

Braintcroft E-ACT Primary Academy Pupil Premium Strategy and Impact Report 2019 - 2020

Financial year 2019 to 2020

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals £1,320
- Pupils in years 7 to 11 recorded as Ever 6 FSM £935
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,300
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order £2,300

Schools will also receive £1,900 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense £300

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC (Looked After Children) premium must be managed by the designated teacher and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The designated teacher should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Evaluation of funding for 2018-2019

1. Review of expenditure				
2018-2019		Final amount of 2018-19 was £177,320 spend £145,374.49		
1) English as an additional language (whole school 90%)				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve facility in spoken English and academic English (reading and writing) for EAL pupils	To appoint an EAL/Intervention Teacher	<p>90% of children who are new to English (code A) have adapted to their environment quicker and the 'silent periods' in the classroom has been shortened significantly.</p> <p>Case studies have shown that children who had spent much of the summer term 2018 avoiding lessons in the classroom are now engaged and improved attendance by 95%.</p> <p>100% of new arrivals are happy and confident in their classrooms. They have rapidly adapted to English with the support of the EAL teacher targeting them through an intense and individualised support plan. This has contributed to the accelerated progress in speaking, listening, reading, writing and mathematics. A clear baseline assessment and analysis created by the new EAL teacher for the new arrivals has provided teachers across the school with clear targets of how best to support and plan effectively for their EAL learners. This has accelerated progress in the acquisition of proficiency in English from code A to B by 95% hence allowing the children access to the main curriculum.</p>	<p>Having an EAL teacher has increased the EAL provision for code A to B children. The support was limited to mornings only.</p> <p>Employ an EAL teaching assistant to ensure interventions can continue throughout the day and target more children.</p> <p>Using the same approach to target children working at code B to code C.</p> <p>Next academic year we need to track the impact of mobility on EAL learners.</p>	33,683.53

2) Persistent absences in Early Years and overall attendance <97%

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance, especially in Early Years	Family support worker and attendance officer role	<p>The employment of the two AFLOs has helped to increase the overall attendance of early years' pupils. Parents whose children's attendance was a concern were invited for regular meetings to engage and support them in getting the children in daily.</p> <p>Effective systems were put in place for parents to support home routines such as, signing an attendance contract, review meetings and home visits.</p> <p>Reward systems were introduced to encourage regular attendance and punctuality.</p> <p>Fines were introduced for unauthorised absences.</p> <p>A case study for a nursery child whose attendance was 59.4% rose to 100% after intervention. Another case study for a reception child showed an improvement from 86% to 100% after targeted intervention.</p>	<p>The appointment of the Attendance Family Liaison Officers has improved overall attendance in the Early Years.</p> <p>Next AFLO's to also target KS1 and KS2 for >97%</p> <p>To continue the early interventions with key families</p> <p>Positive relationships have been built with the AFLOs and parents</p>	£26,145.00

3) Speech and Language (failing SALT assessment on entry or failing speech assessment)

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved assessment, intervention and tracking practice for those with speech and language needs	Speech Link (£1000) Training for designated LSA x 3 with speech and language focus Speech & Language Therapist	<p>28 out of 82 children in EYFS were assessed for Speech Link, out of those 21 children were identified as requiring intervention. The programme was effective for 17/19 (89%). Only 1 child made no progress as they were unable to access Speech Link. The target group was made up of the following: 9 of the 28 were SEN children, there were no Pupil Premium (0) and out of the 28 targeted children 27 were EAL.</p> <p>17 out of 88 children in Year 1 were assessed for Speech Link, out of those 17, 13 required the intervention. Within the group of 17, 2 were receiving Reading Recovery and 1 child had 1:1 speech and language intervention.</p> <p>The programme was effective for 10 of the 17 children. The target group was made up of the following: 8 children were SEN, 1 Pupil Premium and the targeted 17 were all EAL. Evidence provided on Speech Link shows the effectiveness of the programme.</p> <p>The intervention was effective for 93% of the children in EYFS and Year 1.</p>	<p>The programme will be continued as it is effective for developing confidence in speaking and understanding of questions, concepts and verbal reasoning.</p> <p>A follow-up assessment will be developed to track children's progress further.</p> <p>The programme is to be extend for children in LKS2.</p> <p>There is a need for Braintcroft to have its own speech and language therapist to ensure early intervention.</p>	£1,398.00

