

# Pupil premium strategy statement – Braeburn Primary and Nursery Academy

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	354
Proportion (%) of pupil premium eligible	71%
Academic year/years that our current pupil premium strategy covers ( <b>3 year plans are recommended</b> )	2023 - 2024 [Year 1] <b>2024/2025 [Year 2]</b> 2025/2026 [Year 3]
Date this statement was published	01.11.24
Date on which it will be reviewed	31.07.25
Pupil Premium Lead	Michaela Chalk [Head of School]
Statement authorised by:	Laura Jackson [Executive Headteacher]
Governor Trustee Lead:	Christine Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£332,560</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under achievement. These include pupils who are entitled to Free School meals (FSM), those Looked After (or previously Looked After) by the Local Authority and children of Armed Service Personnel.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils and the activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

### **Our objectives for our disadvantaged pupils;**

- ❖ Pupils make good progress and reduce/close the attainment gap from their starting points.
- ❖ Pupils are well supported academically, socially and emotionally – resulting in them being ready for the next stage in their educational journey.
- ❖ Pupils will develop knowledge, skills and experiences that will support their futures - providing them with self-belief and ambitious aspirations
- ❖ Raise pupil attendance

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required to develop pupils' personal development and wellbeing.

Our whole staff team have a shared vision that all pupils, irrespective of their background and situation, will have their needs met and access an inclusive, knowledge rich curriculum. We strive to ensure that all of our pupils leave Braeburn Primary and Nursery Academy with a desire to succeed and demonstrate that they are well prepared for the next steps in their education.

## 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 school, our reception baseline indicates that our Pupil Premium pupils enter school significantly below age-related expectations. Communication skills, speaking and listening and vocabulary are limited.
2.	Our pupil premium families often have other complex needs and challenges (multiple disadvantaged). Additional support from Family Support Workers, SEN HUB, Early Help and other external services are reduced.
3.	Our assessments (including wellbeing survey and IDACI measure), observations and discussions with pupils and families reflect the limited opportunities and aspirations open to our families. These challenges particularly affect disadvantaged pupils, including their attainment.
4.	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Last year, on entry to Reception, 12% of our disadvantaged pupils arrived below age-related expectations compared to 31% of other pupils. Whilst the % of children achieving expected increases, this gap remains steady to the end of KS2.
5.	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 2.8% lower than for non-disadvantaged pupils. 32.4% of disadvantaged pupils have been 'persistently absent' compared to 11.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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 Outcomes	Success Criteria
Pupils identified as disadvantaged make good progress and diminish/close the attainment gap from their starting points.	Internal data and pupil learning outcomes demonstrate strong progress from starting points. Target setting discussions with teachers sets ambitious targets for pupils. Termly pupil progress and intervention planning meetings have impacted on the focused provision for pupils. Pupils have been well supported in all lessons and receive

	<p>a range of additional support to reduce/close the attainment gap.</p> <p>Quality first teaching is good or better and pupils have made strong progress – evidenced in their books and through pupil discussions.</p> <p>A range of measurable interventions are used to support and track the progress of the specific speech and language needs of pupils and this is tracked on Insight.</p>
<p>Pupils are well supported academically, socially and emotionally – resulting in them being ready for the next stage in their educational journey.</p>	<p>Pupils have self-belief and desire to achieve.</p> <p>Pupils are sociable and interact positively with others.</p> <p>Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm.</p> <p>Pupils are aware of their strengths and areas of focus – this helps them to be independent in their continued emotional development.</p> <p>The Wellbeing Team have worked with staff to identify pupils who require additional, specific support.</p> <p>Key interventions and Learning Support provide impactful therapies for our children.</p>
<p>Pupils will develop knowledge, skills and experiences that will support their future lives</p> <p>- providing them with self-belief and ambitious aspirations</p>	<p>-Pupils have benefited from a well sequenced curriculum which is real and relevant and focuses on key knowledge and skills.</p> <p>-The use of hands-on learning opportunities, trips and visitors is confidently recalled and pupils build on their prior learning.</p> <p>-Pupils have enjoyed a range of experiences that have enhanced their learning and promoted a greater awareness of their locality and the wider world.</p> <p>-Pupils have an increased ambitions for the future and can verbalise these, linking to their awareness of the skills they will require.</p> <p>Opportunities for our children to experience a range of vocational opportunities are planned throughout the year.</p>
<p>Improved maths attainment for disadvantaged pupils across school.</p>	<p>KS2 maths outcomes in 2025/26 show that more than 60% of disadvantaged pupils meet the expected standard.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improved attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>- the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>- the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed.
Reorganisation of EYFS curriculum and provision to promote communication friendly spaces and promote effective communication in a language rich environment.	EEF guidance (Effective Professional Development)	Challenge 1
An in-depth CPD programme to champion the expertise of our staff to aid early career teachers and experienced teachers across the school.	Professional development will be planned around evidence-based approaches, for example: feedback, metacognition, reading comprehension, phonics, mastery learning.  Professional development will be provided to reflect changes to the delivery and assessment of reading, writing and maths.  Activity and resources to meet the specific needs of disadvantaged pupils (with or without SEND needs) (EEF guidance, the tiered model and menu and approaches)	Challenges 1 and 4
Parent learning opportunities are planned throughout the year to engage all parents and equip them with the skills to support their child's learning at home.	EEF evidence (Parental Engagement)	Challenges 2 and 3
Maths Hub Involvement as an extensive support school to receive high quality CPD and monitor its implementation in school.	EEF guidance (Effective Professional Development)	Challenge 4
Further review of the Curriculum to ensure high engagement - planning time, purchase of resources to support themes, curriculum management release time to monitor and review the curriculum -organising and	EEF guidance (Effective Professional Development)	Challenges 1 and 4

