

Pupil premium strategy statement

Braunstone Frith Primary Academy

2022 - 2025

Positive Thinkers and LiFElong Learners

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 Key: Updates for 2022/23 Updates for 2023/24

| Detail | Data |
|--|------------------------|
| Number of pupils in school | 515 |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2022/2023 to 2025/2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Oct 2024 |
| Statement authorised by | Amelia Smith |
| Pupil premium lead | Karen Duggan |
| Governor / Trustee lead | Izzy Reid |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £337,560 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £34,220 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £371,780 |

Part A: Pupil premium strategy plan

Statement of intent

The core purpose of our school is to ensure that all pupils achieve to the best of their ability and are empowered to become '**Positive Thinkers and LiFElong Learners**'. We recognise the importance of **oral language and vocabulary** and aim for our children to leave us as **confident, respectful and purposeful speakers** ready for the next stage of their education.

The intent of our pupil premium strategy is to support disadvantaged pupils to achieve their best and to fulfil their potential. **Quality first teaching** is key for every child and our hierarchy of need supports our disadvantaged children to be able to access this as effectively as possible therefore closing the disadvantaged attainment gap. This support includes a focus on attendance, meeting basic needs including behaviour for learning through REACH IT, vocabulary and language acquisition, targeted interventions which include academic or pastoral support and CREW - coaching pupils enabling them to critique their own and others' work and to make connections in their learning.

For all children there is a high focus on Reading as we believe that this is fundamental to progress in all areas and for all pupils including disadvantaged.

Our pupil premium spending is linked to our whole school strategic plan with in year improvement carefully planned in our school improvement plan

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Many pupils arrive at school with skills well below what is typical for their age in all areas and many have multiple needs and adverse childhood experiences. <i>Continue for 2022/23 Continue for 2023/24</i> |
| 2 | Children have a narrow vocabulary and are unable to communicate effectively in a variety of situations. <i>Continue for 2022/23 Continue for 2023/24</i> |
| 3 | A significant number of children and their families have welfare needs |

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| | <p>that are required to be met in school, including diet, social, emotional and health needs with a noticeable increase in mental health needs.</p> <p>Continue for 2022/23. This situation has worsened in the current economic climate and following Covid. Continue for 2023/24. This situation continues to remain challenging in the current economic climate.</p> |
| 4 | <p>Many children lack resilience with their learning.</p> <p>There has been progress in this area and children now show great resilience through their REACH IT habits of learning. This is no longer a challenge within the Pupil Premium Strategy</p> |
| 5 | <p>Access to space and support for home learning is limited. Digital deficiencies at home impact on children's ability to drive their own learning.</p> <p>Continue for 2022/23. Continue for 2023/24.</p> |
| 6 | <p>Life experiences are limited for many of our children and aspirations from within families are low.</p> <p>Continue for 2022/23 Continue for 2023/24.</p> |
| 7 | <p>Attendance levels are below the national average and Covid has impacted on this. Persistent absence is also high.</p> <p>Continue for 2022/23. Continue for 2023/24.</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.

Updated 2022/23 Updated 2023/2024

| Intended outcome | Success criteria |
|---|---|
| <p>Quality first teaching is consistently delivered, in all subjects to a high standard</p> <p>Teaching is targeted at ARE and scaffolded to meet the needs of all learners. Feedback strategies are researched and piloted resulting in an updated feedback and marking policy.</p> <p>Teaching is targeted at ARE and scaffolded to meet the needs of all learners. Our 4 pillars: modeling, feedback, scaffolding and questioning drive CPD and impact in the classroom.</p> | <p>Progress is at least good in all subjects across the primary curriculum and a positive progress score at the end of KS2.</p> <p>Attainment data is at least as good as national.</p> <p>CPA and Mastery approach is used consistently and effectively across the whole school.</p> <p>MNP, Little Wandle and Plazoom are embedded.</p> <p>Scaffolding is evident and effective. It is planned for and removed in a timely manner.</p> <p>Feedback leads to impact in pupils' learning.</p> <p>MNP and Little Wandle are embedded.</p> <p>Teachers have a clear and specific understanding of children's barriers and next steps and can successfully close gaps.</p> <p>Questioning is directed to ensure children are</p> |

| | |
|---|---|
| | confident to progress in their learning |
| Children are equipped to be confident, respectful and purposeful speakers, which positively impacts their writing | Oracy strategies embedded throughout the school and a feature of every lesson. Focus on talk in early years ensures gaps close in language development. Children communicate effectively in a variety of situations using age appropriate vocabulary and language structures. Oracy strategies are used to rehearse writing and this is fed into quality writing. The Oracy sequence of learning ensures children are confident users of vocabulary |
| Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2 | The % of disadvantaged pupils achieving the expected standard or above will improve therefore closing the gap between the attainment of disadvantaged pupils and non. |
| Children's agency is developed through engagement in our REAL LiFE curriculum and CREW. | Children are responsible for their own learning which leads to increased confidence and self-belief. CREW is implemented throughout the whole school which develops children's agency through target setting and self-directed study. Children's wider LiFE experiences are broadened and aspirations and confidence increases. All children in KS2 will have access to a digital device at home and engagement in home learning increases. |
| To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health. To have an effective extended inclusion team. | Families are supported to gain access to support both in and out of school. All children can talk about an adult in school that they can talk to and is their champion. Parents are supported through the family hub with uniforms, coats and food |
| To improve attendance for all children | Absence of all pupils is 4% or less and absence of disadvantaged pupils is less than 5.6% Persistent absence for all pupils is below 8% and below 16% for the disadvantaged group. |

