

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	Braywick Court School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Gemma Donnelly, Head Teacher
Pupil premium lead	Kath White, Inclusion Manager
Governor / Trustee lead	Judi Jeffries, LAB Advisor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,350
Recovery premium funding allocation this academic year	£4,640
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	£50,990

Part A: Pupil premium strategy plan

Statement of intent

At Braywick Court, we believe that every child has the right to achieve, succeed and thrive. We have high aspirations and ambitions for all of our children. We are driven by our belief that every child should have the opportunity to learn, make progress and fulfil their potential. As a school community, we work together collaboratively to carefully assess and monitor each child and to tailor learning opportunities to enable every child to realise their full potential.

It is our firm belief that pupils entitled to Pupil Premium should achieve in line with their peers and have access to the same range of opportunities and experiences. We recognise that there may well be additional barriers for these children and we work hard as a school community to overcome these. Our aspirations for these children are high.

We think carefully about the specific needs of our children and how the Pupil Premium Grant can best be used to have maximum impact for the children. This is now viewed as part of our whole school development plans and strategy. The implementation of this strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these objectives for our children. The key principle underpinning this strategy is that all children, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped speech, language and communication skills in EYFS and KS1 children
2	Low levels of core reading and phonics skills in all age groups
3	Lack of support and engagement from home

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
Improve speech, language and communication skills in EYFS and KS1 children – pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	Children meet the Early Learning Goal for communication and language at the end of EYFS PPG children achieve in line with their peers in phonics screening The language gap has narrowed between PPG children and their peers by the end of KS1
Narrow the attainment gap in phonics and reading across all year groups.	PPG children make better than average progress in a year
All children eligible for PPG engage in meaningful sporting and cultural activities, and enrichment experiences that develop an understanding of different cultural contexts, allowing them to access the full curriculum more effectively.	All PPG children participate in at least one club each week

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for EYFS staff (Preschool and Reception) in early language acquisition and phonics	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Access to continuous provision in Year 1 to support early skills for learning</p>	<p>Collaborative learning approaches:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Improving Literacy in KS1:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1, 2, 3
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of Nessy program to support reading and spelling for those who are struggling</p>	<p>EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 respectively) available here.</p> <p>EEF guidance reports on 1) 'Improving literacy in KS1' available here. 2) 'Preparing for Literacy' available here</p>	2
<p>Purchase of Oxford Owl online reading scheme to allow children access to a wide range of books, especially during lockdown</p>	<p>EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 respectively) available here.</p> <p>EEF guidance reports on 1) 'Improving literacy in KS1' available here. 2) 'Preparing for Literacy' available here.</p> <p>Improving Literacy at KS2:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
<p>Additional books for class book corners, specifically and carefully chosen to</p>	<p>EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 respectively) available here.</p>	1, 2, 3

engage and excite the children	EEF guidance reports on 1) 'Improving literacy in KS1' available here . 2) 'Preparing for Literacy' available here .	
Training for staff in the importance of reading. Time set aside for every class every day to "Drop it and Read"	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 respectively) available here . EEF guidance reports on 1) 'Improving literacy in KS1' available here . 2) 'Preparing for Literacy' available here Improving Literacy in KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2, 3

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

Budgeted cost: £33,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra PE lessons taught by our Sports Coach, allowing teachers and TAs time to deliver specific and targeted additional intervention to large proportions of the class at the same time, with expertise share and children grouped across each key stage rather than each class	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Affordable tuition: https://www.thetutortrust.org/Handlers/Download.aspx?IDMF=f327d9b8-3ec9-413d-bdb3-5d987d762e9a	1, 2, 3
Daily reading before school with a member of SLT.	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 respectively) available here . EEF guidance reports on 1) 'Improving literacy in KS1' available here . 2) 'Preparing for Literacy' available here .	1, 2, 3

	<p>Improving Literacy in KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Devices purchased and made available for all PPG families to use for homework or remote provision.</p>	<p>EEF Teaching and Learning Toolkit on the accessibility of Homework (+3 in primary), available here.</p> <p>EEF guidance report on the Use of Technology in Primary Schools, available here.</p>	
<p>Children able to come into school during lockdown, taught all day with a TA in the room and access to the teacher online, including live lessons</p>	<p>Impact of Covid 19: https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</p>	3
<p>Catch up sessions with a specialist 1:1 tutor through the National Tuition Programme Summer Term 2021 and Spring Term 2022. This included sessions during afternoon lessons, after school, on Saturdays and during school holidays.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>summer school: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Affordable tuition: https://www.thetutortrust.org/Handlers/Download.ashx?IDMF=f327d9b8-3ec9-413d-bdb3-5d987d762e9a</p>	2, 3

<p>Recruited and trained a group of Learning Mentors to work alongside the tutor, providing extra support to the children and reinforcing the learning in follow up sessions. Summer Term 2021</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>summer school: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>2, 3</p>
<p>Recruited and trained a group of reading volunteers to read 1:1 with children from September 2021</p>	<p>EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 respectively) available here.</p> <p>EEF guidance reports on 1) 'Improving literacy in KS1' available here. 2) 'Preparing for Literacy' available here.</p>	<p>1, 2, 3</p>
<p>Booster sessions run by Inclusion Manager have a specific focus on PPG children. Spring and Summer Terms 2022</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>summer school: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment club subsidies: one free club each term for PPG children, and other activities, such as school trips, paid for or subsidised	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3) available here EEF Teaching and Learning Toolkit 'Physical Activity' (+1) available here .	3
Residential programmes 50% discount for PPG families (History Trip to Normandy, Geography Trip to Wales, Ham)	EEF study on Outdoor Learning, and impacts on 'self-efficacy and motivation' available here . EEF trial on the impact of trips on writing attainment, available here .	3
Uniform vouchers are allocated each year to PPG families to significantly reduce costs. The key here is avoiding prohibitive costs of joining our school in the first place.	EEF Guidance on School Uniform Implementation, available here .	1
'Time to Talk' programme led by the Mental Health First Aider, and Senior Mental Health Lead	EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4) available here .	3

Total budgeted cost: £50,990

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum, particularly reading and writing. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. This included a strong programme of daily home learning including live lessons, and some of our most vulnerable disadvantaged students accessing our in school provision. On average, this meant that pupil premium children did not fall further behind, but were not able to make rapid progress during that period either.

The exception to this was the two children who still accessed daily 1:1 reading with SLT, who have now reached the expected level. It is hoped that other children now accessing the same provision will show a similar outcome in the next academic year. All pupil premium children passed the phonics screening check and that is predicted to be the same for this year.

As a school we administered a set of Y6 SATs for internal data, which showed that 3 out of the 4 children achieved the expected level at combined, which is better than we had predicted.

The work put in to improving writing outcomes through teacher training, moderation and more opportunities to write, is beginning to show an impact, but not enough yet to show up in assessment results.

There was unfortunately less access to enrichment activities during the last academic year due to Covid and those opportunities which were offered (e.g. free places at Saturday Sport and Holiday Club) had a very low take up. This has improved already in the new academic year 2021-2022.

Service pupil premium funding (optional)

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

Measure	Details
Weekly 11+ tuition in a group	Funded place at our in school weekly group, run before school by SLT in preparation for secondary school and support in passing the 11+.
Accessing to Atom Learning online learning platform	Accessed at home, with support in Maths, English, Verbal and Non Verbal Reasoning

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.