

# Pupil premium strategy statement

## Braunstone Frith Primary Academy

**2025 - 2028**  
**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

Detail	Data
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	49.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Naomi Grant
Pupil premium lead	Karen Duggan
Governor / Trustee lead	Izzy Reid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,715
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
<b>Total budget for this academic year</b>	<b>£362,715</b>

## 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 aspirational 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. What is vital for some is valuable for all. **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 involve precision teaching and also include academic or pastoral support. Our culture of Crew ensures all children have a sense of belonging and mattering.

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.

Aspirational learners are at the heart of our strategic plan and we have designed a Real LiFE curriculum that intends to equip learners with the knowledge skills and values they need to thrive both now and in the future.

With approximately 50% of our pupils being pupil premium, our strategy is to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. 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	Assessments, observations and discussions show that approximately 50-60% of pupils over the last 3 years have arrived at school with skills below what is typical for their age in all areas and many have multiple needs and adverse childhood experiences.
2	Assessments, observations and discussion show that children have a narrow vocabulary and are less able to communicate confidently and effectively in a variety of situations.
3	Observations and discussion show that a significant number of children and their families have welfare needs that benefit from being supported in school, including diet, social, emotional and health needs with a noticeable increase in mental health needs.
4	Observations and discussions show that many children arrive at school with a lack of resilience and accountability for their learning. They do not all have the ability to self-regulate.
5	Assessment and Discussions show that access to space and support for home learning can be limited. Digital deficiencies at home impact on children's ability to drive their own learning.
6	Assessment and Discussions show that life experiences are limited for many of our children and aspirations from within families can be low.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-5% lower than for non-disadvantaged pupils. 20-35% of disadvantaged pupils have been 'persistently absent' compared to 12-18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	Assessments show that pupil premium children with SEN do not achieve as well as those without SEN. Teaching of pupil premium children with SEN is not closing the gap rapidly.
9	Pupil premium pupils who are achieving or exceeding age related expectations may require further challenge in their learning and also well-being / aspirational support / experiences outside of academic learning to aspire to continue in education and/or employment.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise attainment of Pupils through quality first teaching being consistently delivered, in all subjects to a high standard. For high attaining PP pupils these will be challenged to think more deeply through QFT:	Progress is at least good in all subjects across the primary curriculum with a positive progress score at the end of KS2. Attainment data is at least as good as national.

<p>Teaching is targeted at ARE and scaffolded to meet the needs of all learners either through more challenge or scaffolded support. Tom Sherington's Walk Thru's are focussing specific development of our 4 pillars: modeling, feedback, scaffolding and questioning which drive CPD and impact in the classroom.</p>	<p>CPA and Mastery approach is used consistently and effectively across the whole school.</p> <p>Teachers have a clear and specific understanding of children's barriers and next steps and can successfully close gaps. They find out through planned effective questioning what children don't know and ensure the we do part of I do / we do / you do, enables children to work independently. Questioning is directed to ensure children are confident to progress in their learning. Scaffolding is evident and effective. It is planned for and removed in a timely manner. Feedback leads to impact in pupils' learning.</p> <p>Pupils achieve ARE/GDS in line with National: GLD 70%</p> <p>Reading 75% / 35%</p> <p>Phonics Y1 80%, Phonics Yr 2 95%</p> <p>Writing 75% / 15%</p> <p>Maths 75% / 30%</p>
<p>Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2. Monitoring of learning plans impacts on closing the gap strategies for PP pupils with SEN</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. For PP pupils with SEN, learning plan targets are met and detail the specific small next steps for pupils with SEN.</p> <p>All children in KS2 have access to a digital device and internet at home which enables engagement in home learning.</p>
<p>Oracy empowers children who are equipped to be confident, respectful and purposeful speakers.</p>	<p>Assessments and observations show that Oracy strategies are 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>The Oracy sequence of learning and lesson structure ensures children are confident users of vocabulary.</p> <p>Phase 1 phonics in Nursery and the use of oral colourful semantics in Reception classes in the EYFS increases Oracy. A focus on (SHAPE) ensures children know what they need to do for presentational talk. Colourful semantics and the use of widget as a scaffold across the school will support independent sentence construction for children working below ARE.</p>
<p>Children's aspirations and agency are developed through engagement in our REAL</p>	<p>Pupil surveys show that children's wider LiFE experiences are broadened through carefully</p>

