

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 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](#) [Updates for 2024/25](#)

Detail	Data
Number of pupils in school	478
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 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Naomi Grant
Pupil premium lead Governor / Trustee lead	Karen Duggan Izzy Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,980
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>	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£349,980

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 learners** 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, curriculum design, 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
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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. Continue for 2022/23 Continue for 2023/24 Continue for 2024/25
2	Children have a narrow vocabulary and are unable to communicate effectively in a variety of situations. Continue for 2022/23 Continue for 2023/24 Continue for 2024/25

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3	A significant number of children and their families have welfare needs that are required to be met in school, including diet, social, emotional and health needs with a noticeable increase in mental health needs. 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. Continue for 2024/25 This remains a challenge.
4	Many children lack resilience with their learning. 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. A Focus on developing children's agency and accountability for their own learning through CREW builds on the progress made with learning behaviours from last year.
5	Access to space and support for home learning is limited. Digital deficiencies at home impact on children's ability to drive their own learning. Continue for 2022/23 . Continue for 2023/24 . Continue for 2024/25
6	Life experiences are limited for many of our children and aspirations from within families are low. Continue for 2022/23 Continue for 2023/24 . Continue for 2024/25
7	Attendance levels are below the national average and Covid has impacted on this. Persistent absence is also high. Continue for 2022/23 . Continue for 2023/24 . Continue for 2024/25

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](#) [Updated 2024/25](#)

Intended outcome	Success criteria
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Quality first teaching is consistently delivered, in all subjects to a high standard

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.

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.

Teaching is targeted at ARE and scaffolded to meet the needs of all learners. Tom Sherington's Walk Thru's are focussing specific development of our 4 pillars:

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.

MNP, Little Wandle and Plazoom are embedded.

Scaffolding is evident and effective. It is planned for and removed in a timely manner. Feedback leads to impact in pupils' learning. MNP and Little Wandle are embedded. Teachers have a clear and specific

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modeling, feedback, scaffolding and questioning which drive CPD and impact in the classroom.

understanding of children's barriers and next steps and can successfully close gaps. Questioning is directed to ensure children are confident to progress in their learning Find out through planned effective questioning what children don't know. Ensure the we do part of I do / we do / you do enables children to work independently.

Children are equipped to be confident, respectful and purposeful speakers, which positively impacts their writing Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2	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 Embedding the use of oral colourful semantics in the EYFS and also as a scaffold across the school to support independent sentence construction for children working below ARE. Learning plans detail specific small next steps. 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 goal setting and self-directed study. Children's wider LiFE experiences are broadened and aspirations and confidence increases. All children in KS2 have access to a digital device at home which enables engagement in home learning.
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.
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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
Carefully planned CPD improves quality first teaching for all staff. Focus will include meeting the needs of individual learners through Tom Sherington's Walk Thru's which further develop effective scaffolding up, questioning, modelling, feedback and CREW (coaching for children) and use of Mastery/CPA/Anchor charts in maths • 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	Education Endowment Foundation Teaching and Learning Toolkit - Feedback EEF Guidance Report - Teacher Feedback to improve pupil learning Education Endowment Foundation Teaching and Learning Toolkit - Metacognition and self regulation EEF Guidance Report - Metacognition and self-regulated learning Marc Rowland - Addressing Educational Disadvantage (The Essex Way) (2021) Education Endowment Foundation Teaching and Learning Toolkit - Effective Professional Development	1, 2

TA training • Impactful interventions • Effective support to QFT	Education Endowment Foundation Teaching and Learning Toolkit - TA interventions EEF	1, 2,
Continue training for all staff to develop use of	Research from Voice 21	2, 6

