

## 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	Brambles Primary Academy
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21-22- 24-25
Date this statement was published	November 21
Date on which it will be reviewed	March 22
Statement authorised by	K Gleave
Pupil premium lead	D Higgins
Trustee lead	D Jackson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,380
Recovery premium funding allocation this academic year	£22,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£296,940

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to identify vulnerable groups and specific cohorts throughout the academy where progress is a concern, ensure we recognise their particular barriers to learning and decide on the most appropriate actions and interventions to maximise the outcomes for our most disadvantaged pupils. This is to ensure that these pupils have the best possible life chances and close the gap to non-disadvantage.

It is our priority to ensure that all vulnerable pupil groups including disadvantaged, SEND, GDS, EAL and mobile pupils make maximum progress during their time at Brambles Primary Academy. Our academy serves an area of significant deprivation and generational poverty, where over 97% of our children are judged to be living in extremely poor conditions. The proportion of pupils known to be eligible for pupil premium is well above national average and given the effects of COVID19 this is now at 70%.

The number of pupils joining and leaving the academy (mobility) is also considerably higher than that seen nationally. Since September we have had 29 new pupils join the academy which is a substantial number of children. Academy data interrogated over a number of years suggests that children who are on our roll from entry to EYFS to leaving Y6 make significantly more progress than those who join mid key stage. Furthermore, the impact of mobility seem to decrease once a child has been with the academy for approximately two academic years.

Mobility across the academy and attendance due to COVID19 were key factors affecting outcomes in some year groups last year (2020-21). Across the academy we also have 21% SEND pupils. In addition to the influx of pupils, we have also had an increase in the number of EAL pupils joining the academy.

Research suggests developing oracy has been proven to reduce the attainment gap of those most disadvantaged pupils and is essential for effective learning, therefore we intend to raise the profile of speaking and listening across the academy. We know that children start in our nursery and reception provision with oracy skills significantly lower than national expectations for children of their age. From this low starting point, we are proud of the progress we help them to make but, at the end of EYFS and into KS1, this is still below national expectations (50% in academy vs 53% of The School Data Company Schools and 72% nationally).

For the most disadvantaged pupils and those from disadvantaged backgrounds who join the academy later, this remains a barrier to learning. We understand the impact that effective oracy can have not only on progress and attainment within the academy but also on future life chances and career opportunities (DfE, July 2021). To further impact this early language development, we will be promoting, encouraging and developing early reading and reading for enjoyments both in the EYFS and KS1 but also across the academy.

### **Intent**

- To ensure disadvantaged learners are identified early and provide suitable timely support in order to make accelerated progress
- To identify pupils with multiple barriers to learning and use a personalised approach using a range of agencies including pastoral support and SEND team support
- To use provision mapping as a key part of pupil progress meetings in order to plan and personalise provision for disadvantaged pupils
- To 'poverty proof' the school day by providing pupils with uniform, clothing and other necessities on a daily basis in order to enable them to access their educational entitlement, thereby engendering a commitment to eradicating the significant barriers to learning

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	On entry to nursery and reception our children's oracy skills are significantly lower than national expectations for children of their age.
2	Pupils experiences beyond school and home can be limited reducing opportunity for rich exposure to language in the early years.
3	Ensuring all pupils have high quality, well-rounded provision in early reading leading to high quality phonic and comprehension development.
4	Reducing barriers to learning for vulnerable groups of pupils including disadvantaged pupils.
5	Disadvantaged pupils need timely interventions to ensure accelerated progress and close the gap between disadvantaged and other.
6	Vulnerability of families continues to be an area of need. Support through the pastoral team is given to disadvantaged families to minimise any barriers to learning which may inhibit progress

