

Pupil premium strategy statement

This statement details our schools use of pupil premium funding to improve attainment and experience of education for 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	210
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Michelle Robertson, Head Teacher
Pupil premium lead	Jacqui Bird, Inclusion Manager
Governor / Trustee lead	Judi Jeffries, LAB Advisor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,195
National Tutoring Programme Funding	£1282.50 (19*£67.50)
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	£43,477.50

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 our pupils. We are driven by our belief that every child (regardless of socioeconomic backgrounds) should have the opportunity to learn, make progress and fulfil their potential.

Our objectives are as follows:

- To narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed the expected standard of progress, in line with peers. Where a SEN barrier may be present, we will strive for early identification to minimise lost learning.
- To support the social and emotional health of our children through providing life enriching opportunities and SEMH support so our children can access learning.

In order to achieve this, our school will strive to offer:

- Deliver outstanding quality first teaching, making sure that teaching and learning opportunities meet the needs of all pupils.
- Be aware and address any unconscious bias that may have a detrimental effect on the progress of disadvantaged pupils.
- Rigorously monitor attendance so any difficulties can be addressed and families supported.
- To frequently assess, plan, do and review progress of pupils to ensure they are making expected progress
- The school to facilitate children's access to wide and far-reaching enrichment experiences

As a school community, we will aim to work collaboratively with families. The school will carefully assess and monitor our disadvantaged pupils to identify accurate attainment levels. Where attainment levels may not be in line with peers, we will work together with the child and their respected families to identify barriers to learning and how we can overcome them.

When developing provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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 and their needs at that time.

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	<p>Underdeveloped speech, language and communication skills in EYFS and KS1 children.</p> <p>This challenge has been heightened within our youngest pupils by the impact of the Covid-19 pandemic. The average level of communication and language skill within our school population is high, this places our vulnerable and pupil premium pupils at greater disadvantage to their peers. An increasing number of pupils are entering school with delayed speech, communication and language skills. Families in need have limited or delayed access to specialist support services prior to starting school, hindering early identification and support.</p>
2	<p>Low levels of core reading and phonics skills in all age groups.</p> <p>Our disadvantaged pupils do not all widely read for pleasure and are less likely to have access to a wide range of books at home. Their parents are less likely to feel confident in supporting phonics and early reading at home. Assessment data indicates that PPG pupils are at risk of making less progress in their reading compared to their peers and are less likely to read for pleasure.</p>
3	<p>Parental Engagement and Support</p> <p>Analysis has shown that our PPG families are less likely to have capacity to support their child's learning at home and have some difficulty in engaging with school support.</p>
4	<p>Attainment in writing</p> <p>Disadvantaged pupils do not achieve as well in writing when compared to their peers. Their language use is less sophisticated and their lack of wider reading can limit their creative inspiration.</p>
5	<p>Attendance</p> <p>Attendance monitoring has indicated a trend between PPG pupils and persistent absence. PPG attendance is currently 95.8%. This is below the school average (97.5%) but is higher than the national average (92.7)</p>

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
1 Speech, language & Communicatio n	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.	All PPG 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.
2 Phonics & Reading	Narrow the attainment gap in phonics and reading across all year groups.	All PPG children to pass their phonics screening test. All PPG children to achieve expected levels in reading by end of KS1. All PPG pupils to achieve expected levels of reading by end of KS2.
3 Parental Engagement	Parents of PPG pupils regularly engage with school and support their child's learning in a positive way. PPG pupils are able to fully engage in homework and daily reading.	All PPG children participate in at least one club each week. All PPG children to take part and represent the school in sporting fixtures and other enrichment activities. Parents to access support offered by school PPG children attend all school trips and residential
4 Writing	Narrow the attainment gap in writing across KS1 and KS2.	An increased % of PPG children reaching expected levels in writing. An increased % of children achieving expected combined attainment measures. PPG children achieving in line with their peers in writing.
5 Attendance	Increased attendance in all PPG children.	The rate of persistent absence to decrease. The rate of PPG attendance in line with non PPG pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff (Preschool and Whole School) in Monster phonics and early reading.	DfE Systematic Synthetic Phonics Validation Monster Phonics DFE Early Reading Framework EEF Phonics	1, 2,
Access to continuous provision in the autumn of Year 1 to support early skills for learning and communication & language.	Collaborative Learning Improving Literacy in KS1 EEF Play Based Learning EEF Impact of School Closures on Social Skills in KS1	1, 2, 4
<p>Additional books for class book corners, specifically and carefully chosen to engage and excite the children.</p> <p>Purchase of additional decodable books purchased to align with phonics schemes.</p>	EEF Literacy in Early Years EEF Improving Literacy - KS1 EEF Improving Literacy in KS2	1, 2, 3,4
Training for staff in the importance of reading for pleasure. Timetabled daily RfP time in every class.	EEF Literacy in Early Years EEF Improving Literacy - KS1	1, 2, 3,4