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: £ 170,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Carefully planned CPD improves quality first teaching for all staff. Focus will include meeting the needs of individual learners through effective scaffolding up, questioning, modelling, feedback and CREW (coaching for children) and use of Mastery/CPA/Anchor charts in maths</p> <ul style="list-style-type: none"> • SLT coaching staff 2.5 days each week • External Maths consultant to work with Maths leader • External Literacy consultant to work with Reading and Writing leaders | <p>Education Endowment Foundation Teaching and Learning Toolkit - Feedback</p> <p>EEF Guidance Report - Teacher Feedback to improve pupil learning</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Metacognition and self regulation</p> <p>EEF Guidance Report - Metacognition and self-regulated learning</p> <p>Marc Rowland - Addressing Educational Disadvantage (The Essex Way) (2021)</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Effective Professional Development</p> | 1, 2 |
| <p>TA training</p> <ul style="list-style-type: none"> • Impactful interventions • Effective support to QFT | <p>Education Endowment Foundation Teaching and Learning Toolkit - TA interventions EEF</p> | 1, 2, |
| <p>Continue training for all staff to develop use of oracy within the curriculum.</p> | <p>Research from Voice 21</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions</p> | 2, 6 |
| <p>Reading and phonics</p> | <p>Education Endowment Foundation</p> | 1, 2 |

| | | |
|---|--|---------|
| <p>training through external courses, development of year group reading leads in school, external consultant to work with early reading and phonics lead.</p> <p>Purchase high quality reading materials for all year groups.</p> <p>New phonics scheme (Little Wandle) embedded.</p> | <p>toolkit - Reading comprehension (GR and SR) strategies</p> <p>Education Endowment Foundation toolkit - Phonics</p> | |
| <p>Development of REAL LiFE Curriculum</p> <ul style="list-style-type: none"> REAL LiFE Lead practitioner support (LiFE MAT) SLT lead to deliver high quality CPD training <p>CREW - teaching children how to be responsible for their own learning</p> | <p>Education Endowment Foundation toolkit - Collaborative Learning Approaches</p> <p>KED</p> <p>Ron Berger - Leaders of their own learning: Transforming schools through Student engaged assessment (Feb 2016)</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Metacognition and self regulation</p> | 1, 2, 6 |

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

Budgeted cost: £ 100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| One additional Teaching Assistant to deliver language, phonics and reading interventions in Foundation Stage | <p>Education Endowment Foundation toolkit - Phonics</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions</p> | 1, 2 |
| One additional Teaching Assistant to deliver high quality Phonics and Reading interventions in KS1 | <p>Education Endowment Foundation toolkit - Phonics</p> <p>Education Endowment Foundation toolkit Reading Comprehension Strategies</p> | 1, 2, |

| | | |
|--|--|---------|
| Speech Therapist to deliver targeted interventions to children in Foundation Stage and KS1 | Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions Education Endowment Foundation Early Years Toolkit Communication and Language Approaches | 1, 2, 3 |
|--|--|---------|

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 101,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Family support worker | Current and historical school improvement focus Principles of good practice set out in the DfE's Improving School Attendance Education Endowment Foundation - Behaviour Interventions | 3, 5 |
| Inclusion Team: - Behaviour mentor support for targeted children - School counsellor support for specific children - Additional behaviour mentor/FSW | | 3, |
| Attendance Officer: - Monitoring and targeting poor attenders - Reward system Changing the culture of poor attendance - 2 days per week | | 7 |
| Chrome Books for all pupils in KS2, Virtual Headsets, Digital suite | Education Endowment Foundation - Digital technology (2019) | 5, 6 |

Total budgeted cost: £ 371,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

| Intended outcome | Success criteria | Evaluation/Evidence | | | |
|--|--|---|-------------|-----|------------|
| <p>Quality first teaching is consistently delivered, in all subjects to a high standard</p> <p>Teaching is targeted at ARE and scaffolded to meet the needs of all learners. Feedback strategies are researched and piloted resulting in an updated feedback and marking policy.</p> <p>Our 4 pillars: modelling, feedback, scaffolding and questioning drive CPD and impact in the classroom.</p> | <p>Progress is at least good in all subjects across the primary curriculum and a positive progress score at the end of KS2.</p> <p>Attainment data is at least as good as national.</p> <p>CPA and Mastery approach is used consistently and effectively across the whole school.</p> <p>MNP, Little Wandle and Plazoom are embedded.</p> <p>Scaffolding is evident and effective. It is planned for and removed in a timely manner.</p> <p>Feedback leads to impact in pupils' learning.</p> <p>Teachers have a clear and specific understanding of children's barriers and next steps.</p> <p>Questioning is directed to ensure children are confident to progress in their learning</p> | 2021 - 22 | All | PP | PP no SEND |
| | | Reading | 59% | 53% | 72% |
| | | Writing | 52% | 40% | 59% |
| | | Maths | 61% | 49% | 69% |
| | | 2022 - 23 | All | PP | PP no SEND |
| | | Reading | 73% | 51% | 71% |
| | | Writing | 63% | 44% | 63% |
| | | Maths | 73% | 55% | 75% |
| | | <p>Whole school Data shows that ARE levels in reading writing and maths have improved on last year, with PP data remaining broadly in line with last year. PP children without SEND in 2021/22 exceeded whole school data in reading writing & maths and PP children without SEND in 2022/23 are broadly in line with whole school data and above both school (73%) and national (71%) in maths with 75%.</p> | | | |
| | | 2022 - 23 | All | PP | PP no SEND |
| FS GLD | 61% | 48% | 59% | | |
| Reading | 78% | 67% | 82% | | |
| Writing | 68% | 57% | 71% | | |
| Maths | 75% | 71% | 76% | | |
| 2021 - 22 | All | PP | PP no SEND | | |
| FS GLD | 51% | 50% | 63% | | |
| Reading | 58% | 62% | 63% | | |
| Writing | 52% | 54% | 63% | | |
| Maths | 64% | 54% | 63% | | |
| <p>EYFS GLD returned to pre-covid levels in 2022/23 at 61% and whilst 48% of PP children achieved GLD, PP children without SEN were higher than whole school data in reading, writing and maths at 82%, 71% and 76% respectively. This shows that our Pupil Premium strategies are working for children without SEND across the school in reading and maths with the hierarchy of need supporting reading and maths times tables regular practice.</p> | | | | | |
| <p>2022-23 Year 1 Phonics:</p> | | | | | |
| School All | National All | School PP | National PP | | |
| 68% | 79% | 61% | 67% | | |
| <p>The national phonics check data was lower than 2021/22 due to turbulence in mobility. with 68% compared to National 79%. PP children were just below</p> | | | | | |