## 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
Develop a culture of meaningful talk by placing more focus on oracy across the school and in all areas of the curriculum	Clarity of vision and purpose and staff knowledge and understanding of the importance of oracy in the classroom. Children more articulate in group discussions. Staff are aware of the impact of oracy on progress for disadvantaged pupils.
Develop a culture of reading for enjoyment throughout the academy.	A love of reading is visible in all year groups and children are given the opportunity to enjoy a wide range of texts and writing forms. Disadvantaged pupils are provided with multiple opportunities to read both in and outside the academy.
Strengthen early reading with Systematic Synthetic Phonics and the equivalent catch up programmes	Clear Systematic Synthetic Phonics programme from EYFS throughout KS1 and coherent and relevant interventions to support those that do not pass the phonic screening check in Year 2 and beyond.
Vulnerable groups of pupils are identified for focused and timely support or interventions.	Struggling pupils including those who are disadvantaged are identified early and timely interventions are in place in order to narrow any gap.  High quality Staff CPD is in place. Staff are confident at delivering interventions.
Monitor, evaluate and improve interventions in order to support accelerated rates of progress.	To ensure the most impactful interventions are in place which will have maximum effect on progress rates for disadvantaged learners.  Use of tracking systems and provision mapping to assess the impact and appropriateness of interventions.
Additional capacity within the academy pastoral team to support learning behaviours and the emotional wellbeing of pupils, parents and staff.	Teachers use strategies to support children in order to manage their feelings and behaviours.  Teachers support our children's physical health and well-being through delivering RSE  Working with key stakeholders across the Tees Valley, parental engagement is actively encouraged in order to break down barriers to learning.

## 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: £162,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and relevant CPD for staff to embed and ensure consistency with an oracy model throughout the curriculum.	<p>CPD schedule around the theoretical and pedagogical understanding of oracy and then review their classroom provision to ensure it is language and vocabulary rich</p> <p>Voice 21</p> <p>EEF states that 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 the top priority for Pupil Premium spending.</p> <p>EEF document ref  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,3,4
<p>Ensure all staff are trained to deliver phonics and early vocabulary and purchase the necessary resources to deliver this successfully</p> <p>Purchase of RWI books to complement and link to existing RWI scheme and engage reluctant readers</p>	<p>Ensuring accurate assessment of phonic development ensures understanding of next steps</p> <p>EEF Pupil Premium Guide – Autumn 2021            EEF Early Phonics Report            DFE Reading Framework 2020/21</p> <p>Training for learning assistants to develop subject knowledge and confidence in order to deliver timely and effective interventions in reading</p> <p>EEF Effective TA's  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingB">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingB</a></p>	2, 3,4,5
Purchase a wide range of books and improve the library.	<p>DFE May 2012 research evidence on reading for pleasure states that access to high quality texts has a positive impact on reading outcomes for all children.</p>	1,2,3,4

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

Budgeted cost: £74,266

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
One to One reading support for children who do not read at home	Research supports high-quality teaching approaches delivered by qualified teachers and can result in a +5 month gain (See various research reports from EEF and others)	1,2,3,4
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	EEF identified that phonics catch up programmes enhance learning by 5 months.  EEF Literacy KS2 – Nov 2021	3,4,5
One to one tutoring through NTP programme and focussed intervention for identifies students	Research supports high-quality teaching approaches delivered by qualified teachers and can result in a +5 month gain (See various research reports from EEF and others)	3,4,5
Purchase resources to support specific interventions and staff CPD linked to BLAST, Nessy, RWI)	EEF research suggest that interventions focused on children’s metacognition has a significant impact	1,3,4,5

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

Budgeted cost: £60,254

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To increase the amount of digital resources pupils can have access to both at school and at home to support increased levels of progress	Access to digital resources and technology has seen to have a positive outcome on pupil learning.	2,3,4
To further develop the pastoral/SEND team to include a behaviour support assistant in order to support those	Based on extensive research, parental engagement has a positive impact on average of +4 months’ additional progress.	4,5,6

disengaged learners and families	EEF Parental engagement	
Pastoral and welfare support ensures families are supported in a timely and effective manner and this allows access to education for all.	<p>United learning say that there are few factors which more impact on learning than parental engagement.</p> <p>The impact of poverty proofing the school day can support pupil engagement.</p>	
To ensure that all pupils have access to nutrition, school uniform, equipment and pastoral support		