	EEF Improving Literacy in KS2	
Training and Work with the English Hub to develop reading in KS2.	EEF Literacy in Early Years EEF Improving Literacy - KS1 EEF Improving Literacy in KS2	1,2,3,4
Monthly Support staff training in reading interventions to ensure effectiveness	EEF Teaching Assistant Interventions EEF Making Best Use of Teaching Assistants	1,2,3,4
Staff training in collaborative judging of writing. No More marking subscription.	EEF Improving Literacy - KS1 EEF Improving Literacy in KS2 Biases in Teacher Judgement of Pupils' Ability and Attainment	4
Attendance Lead to participate in local and trust wide Attendance Network. Monthly Attendance Monitoring Work with families to improve attendance	DfE Working Together to Improve Attendance Parental Engagement	3, 5

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

Budgeted cost: £17,820.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 weekly mentoring for PPG pupils.	EEF Mentoring	1,2,3,4, 5
Daily reading before school.	EEF Literacy in Early Years EEF Improving Literacy - KS1 EEF Improving Literacy in KS2	1,2,3,4, 5
1:1 and small group tuition sessions with a specialist tutor.	EEF One to One Tuition EEF Small Group Tuition	1,2, 3, 4, 5
Recruited and trained a group of reading volunteers to read 1:1 with children in school.	EEF Literacy in Early Years EEF Improving Literacy - KS1 EEF Improving Literacy in KS2	1,2,3,4, 5
Booster sessions run by Inclusion Manager and Trained Support Staff have a specific focus on PPG children.	EEF One to One Tuition EEF Small Group Tuition	1,2, 3, 4, 5

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

Budgeted cost: £10,032

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 Arts Participation EEF Physical Activity	1,3,5
Residential programmes 50% discount for PPG families	EEF Outdoor Adventure Learning EEF Impact of Educational Visits on Writing	1,3, 4,5
Uniform vouchers are allocated each year to PPG families to significantly reduce costs of school clothing. PPG children feel a valued part of the school community as a result of equality in clothing and resources.	EEF School Uniform	1,3,5
School Photographs to be purchased for each PPG family.	EEF Social and Emotional Learning	1,5
Implementation of Zones of Regulation.	EEF Metacognition and Self Regulation	1, 3, 5

Total budgeted cost: £43,477.50

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 2022 to 2023 academic year

The following review and outcomes relate to PPG pupils in the 2022-2023 academic year.

Attendance:

Overall PPG Attendance: 94.65% Authorised Absence: 4.42% Unauthorised Absence: 0.92%

Pupil Outcomes:

Internal and published data indicates that PPG pupils began to close the gaps caused by covid-19 disruption.

PPG pupils in EYFS and KS1 speech and language needs were identified early and intervention put in place. As a result of targeted support all PPG children with a speech difficulty have met their targets.

Standards of phonics and early reading in EYFS and KS1 significantly improved All PPG pupils attending reading club now reading daily for pleasure. All PPG pupils increased confidence with reading all PPG pupils passed phonics screening at the end of Year 1. All pupils in morning reading club progressed at an average of 1 reading level per term this rapid progress significantly closed the gap between PPG pupils and their peers.

KS2 outcomes for PPG pupils followed school wide and national trends, with strengths in reading and maths. The gaps to learning caused by Covid-19 disruption were significantly reduced in all PPG pupils by the end of KS2.

Uniform: PPG children are not identifiable by second-hand or worn-out uniform, and all families received vouchers to ensure this continues

Educational Visits: PPG children participate in clubs each term, with 72% PPG children undertaking at least one enrichment club each term. All PPG children in year groups were able to attend educational visits.