4) Reading in KS1 – Phonics (failing phonics check in year 1)

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved phonics screening success for both Year1 and Year 2 (re-taking)	Nessy – dyslexia online tool Reading Recovery intervention LSA capacity in KS1 Training in Phonics	Year 1 – 59% this shows an increase of 15% from the previous data Year 2 (retakes) – 76% this shows an increase of 25% from the previous data Nessy used across KS1 and LKS2 to increase attainment in reading and phonics with 60% success rate. 42 children were on the programme, 16 were identified as SEN and 7 were pupil premium children.	Half-termly tracking in place Read, Write Inc phonics programme will be in place Sept 2019 to accelerate further the teaching of phonics All staff trained for RWI More staff to be trained in using Nessy to be able to target and support more children	£46,236.70 £19,398.73 (Oxford university press resources)

5) Parents unable to support their children's learning, knowledge about children provided from home

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increase in home learning completed (at school with support or at home), increase in parents attending events and workshops and being involved with academy life, clear curriculum information provided to parents, increased PP grant</p>	<p>Community Champion Family support groups, including workshops on the teaching of phonics, reading, maths and curriculum access for EAL pupils. Home school communication</p>	<p>Met with an increase of 30% parental involvement in attending workshops and 70% attending events. Workshops around Healthy eating and children's diet with the involvement of NHS nurses was well attended (70%). ESOL workshops to support parents with developing their fluency in English and to empower them with skills they need to support their children's education has led to an intake of over 10 parents attending regular classes every Friday. SRE workshops for parents of children in Year 5 and 6 to support young girls' growing needs A-Life healthy school workshop where children and parents participated in different activities, this was well attended over 80%. Dental Health workshops to support parents in the understanding of oral hygiene (45%) of parents attended this workshop.</p>	<p>To continue with parental engagement across all key stages To continue building partnerships with external agencies and the local community AFLO's to foster further parental links</p>	<p>£191.36</p>

6) General knowledge / life experience deficit / inclusion

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Each child having opportunity of enrichment and off-site experiences</p>	<p>Technology to support Skype Classroom – 20x Microsoft Surface Go c. £10000 plus on costs</p> <p>Provision of subsidised school uniform for identified families</p> <p>Bursary fund to enable all children to access enrichment activities such as the residential in Year 6, and regional events that require transport, parental consent and disruptions to routine Clubs – take-up and representation</p>	<p>Additional provision of iPads and laptops to support the curriculum.</p> <p>Having the Attendance Family Liaison Officers working closely with key families helped in identifying personal needs and support.</p> <p>EACT funded trip to the Isle of Wight for Year 5 students was extended to Year 6 and developed their readiness for secondary school. Year 6 took part in the regional event at our partner secondary, The Crest Academy alongside other EACT academies. The students gained confidence in performing to a large audience and excelled.</p> <p>98% of children from Years 1 – 6 have taken part in after school clubs over the academic year. 97% of PP children attended lunchtime and after school clubs.</p>	<p>Proficiency in IT skills has been developed and more children are competent in using various programs</p> <p>To continue enrichment and other off-site experiences.</p> <p>To continue offering after school and lunch time clubs but widen the enrichment programme.</p>	<p>£12,992.74</p>

