

# Pupil premium strategy statement – Braeburn Primary and Nursery 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	401
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 - 2023-24
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Tim Jolly Headteacher
Pupil premium lead	Tim Jolly Headteacher
Governor / Trustee lead	Christine Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,535
Recovery premium funding allocation this academic year	£0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	£335,535

## Part A: Pupil premium strategy plan

### Statement of intent

At Braeburn Primary Academy, it is our intention that all of our children, irrespective of their background or any challenges or barriers that they may face, make good or better progress in all areas of the curriculum. The main aim of our Pupil Premium Strategy is to support our Disadvantaged Pupils to achieve this goal. The activities outlined in this document also reflect their needs, whether they are funded through the Pupil Premium funding stream or not.

Our school is located in Eastfield, near Scarborough, in an area of high deprivation. The LSOA in which the school is located is ranked 1714<sup>th</sup> out of 32844 in terms of deprivation, meaning only 5% of areas in England have higher deprivation. The income, employment, health and education deprivation indicators are all very high.

- Pupil Premium – 66% significantly above the national average
- 3 Looked after pupils and 5 previously looked after pupils
- 13 EHCP with 1 pending and 5 to be applied for this academic year
- SEND support 23% - well above the national average

Many of the challenges faced by our community are complex and may lie beyond school influence. Many of our pupils need their eyes opening to a world outside of Eastfield and Scarborough and therefore we have a curriculum designed to ensure our pupils aim high, respect and care for ourselves and each other, have opportunities to be reflective, reciprocal, resilient, resourceful and take risks. This links directly with our whole school ethos promoting: self-belief, kindness, honesty and respect. For a variety of reasons, some of our children arrive at school without their basic needs being met. This leads to them being hungry, scared, anxious etc. These barriers need to be overcome in order for meaningful learning to take place. Our children all need to form strong relationships with their adult(s), they need to be taught to understand themselves as individuals and about emotions. Some need to be taught to self regulate and others need a plan of strong intervention in place in order to allow them to access their curriculum. Others may need specialist resources or teaching spaces to allow them to flourish academically and socially despite their complex special needs.

The school prides itself in providing a range of after school clubs to broaden children's experiences. We know that disadvantaged pupils have been worst affected by the partial closures of schools and that the attainment gap has grown as a result of national lockdowns due to COVID 19. In addition to that, we have found that the emotional wellbeing of some of our children and parents has suffered. School works closely alongside external agencies to ensure families understand the local offer for

support, and are helped to access it when necessary (Early Help, The Retreat, Sidewalk mentors, Compass Phoenix etc)

Using the EEF “Guide to the Pupil Premium” (Autumn 2021), we place high quality first teaching at the heart of our strategy and place our disadvantaged pupils at the heart of our curriculum which, evidence tells us, is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefiting non-disadvantaged pupils. In all of the intended outcomes detailed within our strategy document, is the intention that our non-disadvantaged pupils’ progress and attainment will also be supported alongside that of their disadvantaged peers. This is particularly pertinent as we recover from the pandemic and disruption during the 2019-20 and 2020-21 academic years.

Our strategy is built on a robust evidence base of both formative and summative assessments, professional discussions and observations of teaching and learning. Assumptions about the impact of disadvantage are never made and the approaches we are adopting complement each other to be of maximum benefit to our children. To ensure our disadvantaged children learn effectively, we will endeavour to:

- ensure children are challenged on a daily basis in the work that they are set across the curriculum
- to adopt an ethos of early intervention when a barrier to learning is identified and recognise that some barriers may be in the short, medium or long term
- adopt a whole school approach in which all staff take responsibility for disadvantaged children’s progress and attainment
- ensure that all staff have high expectations of what our children are able to achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech, Language and Vocabulary</b> Data, assessments and observations indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged children. This is evident across all age ranges, from Reception to Y6 and more prevalent in disadvantaged children than their peers.
2	<b>Outcomes</b> To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers, with a key focus on Phonics and Reading.

3	<p><b>Well-Being</b></p> <p>Our Pupil Voice surveys alongside conversations with the children, their families and the WEB (Well Being) Team have identified a variety of social and emotional issues for many of our disadvantaged children. Our WEB records shows that out of the children identified as receiving intensive emotional and well-being support, a significant majority are funded Pupil Premium children with the remainder having significant barriers to their learning.</p>
4	<p><b>Attendance and Punctuality</b></p> <p>Our attendance data shows us that, historically and currently, attendance for our disadvantaged children is consistently below our non-disadvantaged children. Of the children currently on PA action plans at the end of 21/22, 76% were funded Pupil Premium children. There is an ongoing concern that lack of regular attendance and poor punctuality is a significant factor in negatively impacting progress and attainment for these children.</p>
5	<p><b>Knowledge and Understanding of the Wider World</b></p> <p>Many disadvantaged children have a limited range of life experiences reducing their knowledge and ability to then apply to learning and limiting aspirations.</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
<p><b>Speech, Language and Vocabulary</b></p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p><b>Speech, Language and Vocabulary</b></p> <p>By 2024 Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p><b>Outcomes</b></p> <p>Improved attainment amongst disadvantaged children in Reading, Writing and Maths.</p>	<p><b>Outcomes</b></p> <p>Disadvantaged pupils consistently maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage;</p> <p>Children who have fallen below their expected flightpath make accelerated progress and “catch up” or exceed prior attainment standards through targeted</p>

	high-quality intervention monitored by teachers and subject leads.
<p><b>Physical and emotional well-being</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p><b>Physical and emotional well-being</b> By 2024/25, sustained high levels of physical and emotional wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
<p><b>Attendance and Punctuality</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p><b>Attendance and Punctuality</b> Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to zero</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
<p><b>Knowledge and Understanding of the Wider World</b> To offer children a wider range of experiences to raise aspirations</p>	<p><b>Knowledge and Understanding of the Wider World</b> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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: £ 141,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality first teaching</b> is a priority	Great teaching is the most important lever schools have to improve pupil	All