LiFE curriculum and Crew.	<p>planned missions. This enables them to see themselves as active members of their community and global citizens increasing aspirations and confidence.</p> <p>Children learn to be an active part of their Crew (not passengers) with an increasing responsibility for their own learning. This culture of Crew ensures all children have a sense of belonging and mattering. Use East Learning to collate pupil data on interests and plan initiatives to increase aspirational thinking and aims.</p>
<p>To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health through the inclusion team.</p> <p>Zones of regulation enable children to talk about their emotions and develop strategies to support regulation.</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>Our Family Hub is regularly advertised to and attended by parents and also supports any child who arrives at school without appropriate clothing. The Hub offers uniforms, shoes, coats, toiletries and food. Children are engaged actively with learning and have a range of strategies to self regulate</p>
<p>To improve attendance and punctuality for all children through a range of strategies including;</p> <ul style="list-style-type: none"> <li>• Increase positive attitudes to attendance and punctuality across the wider community</li> <li>• Families and the Wider community are aware of the importance of good attendance which leads to improvements in attendance</li> <li>• Attendance data is in line with National</li> <li>• The number of children arriving late is reduced by specific targeting and Crew time activities</li> </ul>	<p>Absence of all pupils is 4% or less and absence of disadvantaged pupils is less than 5%. The National Attendance target is 95%.</p> <p>Persistent absence for all pupils is below 8% and below 16% for the disadvantaged group.</p> <p>Specific targeting and Crew time activities increase punctuality and attendance.</p>

## 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: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned CPD	Education Endowment Foundation	1, 2, 9

<p>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 skills and use of Mastery/CPA/Anchor charts in maths</p> <ul style="list-style-type: none"> <li>• SLT coaching staff 2.5 days each week</li> <li>• External Literacy consultant to work with Reading and Writing leaders</li> </ul>	<p>Teaching and Learning Toolkit - <a href="#">Feedback</a> EEF Guidance Report - <a href="#">Teacher Feedback to improve pupil learning</a> Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Metacognition and self regulation</a> EEF Guidance Report - <a href="#">Metacognition and self-regulated learning</a> <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>Marc Rowland - Addressing Educational Disadvantage (The Essex Way) (2021)</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Effective Professional Development</a></p> <p>Walk Thru's by Tom Sherington &amp; Oliver Caviglioli (2020)</p>	
<p>TA training</p> <ul style="list-style-type: none"> <li>• Precision teaching leads to Impactful interventions</li> <li>• Effective support to QFT</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">TA interventions EEF</a> Precision teaching EEF Effective use of Teaching Assistants EEF</p>	1, 2, 9
<p>Continue training for all staff to develop use of oracy within the curriculum. Develop role of Oracy middle Leader to lead on Oracy strategies</p>	<p>Research from Voice 21 Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a> Closing the vocabulary gap - Alex Quigley</p>	2, 6, 9
<p>Continue Reading and phonics training through external courses, continue development of year group reading leads in school, external consultant to work with early reading and phonics lead on a programme of improvement. Purchase high quality reading materials for all year groups. Recruit reading volunteers for each year group to ensure all children receive reading practice</p>	<p>Education Endowment Foundation toolkit - <a href="#">Reading comprehension (GR and SR) strategies</a></p> <p>Education Endowment Foundation toolkit - <a href="#">Phonics</a></p> <p>Writing Framework - DfE</p>	1, 2, 9
<p>Development of REAL LiFE Curriculum</p>	<p>Education Endowment Foundation toolkit - <a href="#">Collaborative Learning Approaches</a></p>	1, 2, 6, 9

SLT lead to deliver high quality CPD training CREW - teaching children how to be responsible for their own learning and ensure all children have a sense of belonging and mattering.  East learning provides data to increase aspirational targets / experiences for our pupils	KED Ron Berger - Leaders of their own learning: Transforming schools through Student engaged assessment (Feb 2016) We are Crew - Ron Berger EL Education Enquiry Mindset - Trevor Mackenzie Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Metacognition and self regulation</a>	
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 <a href="#">Diagnostic assessment   EEF</a>	1,2,4

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

Budgeted cost: £ 50,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Therapist to deliver targeted interventions to children in Foundation Stage	Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Oral language Interventions</a>  Education Endowment Foundation Early Years Toolkit <a href="#">Communication and Language Approaches</a>	1, 2, 3
Coaching and CPD ensures Learning plans for PP pupils with SEND have SMART targets that drive progress	EEF Pupil_Premium_menu_evidence  Supporting SEN in mainstream EEF	1,2,4,8