7) Narrow vocabulary/Oracy and articulation				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved speaking skills in classes, improved writing attainment (PITA) and STAT Key Concept grids used to track in-year progress	Develop Year 6 leadership roles ensuring that all pupils have equal opportunity to take on responsibility across the school Philosophy for children Talk 4 Writing	Children more confident in public speaking and leading on pupil projects such as Enterprise week. Pupil led assemblies on key issues such as anti-bullying and recycling. Student leaders engaged with the younger children through reading and supporting at lunchtimes. Children became more confident and resilient in lessons and around the school. Talk for writing increased stamina - children are writing more frequently. Vocabulary has improved - children are beginning to use more adventurous vocabulary - VCOP display - focus on conjunctions and sentence openers too Cold write at the beginning of each writing unit - used as an assessment tool to see what gaps the children have - planning is then adapted to plug these gaps - as a result the writing standards have improved across the school. More focused talk within the class - with children more able to re-tell a story/summarise a text There is an increase love of learning as pupil voice showed that children are enjoying the writing lessons Children are more confident about writing as talk 4 writing has a clear three-week structure. Year 6 - writing moderation - report showed that the moderators were impressed with the quantity and quality of the writing.	Next academic year continue with the leadership programme with the aim of engaging more pupils. Roll out the programme in LKS2 Philosophy for children was not carried out at this time. To continue and develop further across the school.	£1,606.83

8) Lack of engagement and aspiration with maths at all levels prior attainment including those with potential GDS													
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost									
Higher number of KS2 pupils engaging in maths enrichment activities Improved outcomes for Year 6 pupils in maths	Coach Bright intervention to complement mastery approach Specialist maths teacher for upper KS2 0.6 time	<p>Improvement in KS2 maths SATs results.</p> <p>From the baseline to Autumn 2 the assessments made by the children in working with Coach Bright made the following progress:</p> <table border="1"> <thead> <tr> <th></th> <th>Making Progress</th> <th>83% (10/12)</th> </tr> </thead> <tbody> <tr> <td>At Expected</td> <td>92% (11/12)</td> <td>100% (12/12)</td> </tr> <tr> <td>At Greater Depth</td> <td>0% (0/12)</td> <td>17% (2/12)</td> </tr> </tbody> </table> <p>7-12 children achieved Greater Depth in their Maths KS2 SATs</p>		Making Progress	83% (10/12)	At Expected	92% (11/12)	100% (12/12)	At Greater Depth	0% (0/12)	17% (2/12)	<p>Targeted intervention will continue with key personnel.</p> <p>Coach Bright would have been useful for more than 1 term to see full impact.</p> <p>Specialist intervention teacher is necessary to maintain the progress and add additional capacity.</p>	£3,721.60
	Making Progress	83% (10/12)											
At Expected	92% (11/12)	100% (12/12)											
At Greater Depth	0% (0/12)	17% (2/12)											

Headline figures for attainment 2018/19

Year 1 Phonics Screening

Subject	Academy		National	Difference (academy Disadvantaged vs National other)
	Disadvantaged	Other	Other	
Phonics: 59% (52/88)	0% (0/1)	60% (52/87)	82%	82%

Year 2 SATs 2019

Subject	Academy		National	Difference (academy Disadvantaged Vs National other)
	Disadvantaged	Other	Other	
Reading 35% (29/84)	25% (2/8)	33% (27/81)	75%	50%
Writing 26% (22/84)	25% (2/8)	25% (20/81)	69%	44%
Maths 33% (28/84)	25% (2/8)	32% (26/81)	76%	51%
RWM 24% (20/84)	25% (2/8)	22% (18/81)	65%	40%

Year 6 SATs 2019

Subject	Academy		National	Difference (academy Disadvantaged Vs National other)
	Disadvantaged	Other	Other	
Reading (58/85)	58% (11/19)	68% (47/70)	75%	17%
Writing 76% (65/85)	68% (13/19)	74% (52/70)	69%	1%
Maths 73% (62/85)	79% (15/19)	61% (47/70)	76%	+3%
RWM 58% (49/85)	53% (10/19)	56% (39/70)	65%	12%

E-ACT's Pupil premium template for 2019 – 2020

Barriers to educational achievement

Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.