| | | <p>the national pupil premium percentage with 61% compared to 67%.</p> <p><u>End of KS1 Data 2022-23</u></p> <table border="1" data-bbox="844 300 1465 629"> <thead> <tr> <th></th> <th>Reading ARE+</th> <th>Writing ARE+</th> <th>Maths ARE+</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>64%</td> <td>51%</td> <td>64%</td> </tr> <tr> <td>PP SEN</td> <td>0</td> <td>0</td> <td>11%</td> </tr> <tr> <td>PP No SEN</td> <td>91%</td> <td>73%</td> <td>86%</td> </tr> <tr> <td>No PP SEN</td> <td>80%</td> <td>20%</td> <td>40%</td> </tr> <tr> <td>No PP No SEN</td> <td>85%</td> <td>75%</td> <td>90%</td> </tr> </tbody> </table> <p>PP children with no SEN achieve broadly in line or above non PP children. School improvement strategies currently focus on SEN pupils and ensuring that teachers know the gaps in learning for those pupils who are not yet ARE.</p> <p><u>Year 4 MTC</u></p> <table border="1" data-bbox="836 880 1465 1162"> <thead> <tr> <th></th> <th>BFPA 2023</th> <th>BFPA 2022</th> <th>23 National</th> </tr> </thead> <tbody> <tr> <td>Average score excluding 6 dis-applied</td> <td>21.2</td> <td>22</td> <td>20.2</td> </tr> <tr> <td>Average score including 6 dis-applied</td> <td>19.7</td> <td>19.9</td> <td></td> </tr> <tr> <td>Average disadvantaged excluding 6 dis-applied</td> <td>20.3</td> <td>21.1</td> <td>18.3</td> </tr> <tr> <td>Average disadvantaged including 6 dis-applied</td> <td>18.1</td> <td>18.6</td> <td></td> </tr> </tbody> </table> <p>In the MTC, PP children without the 6 dis-applied were above National. Including the 6 dis-applied children, they were in line with National. Children in KS2 each have access to a chromebook which means that practice for the MTC is fully accessible to all.</p> <p><u>PP with SEND</u> 80% of PP children with SEND made expected progress against their Edukey targets with 7% making better than expected progress.</p> | | Reading ARE+ | Writing ARE+ | Maths ARE+ | PP | 64% | 51% | 64% | PP SEN | 0 | 0 | 11% | PP No SEN | 91% | 73% | 86% | No PP SEN | 80% | 20% | 40% | No PP No SEN | 85% | 75% | 90% | | BFPA 2023 | BFPA 2022 | 23 National | Average score excluding 6 dis-applied | 21.2 | 22 | 20.2 | Average score including 6 dis-applied | 19.7 | 19.9 | | Average disadvantaged excluding 6 dis-applied | 20.3 | 21.1 | 18.3 | Average disadvantaged including 6 dis-applied | 18.1 | 18.6 | |
|--|--|---|-------------|--------------|--------------|------------|----|-----|-----|-----|--------|---|---|-----|-----------|-----|-----|-----|-----------|-----|-----|-----|--------------|-----|-----|-----|--|-----------|-----------|-------------|---------------------------------------|------|----|------|---------------------------------------|------|------|--|---|------|------|------|---|------|------|--|
| | Reading ARE+ | Writing ARE+ | Maths ARE+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 64% | 51% | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP SEN | 0 | 0 | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP No SEN | 91% | 73% | 86% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No PP SEN | 80% | 20% | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No PP No SEN | 85% | 75% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | BFPA 2023 | BFPA 2022 | 23 National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average score excluding 6 dis-applied | 21.2 | 22 | 20.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average score including 6 dis-applied | 19.7 | 19.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average disadvantaged excluding 6 dis-applied | 20.3 | 21.1 | 18.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average disadvantaged including 6 dis-applied | 18.1 | 18.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Children are equipped to be confident, respectful and purposeful speakers, which positively impacts their writing</p> | <p>Oracy strategies embedded throughout the school and a feature of every lesson.</p> <p>Focus on talk in early years ensures gaps close in language development.</p> <p>Children communicate effectively in a variety of situations using age</p> | <p>In Foundation stage 2, 90% of PP children compared with 80% of non-PP children achieved speaking ARE in 2023. This is an improvement on 2022 data of 77% PP and 67% Non-PP. The Wellcom assessment and big book of ideas has supported gap filling, EAL pupils and pupils with lower language levels have had weekly intervention groups in class which has resulted in this improvement. Stem sentences supported children to improve their writing stamina and the increase in writing from 51% in 2022 to 61% in 2023.</p> <p>Writing is becoming less of a barrier to learning - this was observed during monitoring in November 2023.</p> <p>Oracy monitoring shows that there is a clear progression from FS to KS1 and Year 3. All year groups able to use talk partners and children understand protocols involved</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>appropriate vocabulary and language structures.</p> <p>Oracy strategies are used to rehearse writing and this is fed into quality writing.</p> <p>The Oracy sequence of learning ensures children are confident users of vocabulary</p> | <p>with this. There were lots of opportunities for children to be talking and presenting their ideas. Dedicated Oracy displays support children’s learning.</p> <p>2022 Oracy data shows that PP children are below non-PP children in linguistic and vocabulary acquisition. However, where PP without SEND they are above or in line with non PP children.</p> <p>Oracy strategies in 2022/23 enabled over rehearsal of key knowledge and vocabulary that has meant that a focus on recording this in books during the current academic year has seen rapid improvements.</p> <p>An external monitoring review in 2022/23 commented on Oracy in a history lesson.</p> <p><i>“Children were confident to use their oracy strategies to explore key ideas and content. Sentence stems were effectively used and children were able to make links to other areas of the curriculum. They were able to include previously taught vocabulary in their discussions and responses. “</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----|--------------------------|----|------------------------|----------------------------------|-----|-----|-----------------------------|----|---------|-----|-----|-----|-----|---------|-----|----|-----|----|-------|-----|----|-----|-----|------|-----|-----|-----|-----|----------|-----|----|-----|----|--|-----------------------------|--|--|--------------------------|--|--|----------------------------------|--|--|-----------------------------|--|--|-----|----|-----|-----|----|-----|-----|----|-----|-----|----|-----|---------|-----|----|-----|-----|---|----|-----|----|-----|-----|----|----|---------|-----|---|-----|-----|---|----|-----|---|-----|-----|---|----|-------|-----|----|-----|-----|---|----|-----|----|-----|-----|---|----|------|-----|----|-----|----|----|-----|----|----|-----|-----|----|----|----------|----|---|--|----|---|--|---|---|--|--|--|--|
