

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Braintcroft
Number of pupils in school	675
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	01.09.2023
Date on which it will be reviewed	08.01.24 15.04.24 08.07.24
Statement authorised by	Andrea Rosewell
Pupil premium lead	Gamel Goma
Governor / Trustee lead	Karen Horne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£321,555
Recovery premium funding allocation this academic year	£32,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£353,600

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to improve educational outcomes for our disadvantaged pupils. We aim to mitigate any additional challenges they may face to enable them to reach their full potential and to help them perform as well as other pupils. We use our pupil premium funding to provide targeted academic support in the form of EAL specialist teaching, speech and language sessions, small group intervention sessions, family liaison staff, whose role it is to improve attendance, provide a breakfast club and to help with the cost of educational trips and visits so that every child is able to fully participate.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils not able to recall taught content (cognitive load)
2	Vast majority of cohort have English as an Additional Language
3	Low percentage of pupils reading at their chronological reading age
4	Large numbers of pupils failing SALT assessment on entry or failing speech assessment
5	Pupils leaving KS1 not able to decode
6	Parents have low level of engagement with their child's learning and school life
7	Many pupils are suffering from low motivation and low self esteem
8	Educating the community of the importance of good attendance and punctuality, and the impact it has on pupil progress
9	Serving a large community of new arrivals to the country and first-generation migrants means high aspirations are not a priority for much of the community

## 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
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Pupils to have improved recall of key knowledge identified in the curriculum for all subjects	<ul style="list-style-type: none"> <li>• Use knowledge organisers to map out learning.</li> <li>• Use retrieval practice at the start of each lesson.</li> <li>• Use Rosenshine's Principles of instruction</li> <li>• Use assessment to inform planning</li> </ul>
To raise the proficiency levels of EAL children working at code A, B and code C	<ul style="list-style-type: none"> <li>• 90% of EAL children at code A will progress to code B or above</li> <li>• 90% of EAL children at code B will progress to code C</li> </ul>
To improve the reading age to chronological age across the school	<ul style="list-style-type: none"> <li>• 73% or above of children reading within their chronological age</li> <li>• Close the gap between PP and non-PP children</li> </ul>
To continue the provision and support for children who have SLCN	<ul style="list-style-type: none"> <li>• Increase the number of children who use speech link</li> <li>• 100% of children identified with SLCN to receive an intervention</li> </ul>
To increase the number of pupils who pass the phonics screening check in both Year 1 and Year 2 (re-take)	<ul style="list-style-type: none"> <li>• Increase Year 1 phonics to be in line with national expectations or above</li> <li>• All year 2 pupils to achieve the expected standard in phonics</li> </ul>
To continue to encourage parental engagement in their child's academic life	<ul style="list-style-type: none"> <li>• Increase the number of coffee mornings, workshops and events</li> <li>• Ambassadors will take a more active role</li> <li>• A higher percentage of parent surveys will be returned more frequently throughout the year</li> </ul>
To support children's social and emotional well-being and mental health	<ul style="list-style-type: none"> <li>• Breakfast club to be attended by targeted pupils</li> <li>• Gardening club to be running and well attended</li> <li>• SEMH interventions to demonstrate impact</li> </ul>
To raise the attendance of children in EYFS, KS1 and KS2	<ul style="list-style-type: none"> <li>• All children to have over 97% attendance</li> <li>• AFLO will support the most vulnerable families</li> <li>• The continued use of the 'Attendance Pyramid' will raise the profile of attendance</li> </ul>
To help children develop high aspirations for the future	<ul style="list-style-type: none"> <li>• Increase in children's confidence and self-esteem through participation in student leadership and careers events</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: £50,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use knowledge organisers to map out learning.</i>	For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000). We can see knowledge organisers as a way to enable this <a href="https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/">https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/</a>	1
<i>Use retrieval practice at the start of each lesson.</i>	It is widely accepted that breaking learning in to small chunks that are revisited regularly help move new learning in to the long term memory. Paas et al., 2004 states our working memory capacity is limited, so by storing more in our long-term memory, we can free up working memory capacity <a href="https://www.retrievalpractice.org/why-it-works">https://www.retrievalpractice.org/why-it-works</a>	1
<i>Use Rosenshine's Principles of instruction</i>	Research suggests that the most successful teachers spent more time in guided practice, more time asking questions, more time checking for understanding and more time correcting errors. <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>	1
<i>Use assessment to inform planning</i>	Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes. <a href="https://www.oecd.org/site/educeri21st/40600533.pdf">https://www.oecd.org/site/educeri21st/40600533.pdf</a>	1
<i>To continue to train the teachers on how to use the</i>	EEF's chief executive, Sir Kevan Collins, based on his leadership experience in Tower Hamlets found that the best results were found when teachers were developed to become 'Experts' on teaching EAL:	1, 2