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oracy within the curriculum.	Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions	
Reading and phonics training through external courses, development of year group reading leads in school, external consultant to work with early reading and phonics lead. Purchase high quality reading materials for all year groups. New phonics scheme (Little Wandle) embedded. Development of REAL LiFE Curriculum • REAL LiFE Lead practitioner support (LiFE MAT) • SLT lead to deliver high quality CPD training CREW - teaching children how to be responsible for their own learning	Education Endowment Foundation toolkit - Reading comprehension (GR and SR) strategies Education Endowment Foundation toolkit - Phonics Education Endowment Foundation toolkit - Collaborative Learning Approaches KED Ron Berger - Leaders of their own learning: Transforming schools through Student engaged assessment (Feb 2016) Education Endowment Foundation Teaching and Learning Toolkit - Metacognition and self regulation	1, 2 1, 2, 6

QLA and Star Assessments support identification of next steps for children working below and well below	Education Endowment Foundation toolkit EEF_Digital_Technology_Guidance_Report	1,2,4

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

Budgeted cost: £ 80,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
One additional	Education Endowment Foundation	1, 2

6

Teaching Assistant to deliver language, phonics and reading interventions in Foundation Stage	toolkit - Phonics Education Endowment Foundation Teaching and Learning Toolkit - Oral language Interventions	
One additional Teaching Assistant to deliver high quality Phonics and Reading interventions in KS1	Education Endowment Foundation toolkit - Phonics Education Endowment Foundation toolkit Reading Comprehension Strategies	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

SEND have SMART targets that drive
[progress](#)
 EEF Pupil_Premium_menu_evidence
 1,2,4

Learning plans for PP pupils with

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

Budgeted cost: £ 99, 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker	Current and historical school	3, 5

Inclusion Team: Principles of good 3, 7
 - Behaviour mentor support for targeted children DfE's [Improving School Attendance](#)
 - School counsellor support for specific children Education Endowment Foundation - [Behaviour Interventions](#)
 - [Additional behaviour mentor/FSW](#)

Attendance Officer: -
 Monitoring and targeting poor attenders
 - Reward system
 Changing the culture of poor attendance
 - 3 days per week improvement focus 7

Chrome Books for all pupils in KS2, Virtual Headsets, Digital suite	Education Endowment Foundation - Digital technology (2019)	5, 6
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Total budgeted cost: £349,980

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 **2023 to 2024** academic year.

Intended outcome

Quality first teaching is consistently delivered, in all subjects to a high standard

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. Teaching is

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Success criteria	E
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CPA and Mastery approach is used consistently and effectively across the whole school.

MNP, Little Wandle and Plazoom are embedded.

Scaffolding is evident and effective. It is planned for and removed in a timely manner.

Feedback leads to impact in pupils' learning.

Teachers have a clear and specific understanding of children's barriers and next steps.

Questioning is directed to ensure children are confident to progress in their learning

Whole School

Whole School

2021 - 22

Reading

Writing

Maths

2022 - 23

Reading

Writing

Maths

2023 - 24

Reading

Writing

Maths

Whole school

reading

PP children

Reading

KS2 Data

Key Stage

2021 -

Reading

Writing

Maths

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2023 -

Reading

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strategy. **EYFS Data:**

EYFS			
2021 - 22	All	PP	PP no SEND
FS GLD	51%	50%	63%
Reading	58%	62%	63%
Writing	52%	54%	63%
Maths	64%	54%	63%
2022 - 23			
FS GLD	61%	48%	59%
Reading	78%	67%	82%
Writing	68%	57%	71%
Maths	75%	71%	76%
2023 - 24			
FS GLD	53%	46%	65%
Reading	67%	61%	70%
Writing	58%	54%	65%
Maths	67%	54%	65%

The percentage of children achieving GLD has dropped slightly from last year, but we are still on an upward trend from 2022. There were distinct differences with the 2023/24 cohort with an increase in summer born children to 53%. 50% of these are boys and over 50% are SEND. 27% of the cohort are SEND increasing from 15% in 2022/23. Whilst these affected the GLD percentage, all children made progress over the year. PP children without SEN were higher than whole school data in Reading and Writing and broadly in line for Maths, at 70% and 65% respectively. This shows that our Pupil Premium strategies continue to work for children without SEND across the school.