facilitating costs of visitors/online learning experiences for WOW days to launch half-termly themes.		
Re-allocation of Y6 teaching team and additional HTLA/teacher to deliver QFT for daily maths and reading sessions in Y6	EEF evidence (Teaching and Learning Toolkit)	Challenge 1 and 4
Implementation of PiXL and Insight to enhance assessment analysis and AfL processes	<a href="#">Standardised tests</a> <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	Challenges 1 and 4
Recruitment of WEB Team and wider opportunities teacher. Training of WEB team and wider staff team training for intervention pastoral sessions, bereavement, SEMH	Wider Strategies – SEL - Well-being and Mental Health (self-awareness, self-regulation, social-awareness, relationship skills, responsible decision making).	Challenges 2 and 3
Purchase of texts to promote a love of reading and raise attainment in reading and writing.	EEF evidence (Teaching and Learning Toolkit)	Challenge 1
Wellcome Training and Intervention	EEF Oral language Interventions - low cost/high impact +6	Challenges 1 and 2

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

Budgeted cost: £112,000

Activity	Evidence that supports the approach	Challenge number(s) addressed.
<p>An in-depth intervention plan which is linked to PiXL therapies and is used to raise attainment close the gap between non-disadvantaged and disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>- Reading Plus to use on chromebooks for KS2</li> <li>- Mastering Number</li> <li>- Review of assessment in writing and implementation and</li> </ul>	<p>EEF guidance (Teaching and Learning Toolkit)</p> <p>EEF guidance (Improving Literacy in KS2)</p> <p>EEF guidance (Improving Mathematics in KS2 and 3)</p>	Challenges 1 and 4

monitoring of new process	EEF guidance on regular assessment	
Teachers, HLTAs and TAs provide interventions to ensure identified gaps are addressed. Enhancement of teaching & learning provision to ensure structured interventions, small group tuition and one to one support.	EEF guidance (Teaching and Learning Toolkit) EEF guidance (Improving Literacy in KS2) outlines the vital importance of language development to attainment & progress. Raising opportunities for talk and language development in school, through targeting vocabulary development, has been shown to help overcome such barriers where this is not happening in the home. EEF guidance (Improving Mathematics in KS2 and KS3)	Challenges 1 and 4
Delivery of group and individual sessions by trained ELSA to support emotional development and promote positive mental health and wellbeing. Bespoke sessions for individual children.	Emotional literacy is a process concerned with developing pupils' skills in recognising, understanding, expressing and managing their own and others' emotions. EEF research (Primary SEL) has shown that this is considered to be essential for pupils' academic achievement, mental health and relationships.	Challenges 2 and 3
Intervention led by T/TA to support children in 'catching-up' as a result of low confidence and low prior attainment.	EEF guidance (Teaching and Learning Toolkit)	Challenges 1 and 4
Train AT's in the delivery of specific interventions to support children's regulation, mental health and wellbeing	EEF evidence (Social and Emotional Learning) - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)	Challenges 1 and 3
To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school.	EEF – Phonics – low cost/high impact +5 EEF –	Challenge 1
Encourage parental engagement, especially with phonics reading.	EEF – Parental Engagement – low cost/high impact +4	Challenge 1
Wellcomm Training and Intervention	EEF Oral language Interventions - low cost/high	1 and 2

	impact +6	
SATS boosters offered after school.	EEF - small group tuition-moderate impact/low cost +4	1 and 4