| <p>Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2</p> | <p>The % of disadvantaged pupils achieving the expected standard or above will improve therefore closing the gap between the attainment of disadvantaged pupils and non.</p> | <p>2022 - 2023 - End of KS2 Data</p> <p>Attainment</p> <table border="1" data-bbox="836 958 1123 1227"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Disadvantaged (46)</th> <th colspan="2">Not-disadvantaged (40)</th> </tr> <tr> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>11%</td> <td>58%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>2%</td> <td>75%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>46%</td> <td>9%</td> <td>68%</td> <td>18%</td> </tr> <tr> <td>GAPs</td> <td>54%</td> <td>15%</td> <td>66%</td> <td>33%</td> </tr> <tr> <td>Combined</td> <td>35%</td> <td>2%</td> <td>55%</td> <td>0%</td> </tr> </tbody> </table> <p>There is an attainment gap between PP and non-PP. When further analysis is completed it is clear that there is a difference between PP children with SEN and those without.</p> <p>Disadvantaged and SEND</p> <table border="1" data-bbox="844 1476 1485 1727"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Disadvantaged/ No SEND (20)</th> <th colspan="3">Disadvantaged/ SEND (26)</th> <th colspan="3">Not-disadvantaged/ Not SEND (32)</th> <th colspan="3">Not disadvantaged/ SEND (8)</th> </tr> <tr> <th>ARE</th> <th>GD</th> <th>AVE</th> <th>ARE</th> <th>GD</th> <th>AVE</th> <th>ARE</th> <th>GD</th> <th>AVE</th> <th>ARE</th> <th>GD</th> <th>AVE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>25</td> <td>106</td> <td>35%</td> <td>0</td> <td>98</td> <td>66%</td> <td>13</td> <td>103</td> <td>26%</td> <td>13</td> <td>98</td> </tr> <tr> <td>Writing</td> <td>81%</td> <td>5</td> <td>102</td> <td>19%</td> <td>0</td> <td>96</td> <td>81%</td> <td>0</td> <td>102</td> <td>50%</td> <td>0</td> <td>99</td> </tr> <tr> <td>Maths</td> <td>80%</td> <td>20</td> <td>105</td> <td>19%</td> <td>0</td> <td>96</td> <td>78%</td> <td>22</td> <td>105</td> <td>25%</td> <td>0</td> <td>96</td> </tr> <tr> <td>GAPs</td> <td>80%</td> <td>30</td> <td>106</td> <td>35</td> <td>4%</td> <td>100</td> <td>75</td> <td>34</td> <td>106</td> <td>25%</td> <td>25</td> <td>98</td> </tr> <tr> <td>Combined</td> <td>65</td> <td>5</td> <td></td> <td>12</td> <td>0</td> <td></td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>End of KS2 data for PP children without SEN is line with or above Non PP children without SEN. School improvement strategies currently focus on SEN pupils and ensuring that teachers know the gaps in learning for those pupils who are not yet ARE.</p> | | Disadvantaged (46) | | Not-disadvantaged (40) | | ARE | GD | ARE | GD | Reading | 52% | 11% | 58% | 13% | Writing | 47% | 2% | 75% | 0% | Maths | 46% | 9% | 68% | 18% | GAPs | 54% | 15% | 66% | 33% | Combined | 35% | 2% | 55% | 0% | | Disadvantaged/ No SEND (20) | | | Disadvantaged/ SEND (26) | | | Not-disadvantaged/ Not SEND (32) | | | Not disadvantaged/ SEND (8) | | | ARE | GD | AVE | Reading | 75% | 25 | 106 | 35% | 0 | 98 | 66% | 13 | 103 | 26% | 13 | 98 | Writing | 81% | 5 | 102 | 19% | 0 | 96 | 81% | 0 | 102 | 50% | 0 | 99 | Maths | 80% | 20 | 105 | 19% | 0 | 96 | 78% | 22 | 105 | 25% | 0 | 96 | GAPs | 80% | 30 | 106 | 35 | 4% | 100 | 75 | 34 | 106 | 25% | 25 | 98 | Combined | 65 | 5 | | 12 | 0 | | 0 | 0 | | | | |
| | Disadvantaged (46) | | | Not-disadvantaged (40) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARE | GD | ARE | GD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 52% | 11% | 58% | 13% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 47% | 2% | 75% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 46% | 9% | 68% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GAPs | 54% | 15% | 66% | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Combined | 35% | 2% | 55% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Disadvantaged/ No SEND (20) | | | Disadvantaged/ SEND (26) | | | Not-disadvantaged/ Not SEND (32) | | | Not disadvantaged/ SEND (8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARE | GD | AVE | ARE | GD | AVE | ARE | GD | AVE | ARE | GD | AVE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 75% | 25 | 106 | 35% | 0 | 98 | 66% | 13 | 103 | 26% | 13 | 98 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 81% | 5 | 102 | 19% | 0 | 96 | 81% | 0 | 102 | 50% | 0 | 99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 80% | 20 | 105 | 19% | 0 | 96 | 78% | 22 | 105 | 25% | 0 | 96 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GAPs | 80% | 30 | 106 | 35 | 4% | 100 | 75 | 34 | 106 | 25% | 25 | 98 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Combined | 65 | 5 | | 12 | 0 | | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>Children's agency is developed through engagement in our REAL LiFE curriculum and CREW.</p> | <p>Children are responsible for their own learning which leads to increased confidence and self-belief.</p> <p>CREW is implemented throughout the whole school which develops children's agency through target setting and self-directed study.</p> <p>Children's wider LiFE experiences are broadened and aspirations and confidence increases.</p> <p>All children in KS2 will have access to a digital device at home.</p> | <p>Work was completed to develop CREW as a tool for growing children's agency. Children arrive at school from 8.30am to complete CREW tasks, after setting their own targets at the start of the week. Chromebooks across KS2 support this.</p> <p>Pupil feedback regarding crew is positive and observations on the gate confirm that children are arriving earlier to join in the crew sessions.