1) English as an Additional Language (whole school 90%)
2) Reading – comprehension (59% below reading age)
3) Speech and Language (failing SALT assessment on entry or failing speech assessment)
4) Reading in KS1 – Phonics (failing phonics check in year 1)
5) Parental engagement / enrichment
6) Mental health / self-esteem
7) Attendance (>97%)
8) Access to enrichment

Pupil premium strategy statement

2. Summary information					
School	Braintcroft E-Act Primary Academy				
Academic Year	2019-2020	Total PP budget	165,000	Date of most recent PP Review	
Total number of pupils	609	Number of pupils eligible for PP	125	Date for next internal review of this strategy	RAB 9.10.19

Current attainment Y1-Y6		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29% (22/77)	TBC
% making progress in reading	48% (32/77)	TBC
% making progress in writing	60% (46/77)	TBC
% making progress in maths	52% (40/77)	TBC

3. Desired outcomes

Barrier	Desired outcomes	Success criteria
1)	Improve the acquired acquisition of language for children working at code A and code B	85% of EAL children at code A will progress to code B or above 85% of EAL children at code B will progress to code C
2)	To improve the reading age to chronological age across the school	60% of children reading within their chronological age Close the gap between PP and non-PP children
3)	To add additional provision and support for children who have SLCN	Establish a link or employ a speech and language therapist Deliver Speech Link successfully Identified children to receive structured interventions
4)	Improved phonics screening success for both Year1 and Year 2 (re-taking)	Increase Year 1 phonics to 64% Increase Year 2 phonic retakes to 82%
5)	Further improve the parental engagement in their child's academic life	Increase the number of coffee mornings, workshops and events Use of AAGs Parent surveys
6)	To support children's social and emotional well-being	Start and run breakfast club Design and Create Sensory zone Appoint Play/art therapist
7)	To raise the attendance of children in KS1 and KS2	All children to have over 97% attendance AFLO's to support vulnerable families All Teachers to use attendance pyramid in class
8)	To help children develop high aspirations for the future	Increase in children's confidence and self-esteem through participation in student leadership

4. Planned expenditure					
Academic year	2019 - 2020				
Barrier					
1) English as an Additional Language (whole school over 90%)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Improve the acquired acquisition of language for children working at code A and code B	<p>To appoint an EAL Teaching Assistant</p> <p>To develop summative assessments to track progress</p> <p>To train new teachers how to use the proficiency codes</p>	<p>Target a higher percentage of children working at code A and code B throughout the school day</p> <p>Training for teachers to improve the language development for children working at code A – code C</p>	<p>Timetable EAL TA to work with groups of children in the afternoon on planned interventions</p> <p>Training and coaching for the EAL TA on a regular cycle</p> <p>CPD and drop in sessions to support planning for EAL pupils</p> <p>Tracking mobility and progress</p>	OA FK	<p>Half-termly</p> <p>% of EAL TA salary</p>
Total budgeted cost					£18,792.31
2) To improve the reading age to chronological age across the school					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implementation ?
To increase the percentage of children reading at their chronological reading age	<p>To provide lunchtime and after school reading clubs</p> <p>To invite storytellers/authors/parents to work alongside groups of children</p> <p>To provide a series of workshops for parents on the importance of reading</p> <p>To train parent volunteers to listen to children read</p>	<p>Create opportunities for children to use the school and community library for reading for pleasure</p> <p>Visits from famous authors Parents to visit classes to read with children/secret readers in early years</p> <p>Attendance at workshops To encourage parents to read daily with their children</p>	<p>Track termly timetable for library visits and attendance to clubs</p> <p>Measure against consistency of bringing in reading records</p>	AR LB SW	Half-termly
Total budgeted cost					£8,500.00
3) Speech and Language (failing SALT assessment on entry or failing speech assessment)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
To add additional provision and support for children who have SLCN	<p>To identify children with SLCN to be assessed and supported in small groups or on a 1:1 basis</p> <p>To employ a Speech and language therapist</p>	<p>Early identification of children with SLCN will ensure that they receive early intervention which will impact future progress. Speech and language support improves confidence and self-</p>	<p>Appoint a suitable candidate Identify children with speech and language needs through baseline assessments</p>	CM	

		esteem as well as speaking, listening and understanding skills.	Monitor work through caseloads		
	To develop assessments to track children's progress further in Speech Link	To track and compare progress over time	Termly reviews of children's progress Evaluation of how the programme is working	CM AK	
	To extend Speech Link for children in LKS2	To further develop the confidence of children in Year 3 in the areas of speaking, listening, understanding questions/concepts and verbal reasoning Impact studies show increase improvement in speech and language	TA's to oversee speech and language focus groups using Speech Link Through regular provision and tracking	CM AK	Ongoing reviews of impact intervention based on assessments
Total budgeted cost					37,000.00