<i>proficiency codes effectively.</i>	<a href="https://educationendowmentfoundation.org.uk/news/eal-pupils-we-invested-heavily-in-the-expertise-of-all-teachers">https://educationendowmentfoundation.org.uk/news/eal-pupils-we-invested-heavily-in-the-expertise-of-all-teachers</a>	
<i>To train teachers on using 'Learning Village' to support the teaching of Foundation subjects.</i>	Using a systematic approach to induction, pre-teaching and gap-filling, aimed at supporting teachers through small group and independent teaching <a href="https://educationendowmentfoundation.org.uk/news/eal-pupils-we-invested-heavily-in-the-expertise-of-all-teachers">https://educationendowmentfoundation.org.uk/news/eal-pupils-we-invested-heavily-in-the-expertise-of-all-teachers</a>	1, 2, 3, 5
<i>Purchase RWI to support the teaching and learning in phonics</i>	To ensure a consistent approach to the teaching of phonics across KS1 to help improve the teaching of reading and writing <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a>	1, 2, 3, 5

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

Budgeted cost: £214,797

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>To continue using the EAL Teaching Assistant and EAL Teacher for in and out of class intervention.</i>	Having an EAL Teacher and EAL Teaching Assistant will accelerate pupil proficiency from Code A to Code B. The EAL Teaching Assistant has allowed for children to have more targeted intervention (5 hours). Target a higher percentage of children new to English on arrival at different times. Assessments have shown that 90% of children receiving support are developing their proficiency in English within 3 months. <a href="http://www.education.ox.ac.uk/report-published-today-provides-evidence-on-what-influences-an-eal-learners-to-mitigate-language-learning-loss/">http://www.education.ox.ac.uk/report-published-today-provides-evidence-on-what-influences-an-eal-learners-to-mitigate-language-learning-loss/</a>	2, 3, 5
<i>To employ an additional</i>	Having an additional EAL Teaching Assistant will accelerate pupil proficiency from Code A to Code B. The primary role will be to target a higher percentage of children new to English upon arrival, at different times. Assessments have shown that 90% of children receiving support	2, 3, 5

<p><i>nal EAL teacher to support the teachin g and progres s of our EAL pupils which are currentl y (93% of the cohort)</i></p>	<p>are developing their proficiency in English within 3 months. <a href="http://www.education.ox.ac.uk/report-published-today-provides-evidence-on-what-influences-an-eal-learners-to-mitigate-language-learning-loss/">http://www.education.ox.ac.uk/report-published-today-provides-evidence-on-what-influences-an-eal-learners-to-mitigate-language-learning-loss/</a></p>	
<p><i>Childre n with SLCN to be assesse d and support ed in small groups or on a 1:1 basis using a Speech and Langua ge Therapi st</i></p>	<p>Early identification of children with SLCN will ensure that they receive early intervention which will impact future progress. Speech and language support improve confidence and self-esteem, as well as speaking, listening and understanding skills. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf</a></p>	4
<p><i>To develop assess ments to track children 's progres s further in Speech Link</i></p>	<p>Tracking progress makes it easier to review impact and change strategy if needed. The EEF's national content manager, Alex Quigley, highlights the important role of diagnostic assessment in supporting pupils with SCLN <a href="https://speechandlanguage.info/blog/2021-03-12-eef-blog-learning-recovery-and-the-role-of-diagnostic-assessment-a-response-by-speech-and-language-link">https://speechandlanguage.info/blog/2021-03-12-eef-blog-learning-recovery-and-the-role-of-diagnostic-assessment-a-response-by-speech-and-language-link</a></p>	4
<p><i>To extend Speech Link for childre</i></p>	<p>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</p>	4