</p> <p>An external monitoring review in 22/23 said of Crew</p> <p><i>"Children were highly focussed during their CREW time sessions. They were able to join in with the rhyme/mantra that initiates the session and they were able to talk about their activities and why they had chosen them. They said, "the session helps you to practise and achieve our goals". Pupils were engaged in a range of activities that they had chosen as their own targets for the week."</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|----------|---------|---------|---------|---------|---------|---------|--|-----|-----|-----|-----|-----|-----|----------------|-----|-----|-----|-----|-----|-----|---------------|--------|--------|--------|--------|--------|--------|----------------------------|-----|-----|-----|-----|-----|-----|--|---------|---------|---------|---------|----------------|--------|--------|----------|--------|---------------------------|------|-----|-----|------|---------------|-------|------|-----|-------|
| <p>To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health.</p> <p>To have an effective extended inclusion team.</p> | <p>Families are supported to gain access to support both in school through the family hub and out of school through early help and grant funding referrals. All children can talk about an adult in school that they can talk to and is their champion.</p> | <p>The inclusion team has worked hard to support our children and families.</p> <p>The following referrals were made in 2022/2023. This is on top of day to day advice and support.</p> <p>Number of referrals:</p> <ul style="list-style-type: none"> Charity link - 4 Household support fund - 8 Early help - 5 PPP/ADHD solutions - 5 Food bank (not in school) or uniform provided - 7 Bus pass application - 1 Letters for family support - 3 Other family support work signposting/advice/support - 14 School nurse referral by FSW - 2 <p>This area continues to be a focus in 23/24 due to the continuation of the challenging economic climate. We have opened a Family Hub to support struggling families with food, clothing and toiletries.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To improve attendance for all children</p> | <p>Absence of all pupils is 4% or less and absence of disadvantaged pupils is less than 5.6%</p> <p>Persistent absence for all pupils is below 8% and below 16% for the</p> | <p>2022-2023 Pupil premium attendance was 88.92% compared with 88.86% in 2021 - 2022</p> <table border="1" data-bbox="837 1780 1476 1904"> <thead> <tr> <th></th> <th>2022-23</th> <th>2022-23</th> <th>2022-23</th> <th>2022-23</th> <th>2022-23</th> <th>2022-23</th> </tr> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>Pupils on role</td> <td>523</td> <td>527</td> <td>533</td> <td>539</td> <td>555</td> <td>555</td> </tr> <tr> <td>Pupil Premium</td> <td>91.23%</td> <td>86.00%</td> <td>90.21%</td> <td>89.83%</td> <td>90.01%</td> <td>87.22%</td> </tr> <tr> <td>Pupil Premium No of Pupils</td> <td>187</td> <td>182</td> <td>175</td> <td>174</td> <td>252</td> <td>254</td> </tr> </tbody> </table> <table border="1" data-bbox="837 1948 1476 2072"> <thead> <tr> <th></th> <th>2020-21</th> <th>2021-22</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Pupils on role</td> <td>School</td> <td>School</td> <td>National</td> <td>School</td> </tr> <tr> <td>Overall School Attendance</td> <td>9.95</td> <td>9.1</td> <td>6.3</td> <td>9.26</td> </tr> <tr> <td>Pupil Premium</td> <td>13.21</td> <td>10.9</td> <td>8.4</td> <td>11.08</td> </tr> </tbody> </table> | | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | Pupils on role | 523 | 527 | 533 | 539 | 555 | 555 | Pupil Premium | 91.23% | 86.00% | 90.21% | 89.83% | 90.01% | 87.22% | Pupil Premium No of Pupils | 187 | 182 | 175 | 174 | 252 | 254 | | 2020-21 | 2021-22 | 2021-22 | 2022-23 | Pupils on role | School | School | National | School | Overall School Attendance | 9.95 | 9.1 | 6.3 | 9.26 | Pupil Premium | 13.21 | 10.9 | 8.4 | 11.08 |
| | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | 2022-23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils on role | 523 | 527 | 533 | 539 | 555 | 555 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 91.23% | 86.00% | 90.21% | 89.83% | 90.01% | 87.22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium No of Pupils | 187 | 182 | 175 | 174 | 252 | 254 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2020-21 | 2021-22 | 2021-22 | 2022-23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils on role | School | School | National | School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall School Attendance | 9.95 | 9.1 | 6.3 | 9.26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 13.21 | 10.9 | 8.4 | 11.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|-----------------------------|--|
| | <p>disadvantaged group.</p> | <p>Whilst Pupil premium attendance is broadly in line with last year, the Autumn 2 data was lower than expected as children were told to stay at home due to increased cases of scarlet fever and this affected our attendance data. The attendance officer remains pro-active in her efforts to increase attendance. The inclusion team worked hard with several families and social services whose children were not attending. Crew early morning groups has impacted on the number of children arriving at school for 8.30 am which has increased.</p> <p>An external monitoring review in 2022/23 stated:</p> <p><i>“The school operates a comprehensive range of strategies to encourage positive attendance. CREW time ... Rewards and prizes also form part of these incentives. Detailed tracking of attendance, including that of pupil premium and vulnerable children swiftly brings to the fore any issues that need attention. Open communication with parents in the form of letters and phone calls is implemented in the first instance. If tracking evidence shows little sign of improvement, the school is rigorous in arranging panel meetings and issuing penalty notices. Appropriate focus is directed towards children who are persistently absent. The Family Support Worker and Designated Safeguarding Leads work with families to unpick reasons for this absence and tailor bespoke strategies and support towards the families in need. “</i></p> |
|--|-----------------------------|--|