4) Reading in KS1 – Phonics (failing phonics check in year 1)

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Improved phonics screening success for both Year1 and Year 2 (re-taking)	To increase children's attainment in phonics in year 1 and year 2	To ensure a consistent approach to the teaching of phonics across KS1 to help improve the teaching of reading and writing	Targeted groups based on phonic assessments RWI Phonics lead Training for all staff RWI intervention groups	JR	Half termly assessments Tracked on SIMs

	To use Nesy reading and spelling –internet based program to support reading and spelling	A proven effective programme using entry and exit assessments. Teachers also have access to training to improve QFT for those with SPLDs. It is a program developed by a team of specialist teachers and psychologists. There are 100 independent learning lessons spread over ten islands. The lessons emphasise phonemic awareness, phonics, blending, sight words, fluency, spelling, vocabulary, and comprehension. Each island consists of a series of lessons composed of strategy videos reinforced with games which teach fundamental reading and spelling skills.	Overseen by SENCO and delivered by TAs	CM	At every cycle of interventions Pupil progress meetings
Total budgeted cost					£14,500.00
5) Parental engagement					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Further improve the parental engagement in their child's academic life	To actively encourage parental engagement in supporting their children's learning at school through targeted workshops To build partnerships with external agencies	Previous workshops/events for parents have shown an increase in parental engagement this included programmes focused on parents developing skills such as fluency in English, and how to support their reading. Building a positive welcoming environment will foster better	Through parental engagement in training and the attendance at workshops/events. Parental involvement in running events such as stalls during school fairs, reading to small groups of children and volunteering.	AR	

	and the local community Attendance Family Liaison Officer's to foster further parental links	parental involvement in school life. This needs to be extended further with opportunities to build links with external agencies. Identify parents with language barriers/specific needs for support/encourage attendance to coffee mornings/school events.	Coffee mornings, surveys and evaluations to determine needs.		
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Total budgeted cost £1696.00

6) Mental health / self-esteem

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
To support children's social and emotional well-being	Breakfast club	A better start to the day will ensure that children are ready to learn and will accelerate progress. Improve attendance and punctuality	Magic Breakfast Monitored	CM	
	Sensory zone	A quiet and calming space outside of an 'over stimulating' classroom will provide the most vulnerable children with a soft start.	Evaluate vulnerable list and use to create a timetable for needs. Monitor closely children's emotionally well-being before and after use in relation to transition periods back into the classroom.		
	Play/art therapy	Opportunities to express thoughts and feelings through play and art.	Investigate and appoint play/art therapist		

			Use vulnerable list for early identification		
Total budgeted cost					£35,000.00
7) Attendance					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
To raise the attendance of children in KS1 and KS2	Attendance Family Liaison officers to target and improve the attendance of children in KS1 and KS2 To continue the early interventions with key families	Positive relationships have been built with the AFLOs and parents for early intervention. Working with vulnerable families more closely Targeted support for persistent absentees to impact changes in attendance Parental support on how to keep children well with NHS links	Attendance trips/rewards/weekly attendance assemblies Attendance analysis and comparisons weekly of all groups, PP/SEN/Vulnerable/EAL Parent meetings SLT/AFLO meetings Class teacher's attendance pyramid in class	RR YS	
Total budgeted cost					£28,755.08
8) Access to enrichment					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?

To help children develop high aspirations for the future	Planned career day involving professionals from the community including Braintcroft parent	Giving children the opportunity to consider career choices at an earlier age helps them to realise their future aspirations	Planned Careers Day with lawyers, actors, doctors, artists and programmers	AR	
	Increase the opportunity for trips (cultural capital)	To allow and expose all children to experience wider curriculum opportunities beyond their local area	Termly trips linked to the curriculum	GG	
	Expand the range of after school and lunchtime clubs available to children	To provide opportunities for children to participate in activities they would not usually have access to	Set up lunchtime and after school clubs Registers in place	JC	
Total budgeted cost					£4,600.00

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

£16,156.61 costs towards RWI phonics and class library books