### Wider strategies (for example, related to attendance and behaviour)

Total budgeted cost: £ 65,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Alternative provision</b> (Learning Support)	EEF - Targeted Academic support	Challenges 2,3,4,5
<b>Extra-curricular clubs</b> provided free of charge	EEF - Wider Strategies	Challenges 2,3
<b>Improving school Attendance</b> Inc Attendance Officer role	EEF - Supporting School Attendance DFE - Moments Matter - Attendance Counts	Challenges 1,2,3,4,5
Wider variety of <b>enrichment opportunities</b> across a broad range of curriculum subjects to widen cultural capital	EEF - Wider Strategies	Challenges 1,2,3,4,5
Wellbeing Support	EEF - Wider Strategies – SEL - Well-being and Mental Health (self-awareness, self-regulation, social-awareness, relationship skills, responsible decision making).  EEF - Modelling Social and Emotional Learning	Challenges 1,2,3,4, 5
Funded breakfast club	EEF +2	Challenge 5

**Total budgeted cost: £332,560**

## 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 2023/24 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments. Indicators show that the disadvantage gap is closing in GLD and Phonics outcomes.

Overall attainment for KS2 pupils improved from 22/23 to 23/24. GLD and KS1 results fell below national however phonics outcomes are above national for all pupils, and for disadvantaged pupils.

**EYFS outcomes:** 48 children - 27 Disadv and 21 Non-Disadv

Overall %	% PP at EXS	% non PP at EXS	Difference
50% achieved GLD	44%	57%	-13%

#### Phonics outcomes:

**Year 1** 29 children - 20 Disadv and 9 Non-Disadv

Overall %	% PP at EXS	% non PP at EXS	Difference
79% pass	80%	78%	+2%

**Year 2** - 52 children - 36 Disadv and 16 Non-Disadv

Overall %	% PP at EXS	% non PP at EXS	Difference
94% pass	92%	100%	-8%

#### • KS1 outcomes:

Reading - 52 children - 36 Disadv and 16 Non-Disadv

Overall %	% PP at EXS	% non PP at EXS	Difference
52% EXS+	42%	75%	-33%
0% GDS	0%	0%	0%

Writing - 52 children - 36 Disadv and 16 Non-Disadv

Overall %	% PP at EXS	non PP at EXS	Difference
52% EXS+	42%	75%	-32%
0% GDS	0%	0%	0%
Maths - 52 children - 36 Disadv and 16 Non-Disadv			
Overall %	% PP at EXS	%non PP at EXS	Difference

62% EXS+	56%	75%	-19%
0% GDS	0%	0%	0%
<b>• Year 4 MTC outcomes:</b> <i>60 children - 48 Disadv and 12 Non-Disadv</i>			
<b>Overall %</b>	<b>% PP at EXS</b>	<b>% non PP at EXS</b>	<b>Difference</b>
23% pass	25%	17%	+8%
<b>• KS2 outcomes:</b> <i>Reading - 52 children - 29 Disadv and 23 Non-Disadv</i>			
<b>Overall %</b>	<b>% PP at EXS</b>	<b>% non PP at EXS</b>	<b>Difference</b>
65% EXS+	62% EXS+	69% EXS+	-7%
13% GDS	10% GDS	17% GDS	-7%
<i>Writing - 52 children - 29 Disadv and 23 Non-Disadv</i>			
<b>Overall %</b>	<b>% PP at EXS</b>	<b>% non PP at EXS</b>	<b>Difference</b>
66% EXS+	65% EXS+	66% EXS+	-1%
6% GDS	3% GDS	9% GDS	-6%
<i>GPS - 52 children - 29 Disadv and 23 Non-Disadv</i>			
<b>Overall %</b>	<b>% PP at EXS</b>	<b>% non PP at EXS</b>	<b>Difference</b>
67% EXS+	65% EXS+	70% EXS+	-5%
13% GDS	10% GDS	22% GDS	-12%
<i>Maths - 52 children - 29 Disadv and 23 Non-Disadv</i>			
<b>Overall %</b>	<b>% PP at EXS</b>	<b>% non PP at EXS</b>	<b>Difference</b>
61% EXS+	51% EXS+	74% EXS+	-23%
6% GDS	10% GDS	0% GDS	+10%

**Attendance:** • 92.4% Attendance for disadvantaged in Years 1-6 [220 pupils]

- Overall attendance 93.1% in Years 1-6 [322 pupils]

Absence among disadvantaged pupils was 1.7% less than their peers in 2021/22. We recognised this gap is too large which is why raising the attendance of our disadvantaged pupils was a focus of our plan. In 22/23, the gap was 1.3%. Despite implementing a number of systems, inline with our trust attendance policy, the attendance figure remained the same.