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

Budgeted cost: £ 102,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker	Current and historical school improvement focus	3, 5
<b>Inclusion Team:</b>		3,

- Behaviour mentor support for targeted children - School counsellor support for specific children	Principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a>	
<b>Attendance Lead:</b> -raising the profile of attendance and punctuality -developing and delivering strategies <b>Attendance Officer:</b> - Monitoring and targeting poor attenders - Reward system Changing the culture of poor attendance - 3 days per week Crew resources encourage attendance through Crew time	Education Endowment Foundation - <a href="#">Behaviour Interventions</a>  Restorative Practice - Mark Finnis  <a href="#">working together to improve school attendance.</a>	7
Chrome Books for all pupils in KS2, Virtual Headsets reduce the digital divide	EEF - <a href="#">Digital technology (2019)</a>	5, 6, 9
Zones of regulation is rolled out across the school to support self regulation and engagement with learning	<a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	1, 2, 4

**Total budgeted cost: £362,715**



## 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 **2024 to 2025** 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>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>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: modeling, feedback, scaffolding and questioning which drive CPD and</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 confident to progress in their learning</p> <p>Find out through planned effective questioning what</p>	<p><b>Whole School Data:</b></p> <table><tr><th colspan="4">Whole School Yrs 1-6</th></tr><tr><th>2022 - 23</th><th>All</th><th>PP</th><th>PP no SEND</th></tr><tr><td>Reading</td><td>59%</td><td>51%</td><td>71%</td></tr><tr><td>Writing</td><td>51%</td><td>44%</td><td>63%</td></tr><tr><td>Maths</td><td>64%</td><td>55%</td><td>75%</td></tr></table> <table><tr><th>2023 - 24</th><th>All</th><th>PP</th><th>PP no SEND</th></tr><tr><td>Reading</td><td>60%</td><td>53%</td><td>75%</td></tr><tr><td>Writing</td><td>51%</td><td>45%</td><td>64%</td></tr><tr><td>Maths</td><td>64%</td><td>58%</td><td>81%</td></tr></table> <table><tr><th>2024 - 25</th><th>All</th><th>PP</th><th>PP no SEND</th></tr><tr><td>Reading</td><td>67%</td><td>62%</td><td>82%</td></tr><tr><td>Writing</td><td>56%</td><td>50%</td><td>71%</td></tr><tr><td>Maths</td><td>67%</td><td>61%</td><td>81%</td></tr></table> <p>Whole school Data shows that ARE levels in reading writing and maths have increased on previous years. PP children without SEND continue to improve in Reading, Writing from last year and Maths remaining the same.</p> <p><b>KS2 Data:</b></p> <table><tr><th colspan="4">Key Stage 2 Data</th></tr><tr><th>2022 - 23</th><th>KS2</th><th>PP</th><th>PP no SEND</th></tr><tr><td>Reading</td><td>54%</td><td>51%</td><td>71%</td></tr><tr><td>Writing</td><td>60%</td><td>47%</td><td>63%</td></tr><tr><td>Maths</td><td>56%</td><td>45%</td><td>75%</td></tr></table> <table><tr><th>2023 - 24</th><th>KS2</th><th>PP</th><th>PP no SEND</th></tr><tr><td>Reading</td><td>73%</td><td>67%</td><td>86%</td></tr><tr><td>Writing</td><td>63%</td><td>56%</td><td>72%</td></tr><tr><td>Maths</td><td>66%</td><td>57%</td><td>76%</td></tr></table> <table><tr><th>2024 - 25</th><th>KS2</th><th>PP</th><th>PP no SEND</th></tr><tr><td>Reading</td><td>68%</td><td>72%</td><td>82%</td></tr><tr><td>Writing</td><td>66%</td><td>63%</td><td>83%</td></tr><tr><td>Maths</td><td>62%</td><td>69%</td><td>83%</td></tr></table> <p>Whole school KS2 data was lower last year than 2022/23. For PP children, those without SEN are at or above National EXS across all subjects. Children with SEN regardless of whether they are disadvantaged or not achieved significantly below National in Reading and Writing.</p>	Whole School Yrs 1-6				2022 - 23	All	PP	PP no SEND	Reading	59%	51%	71%	Writing	51%	44%	63%	Maths	64%	55%	75%	2023 - 24	All	PP	PP no SEND	Reading	60%	53%	75%	Writing	51%	45%	64%	Maths	64%	58%	81%	2024 - 25	All	PP	PP no SEND	Reading	67%	62%	82%	Writing	56%	50%	71%	Maths	67%	61%	81%	Key Stage 2 Data				2022 - 23	KS2	PP	PP no SEND	Reading	54%	51%	71%	Writing	60%	47%	63%	Maths	56%	45%	75%	2023 - 24	KS2	PP	PP no SEND	Reading	73%	67%	86%	Writing	63%	56%	72%	Maths	66%	57%	76%	2024 - 25	KS2	PP	PP no SEND	Reading	68%	72%	82%	Writing	66%	63%	83%	Maths	62%	69%	83%
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Reading	63%	41%	53%																																																																																																																	
Writing	63%	37%	53%																																																																																																																	
Maths	64%	41%	53%																																																																																																																	
Year 1 Phonics																																																																																																																				
	School All	National All	School PP	No PP No SEND																																																																																																																
2023/24	80%	80%	75%	90%																																																																																																																
2024/25	79%	80%	62%	80%																																																																																																																
Statistic	2023-2024		Cohort	2024-2025																																																																																																																
	School	National		School	National																																																																																																															
% of pupils scoring full marks (25/25)	53%	34%	62	37%	~ 38%																																																																																																															
Average score (out of 25)	19.9	20.6	58	19.6	~ 21.0																																																																																																															