2022-23 Year 1 Phonics:

School All	National All	School PP	National PP
68%	79%	61%	67%

2023-24 Year 1 Phonics:

Year 1 Phonics				
School All	National All	School PP	PP No SEND	No PP No SEN
80%	80%	75%	89%	90%

The national phonics check data increased from 2022-23 to inline with National. PP children were lower than the whole cohort but when SEND is removed, they are broadly in line at 89% and 90% respectively. This shows the impact of the Little Wandle Phonics scheme and our PP strategy.

End of KS1 Data 2022-23

	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%

End of KS1 Data 2023-24

End of Key Stage 1 Data			
	Reading ARE+	Writing ARE+	Maths ARE+
PP	53%	33%	50%
PP + SEN	38%	13%	31%
PP No SEN	75%	58%	75%
No PP + SEN	40%	20%	40%
No PP + No SEN	59%	59%	69%

2023-24 Data was lower than 2022-23. Mobility has been a change in Year 2 with 7 pupils leaving and 9 pupils joining. 4 of these joined in the summer term and 5 out of the 9 children were new to the country with no English. 2 that have since been added to the SEN register and 1 traveller.

PP children with no SEN have exceeded non PP in Reading and Maths and are broadly in line for Writing. School improvement strategies continue to focus on SEN pupils and ensuring that teachers know the gaps in learning for those pupils who are not yet ARE.

Year 4 MTC

	2023-2024		
	Cohort	School	National
% scoring full marks	62	53% 	34%
Average score out of 23	62	19.9 	20.6

In the MTC, we were above National for full marks and in line with National for others. PP children were above National. Children in KS2 each have access to a chromebook which means that practice for the MTC is fully accessible to all.

PP with SEND

Progress against Insight targets is carefully analysed on an individual basis and as a year group. We don't have complete data for last year due to the switch over from Edukey to Insight. Before we switched, 87% of PP with SEND had made progress against their targets

	compared with 80% in 22/23..
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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	In Four with 83 This is a results non-PP born ch from 15 We hav consult develop introduc acquisit speakin languag in class Oracy r but part vulnera engage enables other ch children reasoni widgets strategi premium their lea and que therefor The ora includin learnt k such as support books. The Of: school's accoun develop feature develop learn to approa effective pupils, disabilities an addi
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Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2

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To improve attendance for all children

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home.	
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.	The in our chi decrea our se team c Assista Family respon a scho The fo 202/20 and su Charity House Early h PPP/A Food b 0 as th family Family familie Bus pa Letters Other 1 signpo Schoo This an thecon climate struggli clothing
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.	2023-2 compar in 2021 previou A new \$ attenda officer r attenda several were no impacte for 8.30 The Of

	<i>Reducing absence is a high priority at Braunstone Frith. The school teaches pupils about the importance of regular attendance. It monitors attendance closely. It works well with families and other agencies when absence is very high.</i>
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This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

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appropriate vocabulary and language structures.	present support
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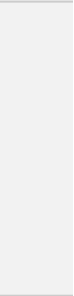
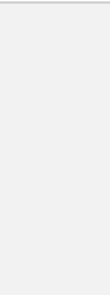
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Oracy strategies are used to rehearse writing and this is fed into quality writing. The Oracy sequence of learning ensures children are confident users of vocabulary	2022 O non PP acquisi are abo Oracy s of key k that a fo current improve An exte on Ora “(c
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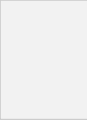
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Absence of all pupils is 4% or less and absence of disadvantaged pupils is less than 5.6% Persistent absence for all pupils is below 8% and	2022-2 88.92% 

below 16% for the disadvantaged group.	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. An external monitoring review in 2022/23 stated: <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>
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This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Intended outcome

Quality first teaching is consistently delivered, in all subjects to a high standard

Success criteria	E
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		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.	PP hie anxiety Analys increas help bu and mo are doi support Contin current issues The att Septen strateg Attend across termly
		Absence of all pupils is 4% or less and absence of disadvantaged pupils is less than 5.6%	
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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

23

Jigsaw PSHE	Jigsaw
Maths No Problem	
Kapow	

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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.

