# Pupil Premium Strategy Statement 2023-2024

This statement details our school’s use of pupil premium (and recovery premium for the

2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

| **Detail**  | **Data**  |
| --- | --- |
| School name  | Brackenwood Junior School  |
| Number of pupils in school  | 227 |
| Proportion (%) of pupil premium eligible pupils  | 59 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**  | 2021-2024  |
| Date this statement was published  | 1.9.22  |
| Date on which it will be reviewed  | 10.7.23 |
| Statement authorised by  | R.Fry |
| Pupil premium lead  | R.Fry |
| Governor / Trustee lead  | David Stanley  |

## Funding overview

| **Detail**  | **Amount**  |
| --- | --- |
| Pupil premium funding allocation this academic year  | £65,175 |
| Recovery premium funding allocation this academic year  | £5981 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| **Total budget for this academic year** If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year  | £71,156 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Brackenwood Junior School is committed to ensuring that provision is made for socially disadvantaged children so that rates of progress and attainment are similar to those made by their peers. With this in mind, Brackenwood Junior School will:

* Create and agree with governors a clear and concise annual spending plan and policy to ensure that pupil premium funding remains ring-fenced and targets the right group of pupils for maximum impact.
* Keep governors thoroughly informed of subsequent decisions and evaluations through termly reports which evaluate every aspect of the funding and the impact it is having.
* Identify our most disadvantaged pupils.
* Identify reasons why pupils from this target group are underachieving and take steps to remove potential barriers to learning
* Identify hardest to reach families of children within the target group and take steps to improve links with the school, attendance and behavioural issues
* Carry out research into how other schools are using pupil premium funding and identify activities and interventions which have the most impact on raising achievement
* Ensure teachers and support staff are aware of the pupil premium children in their class, and that their work shows they are receiving clear and useful feedback about how to improve it.
* Monitor the experience of these children in class and take steps to ensure their needs are met.
* Monitor the impact of intervention groups to ensure they are improving attainment and take steps to address the needs of children where attainment remains slow \* Ensure data is used to drive pupil progress meetings and devise action plans on a termly basis to make any necessary adjustments accordingly to provision
* Report termly on the allocation of funding and the impact that each aspect of the spending is having on children in the target group

## Challenges

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

| **Challenge number**  | **Detail of challenge**  |
| --- | --- |
| 1  | Unable to read fluently due to limited phonics knowledge and decoding skills  |
| 2  | Limited understanding and knowledge of basic number skills  |
| 3  | Mental health and anxiety issues  |
| 4  | Low levels of attendance  |
| 5  | Limited cultural capital experiences  |
| 6 | Pupils’ progress has been impacted by national lockdowns |

## 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**  |
| --- | --- |
| By the end of our current strategy plan, the school will have systems in place to ensure that disadvantaged pupils consistently make accelerated progress in reading and catch up quickly with their non-disadvantaged peers.   | \*The total number of disadvantaged children who are behind ARE when they join the school rapidly decreases from their starting points. \*The total number of disadvantaged children in each cohort who are behind ARE reduces rapidly year on year. \*Reading Records for disadvantaged pupils demonstrate that barriers to fluency are consistently identified and overcome through the systematic teaching of phonics. \*Pupil’s Reading logs will demonstrate that disadvantaged pupils are engaging with reading and have frequent opportunities to practise independently. \*Analysis of NTS assessment data will show reducing proportions of disadvantaged pupils in the “Below” and “Working Towards” categories. \* End of Key Stage 2 Data for disadvantaged pupils compares favourably with that of non -disadvantaged pupils.   |
| By the end of our current strategy plan, the school will have systems in place to ensure that disadvantaged pupils are consistently able to grasp a better understanding of basic number skills and address gaps in their learning, in order to catch up quickly with their non-disadvantaged peers.  | \*Disadvantaged pupils are routinely and consistently allocated places on targeted interventions including KS2 and KS2 Mastering Number, TT Rockstar interventions, arithmetic interventions groups and extended School Day Provision. \* Diagnostic assessments of disadvantaged pupils in interventions demonstrate a rapid closing of learning gaps over time. \* Retrieval strategy activities are used within class and for additional homework in order to help disadvantaged pupils to know more and remember more over time. \*Engagement levels of disadvantaged pupils within TTRS are high. \* Disadvantaged pupils are acquiring a greater range of mental maths skills over time. \*Fortnightly arithmetic assessments show that disadvantaged pupils are developing an improving knowledge of arithmetic skills over time. \*Analysis of NTS assessment data shows reducing proportions of disadvantaged pupils in the “Below” and “Working Towards” categories. \* End of Key Stage 2 Data for disadvantaged pupils compares favourably with that of non-disadvantaged pupils.   |
| By the end of our current strategy plan, the school will have systems in place to ensure that disadvantaged pupils consistently have access to the support they require in order to overcome any issues relating to mental health, resilience and well-being.    | \*Disadvantaged pupils in need of additional support are identified quickly and allocated to funded interventions including, Pastoral programmes, Forest School, MHST workshops and pastoral support.\* Disadvantaged pupils tell us they are happy in school and that they receive the additional support they need - Pupil Voice.\*Disadvantaged pupils have access to a range of class-based and 1-1 and small group interventions, resources and strategies in order to improve self-regulatory behaviours and executive functioning skills. \*Attendance rates for disadvantaged pupils compares favourably with non-disadvantaged peers.   |
| As a result of swift and effective intervention to tackle low levels of attendance and the underlying reasons for this, disadvantaged pupils have levels of attendance which compare favourably with attendance of non-disadvantaged pupils.  | \*Attendance rates for disadvantaged pupils compare favourably with non-disadvantaged peers. \*Persistent absentee rates for disadvantaged pupils are proportionate to their non-disadvantaged peers.   |
| The cultural experience of disadvantaged pupils is enhanced through access to a range of trips and visits to a variety of locations and access to cultural opportunities within school such as musical tuition and other clubs.  | \*Financial support is provided to disadvantaged pupils to enable them to attend residential trips on request and through discussion with the headteacher. \*Financial support is provided to disadvantaged pupils to enable them to participate in extra-curricular activities and engage in musical tuition.   |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,156

| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| --- | --- | --- |
| Purchase RWI phonics resources and RWI Fresh start resourcesPurchase of Oxford Owl VIPERS resourceProvide CPD to staff in order to implement the scheme effectively.  | The introduction of RWI Phonics and RWI Fresh Start will provide a systematic and progressive approach to the teaching of phonics.The EEF toolkit emphasises that reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. Consistent and progressive implementation of the Oxford Owl VIPERS resource will provide effective teaching of reading comprehension skills across the school. The resource focuses on developing the core strategies of vocabulary development, inference, prediction, explanation, retrieval and summary.  | 1  |
| Purchase Power Maths workbooks and continue to provide CPD to staff in order to implement the scheme and develop mastery  | The introduction of this maths scheme will provide a consistent and progressive approach to the teaching of whole-class maths.  | 2  |

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

Budgeted cost: £27,000

| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| --- | --- | --- |
| **Reading:** Purchase and implement RWI Phonics Intervention  | *Read Write Inc.* Phonics includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. It is currently being trialled for efficacy by the EEF.  | 1  |
| **Reading:** Provide access to Fresh Start for all disadvantaged pupils who are 1, 2 or 3 years behind their non-disadvantaged peers | Fresh Start includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. Fresh Start has been used at Brackenwood since Sept 2022 and has seen many children on the programme make vastly accelerated progress.  | 1  |
|  |
| **Reading:** Provide 1-1 daily support for disadvantaged pupils who are 1, 2 or 3 years behind their non-disadvantaged peers.  | Salford Reading Checks, RWI phonics assessment and fluency checks are used to assess children and identify those who join the school who are not yet fluent readers.Reassessment of pupils using the Salford Reading Checks, RWI phonics assessment and fluency checks consistently shows that those in receipt of 1-1 daily support quickly close this gap. | 1  |
| **Maths:** Provide CPD for 2 x Teachers to deliver Maths Mastering Number intervention for disadvantaged pupils  | This intervention is endorsed by NCTEM - National Centre in excellence of teaching Maths - funded by Dfe, and co-ordinates work of the Maths Hub. The programme is designed to increase pupil’s fluency and arithmetic skills at a rapid pace in order for pupils to have the skills for Maths reasoning.  | 2  |
| **Maths:** Provide extended school day maths interventions for disadvantaged pupils  | Evidence carried out by the EEF indicates that, on average, pupils make two additional months progress per year, increasing to three months for disadvantaged pupils, when participating in extended school day provision.  | 2  |
| **Pupil Conferencing:** Provide opportunities for teachers and teaching assistants to work with disadvantaged pupils on a 1-1.   | Disadvantaged pupils will benefit greatly from this level of support, which will be used to address misconceptions in learning and provide additional help  | 1 and 2  |