		<div>PP with SEND</div> <table><tr><td>25.8.24 - 4.10.24</td><td>24%</td><td>50%</td><td>25%</td></tr><tr><td>16.5.25 - 10.7.25</td><td>10%</td><td>46%</td><td>43%</td></tr></table> <p>Progress against Insight targets is carefully analysed on an individual basis and as a year group. We switched from Edukey to Insight in 23/24 and worked hard through CPD to introduce new learning plans with SMART targets. The aim is to have 0% in the no progress box with 100% of targets achieved.</p>	25.8.24 - 4.10.24	24%	50%	25%	16.5.25 - 10.7.25	10%	46%	43%
25.8.24 - 4.10.24	24%	50%	25%							
16.5.25 - 10.7.25	10%	46%	43%							
Children are equipped to be confident, respectful and purposeful speakers, which positively impacts their writing	<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>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>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</p>	<p>In Foundation stage 2, Speaking results have decreased by 8% for PP pupils with 56% PP pupils compared with 64% previously. However, 91% of non-PP children achieved Speaking ARE compared to 2023/24 results of 83% of non PP children. This is an increase of 8%. The speech and language consultant continues to work with teachers to further develop language rich classrooms and we have introduced oral colourful semantics to support the acquisition of grammatically correct sentences both in speaking and writing. EAL pupils and pupils with lower language levels have had weekly intervention groups in class</p> <p>Oracy monitoring shows that talk supports all children but particularly pupil premium and the most vulnerable. This is because it has been shown to engage these children in exploratory talk which enables them to explore their thinking with a range of other children including mixed ability pairs. In Maths, children are supported in their understanding and reasoning through sentence stems and vocabulary widgets to articulate their thinking. These oracy strategies remove the cognitive overload for pupil premium children so that they can clearly articulate their learning, enabling teachers to use cold-calling and questioning to assess their understanding and therefore move their learning forward.</p> <p>The oracy sequence of learning supports all children including pupil premium children to over rehearse learnt knowledge and vocabulary. Sentence stems such as 'I have learnt that...' and 'I know that...' support these children to remember and articulate their learning.</p> <p>The Ofsted Report in March 2024 stated that; <i>The school's curriculum is ambitious and relevant. It takes account of pupils' backgrounds and their needs. The development of pupils' spoken language is a key feature of its design. There is a focus on oracy and developing pupils' vocabulary in all lessons. Pupils learn to talk, and they learn through talk. This approach is serving all pupils well, but it is particularly effective for the high proportion of disadvantaged pupils, pupils with special education needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL) at the school.</i></p>								

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.

