

Pupil premium strategy statement – Brambles Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	69.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 + 2023/2024 + 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023
Statement authorised by	D Higgins
Pupil premium lead	D Higgins/S Mayle
Governor / Trustee lead	D Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,385
Recovery premium funding allocation this academic year	£30,450
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£308,835

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 provide these pupils with 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 ongoing effects of the COVID19 pandemic as well as the current cost of living crisis this is now at 69%.

The number of pupils joining and leaving the academy (mobility) is also considerably higher than that seen nationally. Since September, we have had 10 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 (2021-22). Across the academy we also have 18% SEND pupils. In addition to the influx of pupils, we have also had an increase in the number of EAL pupils joining the academy (6%).

Research suggests developing oracy/early reading 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 reading and speaking and listening across the academy. We know that children start in our nursery and reception provision with oracy/reading 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 (65.8% and 68.4% in academy vs 78% and 73% of The School Data Company Schools and 79.5% and 74.7% nationally for communication and language and word reading respectively).

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/early reading 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 enjoyment both in the EYFS and KS1 but also across the academy.

Intent

- To ensure disadvantaged learners are identified early and provided 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.

Challenge number	Detail of challenge
1	On entry to nursery and reception our children's early reading/oracy skills are significantly lower than national expectations for children of their age (3% working at age related in C&L and Reading upon entry to Nursery).
2	Pupils' experiences beyond school and home can be limited, reducing the opportunity for rich exposure to language in the early years this is currently exacerbated by the cost of living crisis.
3	Internal and external assessment data shows that reading outcomes for disadvantaged is significantly below that of non-disadvantaged pupils (60.7% vs 90%, 61.3% vs 81.8% and 57.9% vs 88.9% for EYFS, KS1 and KS2 respectively). Though the gap in phonics was closer in 2022 with 81% vs 87% for disadvantaged vs other.
4	Internal and external assessment data shows that early maths skills for disadvantaged pupils is significantly below that of non-disadvantaged pupils (67.9% vs 90% in EYFS and 64.5% vs 81.8% in KS1).
5	Attendance over the past two years shows that attendance across the academy is below that of the national expectation of 96% (86%, 91%). This is even lower for disadvantaged pupils (86%, 90%) thus creating difficulty in ensuring all pupils have high quality, well-rounded provision in early reading leading to high quality phonic and comprehension development.
6	Vulnerability of families continues to be an area of need. Currently the pastoral team is working to support 103 children whose families require additional support.
7	Assessments, observations and discussions with pupils have identified that social and emotional issues and wellbeing are considerable concerns for many

	<p>of our pupils particularly those who are disadvantaged. As an academy we provide support or refer for external support for those pupils affected. Currently, the academy supports 25 pupils through a combination of ELSA, HeadStart, Trust-Wide Councillor SLA and the use of an Education Mental Health Practitioner through a local charity.</p>
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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
Develop a culture of meaningful talk by placing more focus on oracy across the school and in all areas of the curriculum	<p>Clarity of vision and purpose and staff knowledge and understanding of the importance of oracy in the classroom.</p> <p>Children more articulate in group discussions.</p> <p>Staff are aware of the impact of oracy on progress for disadvantaged pupils.</p>
Develop a culture of reading for enjoyment throughout the academy.	<p>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.</p> <p>Disadvantaged pupils are provided with multiple opportunities to read both in and outside the academy.</p> <p>Socio-economic development embedded within the academy's core values of Kindness, Resilience, Respect and Teamwork, this is taught through a bespoke PSHE curriculum embedded in picture books in all year groups.</p> <p>Reading is embedded within wider subjects across the curriculum. High quality texts have been embedded throughout.</p>
Continue to strengthen early reading with Systematic Synthetic Phonics and the equivalent catch up programmes (Read Write Inc)	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, these are discussed and mapped through termly vulnerable pupil progress meetings.	<p>Struggling pupils including those who are disadvantaged are identified early and timely interventions are in place in order to narrow any gap.</p> <p>High quality Staff CPD is in place. Staff are confident at delivering interventions in a</p>