<p>and leadership time is given to the phase leaders to support staff in ensuring this</p> <ul style="list-style-type: none"> <li>- Dedicated time to plan, team teach and coach</li> <li>- Extended PPA sessions for teachers</li> <li>- Small reception class sizes prioritised this year</li> </ul>	<p>attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p>	
<p>Purchase of <b>standardised diagnostic assessments</b> (PiXL)</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2
<p><b>Phonic training for new scheme</b> – Little Wandle</p> <p>Fund time for coaching and development from Phonics lead for all relevant staff</p>	<p>Phonics teaching is ambitious and exposes pupils to a robust and rigorous SSP scheme, taught by experienced staff members. Early reading audits show that teaching of phonics is good. This SSP is underpinned by research on the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading. Little Wandle Letters and Sounds Revised</p>	1,2
<p><b>Embedding dialogic activities</b> across the school curriculum. These can support pupils to articulate key ideas, consolidate</p>	<p>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:</p>	1,2

understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<b>Closing the gap - SEND specific training</b>	EEF report offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement. Providing whole school SEND training links to recommendations 1-3.  <a href="#">SEND   SEN in Mainstream schools   Education Endowment Foundation   EEF</a>	1,2,3
Purchase of additional Chromebooks	Sufficient chromebooks to ensure 1:1 devices in KS2 and throughout school over a 2 year purchase cycle	1,2

## Targeted academic support

Budgeted cost: £ 103,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted interventions – delivered by trained TAs (inclusion and class based) throughout school</b> Lowest 20% and pupils identified as not on track to meet ARE (TA staffing costs proportional to PP numbers)	High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.  <a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a>	1,2



<p><b>Additional phonics sessions</b> targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Subject Lead to train identified staff to effectively lead sessions. Staff release time for observations, training and team teaching.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p><b>KS2 Reading Support</b> Subscription of Reading Plus accelerated reading programme Training for teachers and ATs</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) And in small groups: Small group tuition   Toolkit Strand  </p>	1,2
<p><b>Speech and Language therapy</b> Funding of the Early Language Professional role and Seaside SALT</p>	<p>Language acquisition is a high priority in EYFS and SLCN CPD training will teach the staff explicit strategies for extending vocabulary, as well as developing a language rich environment. Careful selection of language to be taught. EEF states language teaching should develop breadth (vocabulary size) and depth (understanding and use in context).</p>	1,2
<p><b>Boosters offered before and after school.</b></p> <p>Specific focus on Year 6</p>	<p>EEF states small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be</p>	1,2,3,4

	considered as part of a school's pupil premium strategy · Education Endowment Foundation - T&L Toolkit - Small Group Tuition 2, 3, 4 · Education Endowment Foundation - T&L Toolkit - One to One Tuition	
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## Wider strategies

Budgeted cost: £ 90,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Alternative provision</b> (Nurture)	Reduction in behavioural incidents and number of exclusions in first year shows significant impact on individual pupils.	1,2,3,4
A wide range of <b>extra-curricular clubs</b> provided free of charge	Children from lower income families may not be able to attend after school clubs, which will disadvantage their access improving experiences impacts on academic attainment and progress.	3,4,5
<b>Providing school uniform</b>	Children's attendance has risen since uniform has been provided and behaviour throughout school has improved.	2,3,4
<b>Improving Attendance</b>  Embedding principles of good practice as set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This includes funding a full-time Attendance administrator, and training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,3,4,

Wider variety of <b>enrichment opportunities</b> across a broad range of curriculum subjects including Cook School, OAA, Swimming etc.	EEF states that all children deserve a wellrounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment	2,3,4,5
<b>Wellbeing support</b> including Hub lead and 2 x WEB mentors	Based on our own experiences, by offering extensive wellbeing support in the form of TA intervention, as well as ELSA, for our most disadvantaged children we are improving their behaviour and wellbeing and increasing their readiness to learn	All
<b>Subsidised visits</b>	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. For some of our pupils the only time away from home, experiencing the wider world during the year is on school residentials and school trips. Improving experiences impacts on academic attainment and progress.	All
<b>Free Breakfast</b>	Research shows hungry children do not perform as well.	2,3,4
<b>Aspiration workshops and fairs</b> as well as a range of visitors from the local community	Children from lower income families need structure and support from an early age to widen their horizons and develop lifelong aspirations	2,3,5
<b>Year 6 breakfast club</b> – small, targeted support groups, adult led	We know based on previous provision that this impacts positively on our Year 6's in terms of academic and pastoral care	All
<b>Contingency fund for acute issues.</b>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 335,535**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 Key Stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 1.7% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This

Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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