#### 2024 - 2025 End of KS2 Data

	PP		Non PP	
	EXS	GD	EXS	GD
Reading	67%	25%	69%	21%
Writing	63%	7%	69%	0%
Maths	62%	13%	62%	7%
GPS	65%	20%	65%	21%
Combined	51%	4%	45%	0%

There has been an ongoing increase in attainment of disadvantaged pupils across the subjects with the exception of GDS Maths and GAPS  
Children without SEN but are disadvantaged are at or above National EXS across all subjects  
Children with SEN regardless of whether they are disadvantaged or not achieved significantly below National  
6 children have an EHCP, none of these children were able to access the Reading paper, either due to cognitive or emotional reasons  
It is worth noting, however, that 2 of the children with EHCPs achieved EXS in Maths, 1 of these also achieved EXS in Writing and the achieved EXS in GAPS - this is something to celebrate (in the last 5 years, only 1 child with an EHCP reached EXS in 1 subject)  
Whole School:  
Our Writing data is largely in line with 2023/24 despite the cohort having a lower starting point.  
We are below National for Reading at EXS and GDS  
In 2023/24 we were above National but 2024/25 carries on the upward trajectory from 2022/23  
Results this year are disappointing but it has to be acknowledged that this was a tricky cohort with  $\frac{2}{3}$  who did not get a good enough offer in Y5  
The number of children who reached EXS and GDS in Maths is lower in 2024/25 compared to 2023/24  
Children arrived in Y6 lacking some basic number and operation skills  
The teaching of Maths through Maths No Problem was not always linked to the gaps in pupil knowledge and effective enough in accelerating progress

#### 2023 - 2024 End of KS2 Data

	PP (48)		Not PP (40)	
	ARE	GD	ARE	GD
Reading	67	23	83	33
Writing	56	0	76	0
Maths	57	17	83	30
GAPS	61	21	83	35
Combined	46	0	68	0

End of Key Stage 2 data has increased in all subjects when compared to last year. Whilst there remains an attainment gap between PP and non-PP, both sets of data have increased and the attainment gap in Writing has closed by 10% on the previous year. When further analysis is completed it is clear that there is a difference between PP children with SEN and those without. There is a focus on SEND children this year.

<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 continued to develop CREW as a tool for growing children's agency. Children arrived at school from 8.30am to complete CREW tasks, after setting their own targets at the start of the week. Chromebooks across KS2 supported this. However, it was noted through monitoring that engagement with this strategy was varied. Whilst it motivated some, it was not supportive of our most vulnerable learners.</p> <p>A relaunch of Crew was planned for 2025/2026 to re-engage our most vulnerable learners. The focus is now on teamwork, social skills and belonging.</p> <p>Pupil feedback regarding crew is positive. Observations on the gate confirm that children are arriving earlier to join in the crew sessions.</p> <p>The Ofsted report in March stated that;</p> <p>The classes at Braunstone Frith are known as 'crews'. Staff teach pupils how to be active, responsible crew members. Pupils are not allowed to be 'passengers'. The school's 'REACH IT' values set out what it means to be a successful learner. Pupils like earning points for demonstrating one of the 'REACH IT' attitudes.</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. As our pan has decreased from 90 to 60 we have not replaced our second family support worker. The inclusion team consists of: Head of Inclusion &amp; Senco, Assistant Senco, Senco assistant, Lead DSL &amp; Family support worker, Assistant Head responsible for behaviour, Behaviour mentor and a school counsellor. We have also accessed the MHST - mental health support team through the NHS and have worked closely with them to support the mental health of our pupils.</p> <p>All staff are confident with signposting Early Help and indicating to the team when they feel a family is struggling. The Family Hub continues to support struggling families with food, school uniforms, clothing and toiletries.</p> <p>The following referrals/signposts were made in 2024/2025. This is on top of day to day advice and support. Number of referrals:</p> <p>Charity link - 0</p> <p>Household support fund - 3</p> <p>Early help - 12</p> <p>PPP/ADHD solutions - 18</p> <p>Food bank (not in school) or uniform provided - 0 as this has been replaced by our in school family hub foodbank</p>

		<p>Family Hub foodbank &amp; free uniform - 10 families per week  Bus pass application - 0  Letters for family support - 8  Other family support work signposting/advice/support - 10  School nurse referral by FSW - 4</p> <p>This area continues to be a focus in 25/26 due to the continuation of the challenging economic climate.</p>
To improve attendance for all children	<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>2024-2025 Pupil Premium attendance was 89.6% a slight increase from previous years  2023-2024 Pupil premium attendance was 88.98 compared with 88.92% in 2022-2023 and 88.86% in 2021 - 2022. It remains broadly in line with previous years.</p> <p>A new SLT attendance lead is raising the profile of attendance across the whole school. 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>The Ofsted report in March 2024 stated that;  <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></p>

## 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 volunteers hear PP children read, Teaching Assistants ensure they have quizzed on accelerated reader, practiced their times tables and completed their homework. 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.



### Pupil Premium Hierarchy of Need