	<p>number of areas: Fast Track Phonics/Fresh Start, Reciprocal Reading, Fluency into Comprehension, 1st Class @ Number, Success @ Arithmetic and Mastery in Maths.</p>
<p>Monitor, evaluate and improve interventions in order to support accelerated rates of progress.</p>	<p>To ensure the most impactful interventions are in place which will have maximum effect on progress rates for disadvantaged learners, as well as effective training for staff having taken place.</p> <p>Use of tracking systems and provision mapping to assess the impact and appropriateness of interventions.</p>
<p>Additional capacity within the academy pastoral team to support learning behaviours and the emotional wellbeing of pupils, parents and staff as well as attendance support.</p>	<p>Teachers use strategies to support children in order to manage their feelings and behaviours.</p> <p>Teachers support our children's physical health and well-being through delivering RSE</p> <p>Working with key stakeholders across the Tees Valley, parental engagement is actively encouraged in order to break down barriers to learning.</p> <p>Parental/family support to ensure barriers to learning are reduced.</p> <p>Support families to reduce the impact of persistent absenteeism.</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: £213,875.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are trained to deliver phonics and early vocabulary interventions and purchase the necessary resources to deliver these successfully	<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 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingB</p>	1,3
Purchase a wide range of books and improve the library.	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.	1,3
Purchase PSHE books to support the teaching of reading as well as the socio-economic development of the pupils.	It has been found that poverty can place additional stress on the brain which can in turn hamper brain development in children (Blair & Raver, 2016; Harris, 2022). In response to this, Jackson <i>et al</i> (2022) investigated the definition of effective schools particularly with more disadvantaged pupils. By investigating the impact of school curriculum on long-term life chances they found that schools in areas of high disadvantage have a greater life-long impact when the curriculum focuses not merely on academic outcomes but also the socio-emotional development of their children.	1, 2, 3, 6, 7
Provide CPD and planning/teaching support in relation to a bespoke PSHE curriculum for socio-economic development.	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>Purchase an SLA with and training from a provider in relation to development of Early Number (Winning with Number) for all pupils from Y1 – Y6.</p>	<p>EEF Pupil Premium Guide – Autumn 2022</p> <p>States that disadvantaged pupils will benefit from effective and systematic approaches to teaching early number.</p> <p>The EEF report ‘Using Digital Technology to Improve Learning’ has shown that technology is focussed and supports high quality teaching and learning balanced with quality professional development to encourage metacognition and mastery learning based on the EEF analysis ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’.</p>	<p>4</p>
<p>Training and relevant CPD for staff to embed and ensure consistency with an oracy model throughout the curriculum.</p>	<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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 7</p>

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

Budgeted cost: £19,152.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One reading support for children who do not read at home</p>	<p>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)</p>	<p>1, 3, 6</p>
<p>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</p>	<p>EEF identified that phonics catch up programmes enhance learning by 5 months.</p> <p>EEF Literacy KS2 – Nov 2021</p>	<p>1, 3</p>

One to one tutoring through NTP programme and focussed intervention for identified 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)	1, 3, 4, 7
Purchase resources and training to support specific interventions and staff CPD linked to BLAST, Nesy, RWI, 1 st Class @ Number, Success @ Arithmetic, Mastery in Maths)	EEF research suggest that interventions focused on children's metacognition has a significant impact	1, 3, 4, 6

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

Budgeted cost: £75,806.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop the pastoral/SEND team to include an assistant – SENDco and Trauma Informed Practitioners	Based on extensive research, parental engagement has a positive impact on average of +4 months' additional progress. EEF Parental engagement	1, 3, 4, 6, 7
Pastoral and welfare support ensures families are supported in a timely and effective manner and this allows access to education for all.	United learning say that there are few factors which more impact on learning than parental engagement. The impact of poverty proofing the school day can support pupil engagement.	
To ensure that all pupils have access to nutrition, school uniform, equipment and pastoral support		

<p>To ensure a consistent and systematic approach to monitoring attendance and punctuality including identifying target children/families and assigning families across the pastoral team.</p>	<p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support to support attendance.</p>	<p>5, 6, 7</p>
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Total budgeted cost: £ 308,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
<p><u>Oracy development</u></p> <p>Develop a culture of meaningful talk by placing more focus on oracy across the school and all areas of the curriculum</p> <p>Develop early reading with SSP and the equivalent catch up programmes</p>	<p>Oracy CPD Sessions have taken place and opportunities for embedding this within the curriculum have been shared with staff.</p> <p>Documents linked to PSHE developed to identify target opportunities for oracy</p> <p>AIV has taken place to assess quality of early reading and phonics. Phonics teaching and leadership of phonics was seen to be excellent and next steps focus on use of phonics interventions for those in KS2 that do not pass PSC.</p> <p>CPD is in the process of being booked for RWI Fresh Start Training.</p> <p>Funding has been approved by an Accelerator Fund to support the implementation of further phonics interventions.</p> <p>Training has taken place as well as moderation and pupil progress meetings with approved RWInc Trainer</p> <p>Fast Track Phonics and Fast Track Tutoring has taken place and interventions have begun from year 2 upover.</p>
<p><u>Progress for all</u></p> <p>To identify vulnerable groups throughout the academy where progress is a concern, recognise the barriers to learning and decide the most appropriate intervention to maximise outcomes.</p>	<p>Vulnerable year groups identified and provision mapping in place in order to maximise progress across the year</p> <p>Opportunities to shadow staff in order to support effective transition.</p> <p>Behaviour support assistant in place and has supported identified children.</p>