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

| Intended outcome | Success criteria | Evaluation/Evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---------------|--------------------|--------------------|--------|-----|--------------------|--|--|--|--------|--|----------|--|--------|--|----------|--|-----|----|-----|----|-----|----|-----|----|---------|----|----|----|--|----|----|----|--|---------|----|---|----|--|----|----|----|--|-------|----|----|----|--|----|----|----|--|-----|--|--|--|--|----|----|--|--|----------|--|--|--|--|----|----|----|--|---|--|--|--|--|--|--|--|--------------|--|---------------|--|-------|--|-------|------|-------|------|-------|------|---------|----|----|----|----|----|----|---------|----|----|----|----|----|----|-------|----|----|----|----|----|----|----------|----|----|----|---|----|----|
| <p>Quality first teaching is consistently delivered, in all subjects to a high standard</p> | <p>Progress is at least good in all subjects across the primary curriculum and a positive progress score at the end of KS2. Attainment data is at least as good as national. CPA and Mastery approach is used consistently and effectively across the whole school.</p> | <p>In Y6 2022, 51% of the whole cohort (72) are considered disadvantaged. With the 8 children removed¹ from calculations 46% of these children are considered disadvantaged compared to 31% nationally who took the test - comparisons are as follows:</p> <table border="1" data-bbox="831 519 1508 795"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">2019 disadvantaged</th> <th colspan="4">2022 disadvantaged</th> </tr> <tr> <th colspan="2">School</th> <th colspan="2">National</th> <th colspan="2">School</th> <th colspan="2">National</th> </tr> <tr> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52</td> <td>16</td> <td>62</td> <td></td> <td>75</td> <td>23</td> <td>62</td> <td></td> </tr> <tr> <td>Writing</td> <td>61</td> <td>9</td> <td>68</td> <td></td> <td>75</td> <td>11</td> <td>55</td> <td></td> </tr> <tr> <td>Maths</td> <td>61</td> <td>18</td> <td>67</td> <td></td> <td>72</td> <td>17</td> <td>56</td> <td></td> </tr> <tr> <td>GPS</td> <td></td> <td></td> <td></td> <td></td> <td>75</td> <td>22</td> <td></td> <td></td> </tr> <tr> <td>Combined</td> <td></td> <td></td> <td></td> <td></td> <td>61</td> <td>11</td> <td>59</td> <td></td> </tr> </tbody> </table> <p>School data for disadvantaged pupils from 2019 to 2022 has increased significantly which is opposite to the national picture. For disadvantaged pupils nationally Reading attainment remained stable at 62%, in writing attainment fell from 68% to 55% and in maths attainment fell from 67% to 56%. At Braunstone Frith Reading attainment increased from 52% to 75%, writing increased from 61% to 75% and Maths increased from 61% to 75%.</p> <p>Analysis from a national perspective shows that while gaps between disadvantaged and other pupils pre-pandemic were closing, these have increased again to the highest level since 2012 suggesting disruption to learning during the pandemic has had a greater impact on disadvantaged learners.</p> <table border="1" data-bbox="831 1355 1508 1585"> <thead> <tr> <th colspan="7">School analysis for PP and Other - % achieving ARE and GD</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">PP and other</th> <th colspan="2">Pupil Premium</th> <th colspan="2">Other</th> </tr> <tr> <th>ARE %</th> <th>GD %</th> <th>ARE %</th> <th>GD %</th> <th>ARE %</th> <th>GD %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75</td> <td>23</td> <td>76</td> <td>17</td> <td>75</td> <td>29</td> </tr> <tr> <td>Writing</td> <td>75</td> <td>11</td> <td>65</td> <td>10</td> <td>82</td> <td>11</td> </tr> <tr> <td>Maths</td> <td>72</td> <td>17</td> <td>69</td> <td>10</td> <td>74</td> <td>23</td> </tr> <tr> <td>Combined</td> <td>61</td> <td>11</td> <td>55</td> <td>3</td> <td>66</td> <td>17</td> </tr> </tbody> </table> <p>This data clearly shows the impact of us focussing catch up on Reading. PP and Not PP data are comparable and significantly above national for pupil premium children (62%) although lower for national other (76% compared to 80%). For Writing and Maths in school data shows there is a gap, more significant in writing (17%) between PP and other but writing(65%) for PP sits 10% above national data (55%) and 7% above for other (75%). Our writing data seems high but is comparable with Reading data at ARE which was the focus for catch up. BF maths data for PP (69%) is also above National maths data (56%) for PP children but ARE data for other (74%) is just below national data (78%). 43% of disadvantaged pupils met the standard in 2022 compared to 55% at BF again showing the</p> | | 2019 disadvantaged | | | | 2022 disadvantaged | | | | School | | National | | School | | National | | ARE | GD | ARE | GD | ARE | GD | ARE | GD | Reading | 52 | 16 | 62 | | 75 | 23 | 62 | | Writing | 61 | 9 | 68 | | 75 | 11 | 55 | | Maths | 61 | 18 | 67 | | 72 | 17 | 56 | | GPS | | | | | 75 | 22 | | | Combined | | | | | 61 | 11 | 59 | | School analysis for PP and Other - % achieving ARE and GD | | | | | | | | PP and other | | Pupil Premium | | Other | | ARE % | GD % | ARE % | GD % | ARE % | GD % | Reading | 75 | 23 | 76 | 17 | 75 | 29 | Writing | 75 | 11 | 65 | 10 | 82 | 11 | Maths | 72 | 17 | 69 | 10 | 74 | 23 | Combined | 61 | 11 | 55 | 3 | 66 | 17 |
