PiXL approach in order to identify gaps in learning in all subjects and teach appropriate therapies • CPD for staff on behaviour management and the importance of the holistic view of the child to promote mental health and wellbeing • Training for learning assistants to develop subject knowledge and confidence in order to deliver timely and effective interventions • Purchase resources to support specific interventions (e.g. BLAST, Nessy, ELSA, Talk for Writing) • To promote an online learning platform in order to deliver blended learning between school and home should the need arise • To increase the amount of digital resources pupils can have access both at school and at home to support increased levels of progress
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Provide catch-up in light of children returning after pandemic • Ensure a higher % of disadvantaged pupils achieve expected standard in core subjects

	<ul style="list-style-type: none"> To decrease the level of digital poverty that our pupils experience
Projected spending	£44,180

Priority 3- Reducing barriers to learning for vulnerable pupils	<ul style="list-style-type: none"> To further develop the pastoral team to include a behaviour support assistant in order to support any disengaged learners and families Pastoral and welfare support ensures families are supported in a timely and effective manner and this allows access to education for all. To ensure that all pupils have access to nutrition, school uniform, equipment and pastoral support Staff training in order to support families moving into the area from vulnerable groups i.e. EAL, SEND, disadvantaged and those with high mobility Emotional health support to understand barriers to learning with access to educational psychologist/ Trust counsellor
Barriers to learning these priorities address	<ul style="list-style-type: none"> Support disadvantaged pupils so that they ready to learn and reduce any barriers to learning.
Projected spending	£136,594

Academy priorities due to current COVID pandemic

Priority 4- Reducing the gaps to learning currently identified for vulnerable pupils	<ul style="list-style-type: none"> To employ additional staff to increase capacity across the academy and provide additional support where needed.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Support gaps to learning due to pupils returning to the academy after a period of absence
Projected spending	£22,560

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve above national average progress scores in KS2 Writing (1.5)	Sept 21
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics (1.5)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21

Wider strategies for current academic year

Measure	Activity
Priority 1 -Enrichment Activities, trips and visits	<ul style="list-style-type: none"> • Provide children with free extended schools activities • Educational Visits and access to cultural and sporting events
Priority 2- IT	<ul style="list-style-type: none"> • Purchase of iPADS for other year groups
Priority 3- Breakfast Club Provision	<ul style="list-style-type: none"> • Access to free breakfast for all those pupils who need one in order to support school readiness
Priority 4- Health and Wellbeing	<ul style="list-style-type: none"> • To acquire a mile running track to promote health and wellbeing and increase levels of fitness
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Children not eating breakfast regularly which impacts upon readiness to learn • Children lacking experiences of enrichment activities and visits which effects their understanding of the world and wider life skills
Projected spending	£

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development for teachers and leaders	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time and training for school interventions to support small groups linked to PiXL, FFT Literacy and other interventions	Additional staff to be employed to support with intervention Online resources purchased to support IT intervention
Wider strategies	Engaging the families facing most challenges	Liaise with all agencies and stakeholders and provide support through pastoral and welfare team.

Review: last year's aims and outcomes

Aim	Outcome
<p>Improve language, literacy and PSED skills. To develop reading approaches for comprehension and reading speed to impact on KS2 assessments.</p> <p>Higher rates of progress in reading for pupil premium children.</p>	<ul style="list-style-type: none"> • Comprehension model in place across the academy promoting a reading into writing approach. Evidence from books and assessments shows some increases in reading comprehension using a range of strategies. • ELSA trained TA to support emotional literacy for specified pupils

<p>Target intervention and nurture support for pupil premium pupils in reading, writing, maths and social emotional development.</p>	<ul style="list-style-type: none"> • Targeted intervention for pupils identified in PP meetings with pupils to support next steps in learning and personalised intervention • In Year 6 expected combined was above FFT 20 and GDS combined was above FFT5 which exceeded the national average
<p>Increased attendance and punctuality rate for pupil premium children.</p>	<ul style="list-style-type: none"> • As of March 2020, attendance rates was 93.9%. However, this was significantly affected by self-isolation and social distancing as parents were worried about the effects of COVID19. • All absences are systematically tracked to ensure that attendance rates are close to 96% • Persistent absenteeism is positively addressed in order reduce in the number of persistent absentees