**Total budgeted cost: £296,940**

## 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.

Aim	Outcome
<p>To develop a reading culture across the academy to ensure the gap is closed between disadvantaged and other.</p>	<ul style="list-style-type: none"> <li>• Comprehension model in place across the academy promoting a reading into writing approach. Evidence from books and assessments shows that children are utilising a wider range of strategies in reading comprehension. This has helped to improve progress rates for disadvantaged pupils.</li> <li>• ELSA trained TA to support emotional literacy for specified pupils and also support the drive for excellent learning behaviours across KS2</li> <li>• Management information systems used effectively to identify vulnerable groups and timely interventions are in place.</li> </ul>
<p>Recovery curriculum</p>	<ul style="list-style-type: none"> <li>• CPD has been delivered to staff linked to research around the science of learning/Ambition Institute in order to support planning and the cyclical nature of learning. Through high quality teaching and applying the science of learning this has supported accelerated rates of progress.</li> <li>• Subject leader development was planned in order to upskill staff on accountability. Deep dives took place throughout the year to aid monitoring, progress and attainment and to ensure that subject leaders had a deeper understanding of their area of the curriculum</li> <li>• Continued professional development for senior and middle leaders took place through coaching and mentoring in order to support staff with planning and teaching</li> <li>• PiXL approach was used in order to identify gaps in learning in all subjects and teach appropriate therapies to support accelerated progress</li> <li>• An online learning platform was purchased in order to deliver blended learning between school and home should the need arise due to isolation or the impacts of a pandemic. Levels of engagement increased significantly using this online platform</li> <li>• Upgraded WIFI provision so that all pupils had access in the academy to support increased levels of progress and digital literacy</li> <li>• Outstanding progress was made by most year groups as a result of a recovery curriculum</li> <li>•</li> </ul>



Reducing barriers to learning for vulnerable pupils

- The pastoral team now includes a behaviour support assistant in order to support any children at risk of being categorised as disengaged learners and their families due to the increase in the number of vulnerable pupils
- Pastoral and welfare team continues to support families in a timely and effective manner and this allows access to education for all.
- All pupils have access to nutrition, school uniform, equipment and pastoral support as needed
- Emotional health support to understand barriers to learning with access to educational professionals
- To enable all children in year 6 to experience a residential trip in order to enable children to work co-operatively with peers in group situations, encourage self-reliance and independence and have the experience of being away from home
- Easter club for Y6 pupils Children receive additional tuition to boost learning and to help build a positive attitude towards their learning

*The 2020 and 2021 statutory (official) assessments were cancelled due to Covid-19 thereby making national comparison impossible. This data below is only internal and has been used to evaluate the impact of Covid on progress and attainment. We believe it is important to establish an accurate picture of current achievements compared to similar schools. A 'TSDC average' has been included within all analysis which shows an average of all schools (approx 150 schools across the North of England) who have submitted unofficial data as part of The School Data Company (TSDC).*

*Attainment in reading, writing and maths at the end of KS2 has shown an upward trend in the last three years with writing consistently at or above 79%. In 2021, reading, writing and maths for those pupils categorised as disadvantage was above TSDC this shows outstanding progress. Attainment in reading, writing and maths is above TSDC schools. SPAG is in line with the TSDC average and combined measures is significantly above TSDC averages and show an upward trend. See table below:*

**KS2 Disadvantaged v All**

Disadvantaged v All	Reading	TSDC all	Writing	TSDC all	Maths	TSDC all	GPS	TSDC all	Combined	TSDC all
2021	86%	75%	94%	72%	83%	71%	74%	72%	80%	60%

## 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*

<b>Programme</b>	<b>Provider</b>
BLAST	Developed in Stockton
Art therapy	The Paul Hamlyn Foundation
Counselling	Trust appointed
Showbie	Online Learning Platform provider
Spelling/Maths Shed	Education Shed