| | 2019 disadvantaged | | | | 2022 disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | School | | | National | | School | | National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARE | GD | ARE | GD | ARE | GD | ARE | GD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 52 | 16 | 62 | | 75 | 23 | 62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 61 | 9 | 68 | | 75 | 11 | 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 61 | 18 | 67 | | 72 | 17 | 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GPS | | | | | 75 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Combined | | | | | 61 | 11 | 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School analysis for PP and Other - % achieving ARE and GD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP and other | | Pupil Premium | | Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARE % | GD % | ARE % | GD % | ARE % | GD % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 75 | 23 | 76 | 17 | 75 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 75 | 11 | 65 | 10 | 82 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 72 | 17 | 69 | 10 | 74 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Combined | 61 | 11 | 55 | 3 | 66 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|--|
| | | <p>strength of catch up strategies.</p> <p>This evidence shows that the T&L strategies used for PP pupils are effective and therefore they will continue into 2022/23.</p> |
| <p>Children are equipped to be confident, respectful and purposeful speakers.</p> | <p>Oracy strategies embedded throughout the school and a feature of every lesson.</p> <p>Focus on talk in early years ensures gaps close in language development.</p> <p>Children communicate effectively in a variety of situations using age appropriate vocabulary and language structures.</p> | <p>Daisi² analysis of the year 6 paper shows that in the Reading paper disadvantaged pupils did best in 'meaning of words in context' (3.5% above national all) showing the impact of our oracy work over time. This percentage includes 2 children who arrived in school with no time prior to SATs to make an impact. This report highlights the impact of Oracy strategies in school.</p> <p>Oracy focus in school has led to impact in outcomes at the end of KS2 but there is always room for improvement within this strand. Pupils in our school will continue to need an Oracy focus and therefore this will continue to be a focus in 22/23</p> |
| <p>Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2</p> | <p>The % of disadvantaged pupils achieving the expected standard or above will improve therefore closing the gap between the attainment of disadvantaged pupils and non.</p> | <p>Whole school progress of PP children from summer 2021 to summer 2022 shows an increase in the % of pupils meeting age related expectations by the end of the year. The % of non PP children meeting age related expectations has also increased. There is no pattern between year groups and while gaps are closing in some year groups and subjects they are not in others. Refine focus of QFT for 22/23 to include feedback, questioning, modelling and scaffolding-up</p> |
| <p>Children's agency is developed through engagement in our REAL LiFE curriculum and CREW.</p> | <p>Children are responsible for their own learning which leads to increased confidence and self belief.</p> <p>Children's wider LiFE experiences are broadened and aspirations and confidence increases.</p> <p>All children in KS2 will have access to a digital device at home and engagement in home learning increases.</p> | <p>Feedback from teachers on Real LiFE missions:</p> <p>"Children were invested in the end outcome. This really motivated them to work well in their CREWs."</p> <p>"I was apprehensive about the children having to record the weather each day, I thought they might find it monotonous but they didn't and again it really gave them an investment in the end outcome."</p> <p>"The Maths links to data handling gave the children a genuine real life link that really enhanced their learning."</p> <p>"Children got used to redrafting to produce beautiful work. Their attitudes were positive and were happy to do things again."</p> <p>"Children took pride in showing their parents around the forest school area."</p> <p>Further work on CREW for 22/23 to develop pupil agency and move on from it being a critique tool. Further work on REAL LiFE to develop purposeful authentic outcomes</p> |