	<p>Key cohorts have been identified for more intensive support.</p> <p>Provision maps reviewed and progress and attainment checked alongside these.</p>
<p><u>Leadership Development</u></p> <p>In response to a change in leadership structure and to further strengthen capacity throughout the academy to develop leaders as all levels through coaching, mentoring and targeted CPD.</p>	<p>SDHT has been appointed Deputy Trust STIT lead and is supporting Trust improvement working alongside HH.</p> <p>Work with subject leads and coordinators has taken place across the year. Training has taken place to improve monitoring cycles in all areas of the curriculum.</p> <p>Pupil Premium and Data meetings as well as training on these for leaders has taken place.</p> <p>Monitoring timetable in place in line with Trust monitoring expectations.</p> <p>Monthly PD emails are sent to provide readings and support for leadership and cognitive theory.</p> <p>Coaching and mentoring took place to support phase leader development</p> <p>Progress rates show clear impact of leadership</p> <p>Attainment across the board was within 5% of national figures.</p>

Benchmark Data:

Blue font references the % outcomes for disadvantaged, where black font represents whole school outcomes.

Attainment		EXP/GLD/Pass	GDS
Early Years		63.2% / 53.6%	
Phonics		83.3% / 81%	
Year 2	Reading	66.7% / 61.3%	14.3% / 6.5%
	Writing	64.3% / 58.1%	11.9% / 6.5%
	Maths	69% / 64.5%	11.9% / 6.5%

	Combined	61.9% / 54.8%	9.5% / 3.2%
MTC		18.2 average score 17.1% / 12.9% of children achieved 25/25	
Year 6	GPS	59.6% / 57.9%	21.3% / 18.4%
	Reading	67% / 60.5%	19.1% / 13.2%
	Writing	83% / 78.9%	19.1% / 15.8%
	Maths	68.1% / 63.2%	23.4% / 21.1%
	Combined	60% / 52.6%	6.4% / 5.3%

- Early Years
 - GLD is 63.2% (24/38 children) which was above the academy target of 59%, this was only 0.8% below the GLD average percentage for TSDC schools and shows a significant three year upward trend (56.8% - 2018, 58.1% - 2019 then 63.2% - 2022).
 - Number of disadvantaged pupils achieving GLD is higher than that of TSDC (53.6% versus 48%).
 - Areas of particular strength include Building Relationships (74%), Writing (71%), Number (74%) and Number Patterns (71%).
 - Writing and number percentages are in line with TSDC averages, whereas word reading and number patterns are 5% and 4% below respectively.
- Phonics
 - Percentage of pupils passing the Phonics Screening Check is 83.3%, which is significantly above TSDC average (76.2%) and above the prior national average of 82%.
 - Upward trend for the academy climbing from 80.6% in 2018, to 80% in 2019 to 83.3% in 2022 (35/42 children).
- Year 2
 - Progress can be seen through the growth from EYFS GLD to KS1 (58.1% to 61.9%).
 - Progress throughout that year is significantly above that of TSDC (3.22, 3.25, 3.25 for RWM respectively).
 - Attainment in all areas (RWMC) is above that of TSDC and within 1.5% for National averages 2022 (Reading and Maths) as well as above in Writing.
 - Academy disadvantaged pupils outperformed TSDC disadvantaged.
- MTC
 - Average Score for the Y4 cohort was 18.2 which equates to 72% correct answers.
 - 17.1% of the cohort received full marks this is 7% below the TSDC average of 24.5%.
- Year 6
 - Writing attainment is significantly above both TSDC average and National Figures.
 - Following remarking combined is above national for expected.
 - Reading and maths are within 2 children of national outcomes.
 - GPS outcomes were 10% lower than national.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
BLAST	Developed in Stockton
Art therapy	The Paul Hamlyn Foundation
Counselling	Trust appointed
Showbie	Online Learning Platform provider
Spelling/Maths Shed	Education Shed
Read Write Inc	Ruth Miskin Training
NELI	Nuffield Foundation
Nessy	nessy.com
ELSA	CAMHS
HeadStart	HeadStart

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.