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

Budgeted cost: £28,000

| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| --- | --- | --- |
| Additional teaching assistants recruited in order to provide support to pupils 1-1.  | This level of TA support is providing much needed stability to a small number of pupils who benefit from this individual level of additional support.  | 3  |
| Provide individual and whole class sessions from MHST.   | The MHST (mental health support team) approach provides pupils with strategies to overcome mental health issues  | 3  |
| Provide pastoral sessions for pupils who require additional support  | Targeted programmes are evidence-informed intervention to support children across a range of areas, including feelings and emotions**”,** engagement**, r**esilience**,** hopes and aspirationsand **r**elationships**.** These themes recognise that children learn better and are happier in school if their emotional needs are also addressed.  | 3  |
| Provide pupils with a range of class-based and intervention resources in order to improve self-regulatory behaviours and executive functioning skills \* Provide disadvantaged pupils with activities and interventions to help them improve their working memory capacity   | Research (Tom Sherrington and Paul Dix) shows that children who demonstrate good self-regulation increase their chances of academic success. Research also suggests that self-regulation is controlled by executive functioning skills and these can be developed to improve working memory and to counteract the effects of anxiety and stress.  | 3, 7  |
| Provide a member of staff to monitor the attendance and welfare of pupils and to provide support for pupils and families in order to secure any improvements  | Disadvantaged pupils will perform more successfully in school if attendance barriers for pupils and families are removed.  | 4  |
| \* Provide financial support to disadvantaged pupils and their families to enable them to attend residential trips. \* Provide financial support to disadvantaged pupils and their families to enable them to participate in extracurricular activities and engage in musical tuition.  | This spending is aimed to improve the knowledge and cultural capital of disadvantaged pupils in order to enhance their understanding of the world.  | 5  |

**Total budgeted cost: £71,156**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. This academic year was disrupted by a Lockdown from January to March, and there were no end of key stage SATS tests, league tables or national comparisons.

**End of Key Stage 2 Outcomes; July 2023**

|   | Disadvantaged (14 pupils, 6 of whom had SEN)  | Whole Cohort |
| --- | --- | --- |
| % of pupils achieving the expected standard in reading  | 50%  | 76%  |
| % of pupils achieving the expected standard in writing  | 36%  | 71%  |
| % of pupils achieving the expected standard in maths  | 21%  | 66%  |

|  | **Strategy Outcomes (July 2023)**  |
| --- | --- |
| **Aim**  | **Impact**  |
| As a result of having access to additional resources and support, disadvantaged pupils make accelerated progress in reading over time. This is demonstrated through 1-1 reading records, Salford Reading Checks, fluency and NTS assessment data, Phonics Rescreening, and progress through the RWI phonics catch up programme.  | In all year groups, disadvantaged pupils made good progress in reading.  |

| Disadvantaged pupils develop a deeper grasp of basic number skills and address any learning gaps acquired during Key Stage 1. This is demonstrated through arithmetic lessons each day, the mastering number programme adopted, engagement with Times Table Rock Star, Mental Maths audits, Fortnightly Arithmetic Assessments and NTS end of term assessments.  | \*During 2022-2023, two TAs delivered Maths intervention programmes; this programme was delivered to pupils as required across all year groups.\*During 2022-2023, the school provided extended day provision to support pupils as required in all year groups in Maths |
| --- | --- |
| As a result of having access to additional resources and support, disadvantaged pupils are supported to overcome any issues relating to mental health, resilience and well-being. This is demonstrated through feedback from mentors, pupil questionnaires, pupil voice meetings and questionnaires, improved levels of attendance and Boxall / SDQ profiling.  | * All children received additional programmes of lessons to support with positive mental health, resilience, independence and confidence
* Disadvantaged pupils who required additional support were identified and support provided through 1-1 TA support and pastoral sessions.
 |
| As a result of swift and effective intervention to tackle low levels or attendance and the underlying reasons for this, disadvantaged pupils have levels of attendance which compare favourably with attendance of non-disadvantaged pupils.  | Low attendance identified for a number of disadvantaged pupils and interventions (including home visits and attendance support meetings) put into place. \*Attendance for disadvantaged pupils remains lower; the school has implemented a range of strategies during 2022-2023 to improve this.  |
| The cultural experience of disadvantaged pupils is enhanced through access to a range of trips and visits to a variety of locations.Disadvantaged pupils have access to cultural opportunities within school such as musical tuition and other clubs.  | \* Trips and visits were accessed by all children and financed as required for disadvantaged pupils as required |
| \* Disadvantaged pupils were entitled to attend two clubs each week free of charge  |

## Externally provided programmes

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

| **Programme**  | **Provider**  |
| --- | --- |
| Vipers | Literacy Shed |
| Power Maths | Maths Hub  |
| RWI phonics | Oxford University Press |
| RWI Fresh Start  | Oxford University Press |
| Mastering Number | NCETM |
| Developing Experts | Developing Experts |
| KAPOW | Kapow Primary  |