| <p>To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health.</p> | <p>Families are supported to gain access to support both in and out of school. All children can talk about an adult in school that they can talk to and is their champion.</p> | <p>PP hierarchy data, food bank referral, anxiety group</p> <p>Analysis shows more referrals, more anxiety, increased number of parents coming to us for help but also better REACH IT habits of learning and more settled children. Therefore what we are doing is working and we need to widen this support.</p> <p>Continues to be a focus in 22/23 due to the current economic climate and continuation of issues arisen from lockdown.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---------|------------------------------|---------|---------|--|--|--|--|---------|---------|---------|---------|---------|---------|--|-----|-----|-----|-----|-----|-----|----------------|-----|-----|-----|-----|-----|-----|---------------------------|--------|--------|--------|--------|--------|--------|---------------|--------|--------|--------|--------|--------|--------|----------------------------|-----|-----|-----|-----|-----|-----|--|------------------------------|--|--|--|--|--|--|---------|---------|---------|---------|---------|---------|--|-----|-----|-----|-----|-----|-----|----------------|-----|-----|-----|-----|-----|-----|---------------------------|--------|--------|--------|--------|--------|--------|---------------|--------|--------|--------|--------|--------|--------|----------------------------|-----|-----|-----|-----|-----|-----|
| <p>To improve attendance for all children</p> | <p>Absence of all pupils is 4% or less and absence of disadvantaged pupils is less than 5.6%</p> <p>Persistent absence for all pupils is below 8% and below 16% for the disadvantaged group.</p> | <p>The attendance officer in place from September 2021 has improved systems and strategies to target poor attenders. Attendance rewards have been introduced across the school at weekly, monthly and ½ termly intervals.</p> <table border="1" data-bbox="836 763 1501 927"> <thead> <tr> <th></th> <th colspan="6">Half Term Attendance Monitor</th> </tr> <tr> <th></th> <th>2020-21</th> <th>2020-21</th> <th>2020-21</th> <th>2020-21</th> <th>2020-21</th> <th>2020-21</th> </tr> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>Pupils on role</td> <td>551</td> <td>556</td> <td>558</td> <td>567</td> <td>574</td> <td>573</td> </tr> <tr> <td>Overall School Attendance</td> <td>89.96%</td> <td>88.65%</td> <td>88.86%</td> <td>89.39%</td> <td>89.94%</td> <td>90.05%</td> </tr> <tr> <td>Pupil Premium</td> <td>86.64%</td> <td>84.57%</td> <td>84.89%</td> <td>85.61%</td> <td>86.49%</td> <td>86.80%</td> </tr> <tr> <td>Pupil Premium No of Pupils</td> <td>260</td> <td>269</td> <td>272</td> <td>275</td> <td>279</td> <td>279</td> </tr> </tbody> </table> <table border="1" data-bbox="836 954 1501 1099"> <thead> <tr> <th></th> <th colspan="6">Half Term Attendance Monitor</th> </tr> <tr> <th></th> <th>2021-22</th> <th>2021-22</th> <th>2021-22</th> <th>2021-22</th> <th>2021-22</th> <th>2021-22</th> </tr> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>Pupils on role</td> <td>529</td> <td>531</td> <td>547</td> <td>548</td> <td>554</td> <td>551</td> </tr> <tr> <td>Overall School Attendance</td> <td>87.01%</td> <td>88.75%</td> <td>89.42%</td> <td>89.85%</td> <td>90.28%</td> <td>90.52%</td> </tr> <tr> <td>Pupil Premium</td> <td>85.66%</td> <td>87.14%</td> <td>87.93%</td> <td>88.23%</td> <td>88.69%</td> <td>88.86%</td> </tr> <tr> <td>Pupil Premium No of Pupils</td> <td>248</td> <td>248</td> <td>255</td> <td>263</td> <td>267</td> <td>270</td> </tr> </tbody> </table> <p>There is a gradual increase in attendance of pupil premium children.</p> <p>Data shows that attendance has improved for PP children since the Attendance Officer started. In Autumn 2022, she has done 2 days each week which has produced an even greater improvement in attendance. This means that the Attendance Officer for 2 days will continue to be budgeted for for the remainder of the academic year.</p> | | Half Term Attendance Monitor | | | | | | | 2020-21 | 2020-21 | 2020-21 | 2020-21 | 2020-21 | 2020-21 | | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | Pupils on role | 551 | 556 | 558 | 567 | 574 | 573 | Overall School Attendance | 89.96% | 88.65% | 88.86% | 89.39% | 89.94% | 90.05% | Pupil Premium | 86.64% | 84.57% | 84.89% | 85.61% | 86.49% | 86.80% | Pupil Premium No of Pupils | 260 | 269 | 272 | 275 | 279 | 279 | | Half Term Attendance Monitor | | | | | | | 2021-22 | 2021-22 | 2021-22 | 2021-22 | 2021-22 | 2021-22 | | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | Pupils on role | 529 | 531 | 547 | 548 | 554 | 551 | Overall School Attendance | 87.01% | 88.75% | 89.42% | 89.85% | 90.28% | 90.52% | Pupil Premium | 85.66% | 87.14% | 87.93% | 88.23% | 88.69% | 88.86% | Pupil Premium No of Pupils | 248 | 248 | 255 | 263 | 267 | 270 |
| | Half Term Attendance Monitor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2020-21 | 2020-21 | 2020-21 | 2020-21 | 2020-21 | 2020-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils on role | 551 | 556 | 558 | 567 | 574 | 573 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall School Attendance | 89.96% | 88.65% | 88.86% | 89.39% | 89.94% | 90.05% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 86.64% | 84.57% | 84.89% | 85.61% | 86.49% | 86.80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium No of Pupils | 260 | 269 | 272 | 275 | 279 | 279 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Half Term Attendance Monitor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2021-22 | 2021-22 | 2021-22 | 2021-22 | 2021-22 | 2021-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils on role | 529 | 531 | 547 | 548 | 554 | 551 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall School Attendance | 87.01% | 88.75% | 89.42% | 89.85% | 90.28% | 90.52% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 85.66% | 87.14% | 87.93% | 88.23% | 88.69% | 88.86% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium No of Pupils | 248 | 248 | 255 | 263 | 267 | 270 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 |
|-----------------------|-----------|
| Little Wandle Phonics | |
| Plazoom | |
| Discovery RE | Discovery |
| Jigsaw PSHE | Jigsaw |
| Maths No Problem | |
| Kapow | |

Further information

To support Pupil Premium children at Braunstone Frith Primary Academy all PP pupils are plotted onto a Pupil Premium Hierarchy of Need. This is based on Maslow's Hierarchy of Need and ensures children receive the appropriate support. Beneath the pyramid is a net where teaching assistant's hear PP children read, and ensure they have quizzed on accelerated reader, practice their times tables and monitor their homework completion. The impact of this is that lack of parental support at home does not impact our PP pupils and they have the same opportunities as non-PP pupils that have parental support at home.



BFPA Pupil Premium Hierarchy of Need

