

Pupil Premium Strategy Statement

You should read the guidance on effective use of pupil premium funding before completing this template.

This statement details our school's strategy plan for spending 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brackensdale Spencer Academy
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 21
Date on which it will be reviewed	July 2022
Statement authorised by	Joanna McGregor, Principal
Pupil premium lead	Ben Radbourne, Vice Principal
Governor / Trustee lead	Sarah Mcaneny, Director of Inclusion for trust.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,314.17
Recovery premium funding allocation this academic year	£28,569
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	£265,883.17

Section A: Pupil Premium Strategy Plan

Statement of intent

At Brackensdale Spencer Academy, the pupil premium strategy is designed to ensure that all disadvantaged children achieve their full personal and academic potential whilst non-disadvantaged children also benefit from the strategies in place.

Our ultimate objectives are:

- To narrow the gap between disadvantaged and non-disadvantaged children
- For all disadvantaged pupils in school to make or exceed national expected progress rates
- To support our children's health and wellbeing to ensure they can access learning
- To offer life enhancing experiences to allow disadvantaged children opportunities that are suitable for their age/phase

Our key principles are:

- We ensure that teaching and learning opportunities meet the needs of all the pupils and act early where interventions are needed
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We have a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and have high expectations of all children

Challenges

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

Challenge number	Detail of challenge
1	<p>Many of our disadvantaged children do not have the rich and varied experiences that our non-disadvantaged children seem to have meaning knowledge of the world and vocabulary acquisition is limited.</p> <p>Children typically enter Brackensdale with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.</p> <p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p>
2	<p>Our disadvantaged children as a group are not making as rapid progress as non-disadvantaged children across reading/writing/maths.</p> <p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures.</p>
3	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Attendance of disadvantaged children is below other children and below the National average In addition, the % of disadvantaged pupils who were persistently absent has risen in more recent months.</p>
4	<p>Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. These children can often struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.</p> <p>Some disadvantaged children arrive in school not ready to learn due to high levels of deprivation, various child protection issues including parents with mental health issues, domestic violence and drug abuse.</p>
5	<p>Some of our disadvantaged children do not have experience of the 'wider-world' and therefore struggle when putting concepts into context int heir learning.</p> <p>Some of these children have limited access to sports, music and other social/sporting activities.</p>

Intended outcomes

This section 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>Disadvantaged pupils exceed prior attainment standards at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by phase leaders.</p> <p>Disadvantaged pupils to achieve above national % in Phonics screening at year 1/2</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show a positive impact on the disadvantaged children’s learning and assessments will show acceleration in progress</p> <p>Achieve above national average progress scores in KS1 and KS2.</p> <p>- 100% of disadvantaged children achieve phonics screening by the end of Year 1 and Year 2 if they haven’t in Year 1</p>
<p>To improve the vocabulary and spoken word used by all disadvantaged pupils across the curriculum using early intervention and precise teaching opportunities.</p>	<p>-A reduction in the attainment gap between disadvantaged pupils and non-disadvantaged</p> <p>- EYFS data will show less than 5% gap between disadvantaged and non-disadvantaged pupils when assessing oral language</p> <p>-Disadvantaged pupils to achieve Age- related expectation in speaking, understanding, listening and attention within the Early Years, in line with National expectations.</p> <p>Year 1 and 2 phonics score will improve to be in line with national, with the disadvantaged/non disadvantaged gap being significantly reduced</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p> <p>The attendance and punctuality of disadvantaged pupils will have significantly improved, in line with their non disadvantaged peers</p>	<p>- Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>- Monitoring of attendance by Principal and Attendance Lead brings about an increase in PP pupils’ attendance and a decrease in persistent absence.</p>

<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or less.</p>	<ul style="list-style-type: none"> -SENCo and Principal identify and support families and children and work to alleviate barriers to learning -The tiered PSHE curriculum addresses need at the whole school, class and individual level, this leading to improved learning behaviours -Pastoral team provision addresses the needs of disadvantaged pupils and their families, these are regularly reviewed to ensure impact - Identified children to have regular intervention with Pastoral team, check ins, 1:1 specific tailored work - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers less - Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help
<p>Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in the curriculum preparing them for success in their next phase of education.</p> <p>Children have high aspirations for themselves and others</p> <p>Disadvantaged pupils will be offered, and take up, opportunities to take part in extracurricular activities and trips and visits</p>	<ul style="list-style-type: none"> -A significant proportion of children achieve the expected standard across foundation subjects - children are able to talk about experiences they take part in and make links to their learning - The gap between disadvantaged and non-disadvantaged children is closing rapidly -All disadvantaged pupils will be given the opportunity to, and strongly encouraged to, take part in extracurricular activities

Activity in this academic year

This section details how we intend to spend our pupil premium and recovery premium funding this academic year to address the challenges listed above.

Teaching (e.g. CPD, recruitment and retention)

Total budgeted cost: £117,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Brackensdale Oracy framework and action plan around vocabulary along with associated Kagan Structures and mapped core curriculum vocabulary to promote talk across the school.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches (+5 months)	1
<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge – using training relevant to our specific phonics programme of study.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 2
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This includes cover costs and resources for: Little Wandle, Reading and Participation in the NCETM ‘Mastering Number’ programme	Evidence from Education Endowment Foundation, ‘Teaching and Learning Toolkit’: Mastery Learning (+ 5 Months) Phonics (+5 months) Reading Comprehension Strategies (+5 months) Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Early Numeracy Approaches = +6 months Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months	1, 2
High quality maths mastery teaching across school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
High quality instructional coaching to be delivered regularly to improve T&L. This will form part of a monitoring and improving action plan	<p>High quality staff CPD is essential to follow EEF principals. Teaching staff work in coaching teams who deliver regular coaching. Consistent use of Walkthru’s to develop pedagogy.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p>	1, 2

Implementation of a robust strategy for bottom 20% of readers, low attainers.	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics (+5 months)	1, 2
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	High quality teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1, 2
Funding to provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions.	https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/	4, 5

Targeted academic support (e.g. structured interventions, tutoring, one-to-one support) Total budgeted cost: £95,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus used to build fluency and comprehension in years 5/6		1, 2
Speech and Language Therapist to screen children and create bespoke programmes that are put in place and delivered. Impact measured regularly	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	1
Nuffield early language intervention.	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	1
Additional phonics sessions- support targeted pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf	2
Implement tiered approach to pastoral care that delivers workshops and sessions for children with high levels of emotional need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Pastoral team model that provides groups and individual high quality provision. Neurosequential model used to allocate accurate workshop.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition (+7 months)	4

Wider strategies (e.g. related to attendance, behaviour, wellbeing) Total budgeted cost: £97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast club place for key pupils and families who need support with attendance and punctuality. Supporting activity clubs on offer vary each term.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	3, 5
All children in school to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. After school club funding for pupil premium children (3 clubs per year) and supported access to the residential for year 6 PP children. Disadvantaged children to have significant financial support to attend trips and visits.	Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	1, 2, 3, 5
Embedding a pastoral team to ensure that children have access to high quality nurture teaching	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	4
Reading at home / Phonics / Maths skills workshops planned and delivered to parents to boost understanding, skills and build relationships	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2