n in LKS2	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To actively encourage parental engagement in supporting their children's learning at school through targeted workshops</i>	Previous workshops/events for parents have shown an increase in parental engagement, this included programmes focused on developing parent skills such as fluency in English, and how to support their child's reading. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/</a>	6
<i>Attendanc e Family Liaison Officer's to foster further parental links</i>	Identify parents with language barriers/specific needs for support/encourage attendance to coffee mornings/school events. <a href="https://www.local.gov.uk/publications/learning-life-role-adult-community-education-developing-thriving-local-communities">https://www.local.gov.uk/publications/learning-life-role-adult-community-education-developing-thriving-local-communities</a>	6
<i>To provide breakfast club to ensure pupils start the school day adequately nourished</i>	A better start to the day will ensure that children are ready to learn and will accelerate progress and improve attendance and punctuality <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	6, 7, 8, 9

<p><i>To provide a space for pupils to receive RnR and continue to work towards all staff being MHFA trained</i></p>	<p>Provide a space where pupils can work on fostering positive relationships in a time where two lockdowns have had a detrimental impact on the mental health and wellbeing of many young people. Train staff to be Mental Health First Aid trained <a href="https://www.ucl.ac.uk/brain-sciences/news/2019/feb/study-links-poor-mental-health-educational-outcomes">https://www.ucl.ac.uk/brain-sciences/news/2019/feb/study-links-poor-mental-health-educational-outcomes</a></p>	<p>7, 9</p>
<p><i>Attendanc e Family Liaison officers to target and improve the attendance of children in KS1 and KS2</i></p>	<p>Positive relationships between AFLOs and parents have been shown to have a positive impact on attendance. Working with vulnerable families more closely and offering targeted support for persistent absentees is also shown to change patterns of attendance. <a href="https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf">https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf</a></p>	<p>6, 7, 8, 9</p>

**Total budgeted cost: £ 353,600**



## 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.

*75% of children progressed from code A to code B within a year because of the targeted intervention throughout the school day.*

*The EAL TA has increased the capacity of teaching the many pupils we have, who have English as an Additional Language. As a result, her focus has been on targeting KS1 pupils, who have all made significant progress within their proficiency code, 50% have also progressed to code B*

*The coaching and CPD from the EAL lead to the class teachers have improved the subject knowledge of teachers, who are now able to better scaffold learning in class for pupils with a proficiency code A-C*

*The online platform 'Learning Village' has given pupils access to resources and activities both in school and at home, which has contributed to the rapid progress made. Opportunities were created for the children to use the school and community library for reading for pleasure. The use of reading records increased from 44% to 85% evidencing a growth in reading for pleasure*

*A 60% increase in attendance at workshops has encouraged more parental involvement in weekly reading.*

*SALT will be continued as it is effective for developing confidence in speaking and understanding of questions, concepts and verbal reasoning.*

*The appointment of a speech and language therapist had a huge impact on supporting and identifying children with speech and language needs through baseline assessments. The Speech and Language Therapist worked closely with the SENCo and other staff to monitor the caseloads. There is a need for Braintcroft to continue to have its own speech and language therapist to ensure early intervention*

*RWI has ensured a consistent approach to the teaching of phonics across KS1 and EYFS to help improve the teaching of reading and writing.*

*Improved relationships with the AFLO and parents for early intervention has had a positive impact on attendance and punctuality.*

The support that the vulnerable families have received has developed a more trusting relationship between parents and the school.

Due to the perseverance of the AFLO in communicating with parents, we managed to keep attendance above 93%

**Autumn Term 2022 = 94%**

PP – 93.9%

Non PP –94.1%

**Summer Term 2023 = 93.2%**

PP – 92.7%

Non PP – 93.5%

The AFLO guided and supported parents in accessing useful information from organisations such as the NHS to help with early interventions.

On careers day a range of professionals took part, from architects to personal trainers. Due to this, pupils have an improved understanding of how school links and shapes the possible career opportunities they may have.

All year groups went on at least one trip in which pupils had the opportunity to take part in experiences they may not typically get the chance to e.g. Y1 went to London Zoo

A wide range of clubs were delivered from gardening club to art club,

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*