



## Brotherton and Byram CP Academy Pupil Premium Strategy Statement 2020/2021



Pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support raising of attainment for the most vulnerable pupils.

### At Brotherton and Byram Community Primary Academy:

- We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.
- We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

1. SUMMARY INFORMATION			
School	Brotherton and Byram CP Academy	Total PP Budget	£41,695
Academic Year	2020-2021	Number of children Eligible for PP	42 (23%) (Funding from PP children January 2020 - 38 pupils)
Total Number of children	183 (including nursery)	Date of internal PP Review	September 2021

## Whole School 2019 Overview

Due to COVID-19 whole school closure, there is no whole school 2019/20 data available but communication with parents during whole school closure/return to whole school opening and baselines assessments in September 2020 show:

- The attainment gap between pupil premium children and non-pupil premium has widened.
- Many pupil premium children need additional SEMH support.
- Children have not experienced opportunities outside the home.
- Key basic skills, including oracy and fine motor skills are below age related expectations
- Children need structure and routines embedded to support behaviour and wellbeing.
- Many pupil premium children became disengaged with remote learning at home.
- Many parents of pupil premium children struggled to support their children with remote learning.
- Increasing parental support needed to ensure children attend school regularly.

### 2. BARRIERS TO FUTURE ATTAINMENT (for children eligible for PP)

#### In-school barriers

A.	<b><u>Social, Emotional and Wellbeing Needs</u></b> – A large majority of Pupil Premium children returning to school after COVID-19 whole school closure have many social and emotional barriers, including low resilience, stamina, social skills (including oracy) that impede on their progress.
B.	<b><u>Attainment</u></b> – Before COVID-19, the percentage attainment of PPG pupils in reading, writing and maths was not in line with progress and attainment outcomes of non-pupil premium children and the gaps has widened since whole school closure.
C.	<b><u>Attendance</u></b> - the percentage of all PP children attending school was below the national average (96%) before COVID-19 whole school closure
D.	<b><u>Remote Learning</u></b> - During whole school closure many PP children became disengaged with learning. As more children will need to self isolate over the coming year due to COVID-19, planning, provision, monitoring and return to school interventions need to be in place for remote learners to ensure the gap between PP and other children does not widen.

#### External Barriers

D.	<b><u>Supporting Vulnerable Families</u></b> - Before COVID-19 some of our families struggled financially, getting their children to school and on time and there were safeguarding issues. During whole school closure, financial hardship, mental well being of parents and children and safeguarding has increased.
E.	<b><u>Lack of Opportunities to Experience and Understand the World Around Us</u></b> - Lack of opportunities of our children out of school was already impacting on progress in school with children unable to draw upon experiences in their learning (lack of vocabulary, inference for reading, experiences to draw upon in writing). COVID-19 whole school closure has further impacted on the lack of opportunities pupil premium children have experienced.

### 3. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	<p><b><u>Social, Emotional and Wellbeing Needs</u></b></p> <ul style="list-style-type: none"> <li>• The behaviour within the school remains good and improves even further.</li> <li>• Children's mental health improves, shown in Boxall profiling</li> <li>• Exclusion rate to be 0%.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Positive behaviour tracking for PP children.</li> <li>• Boxall Profiling</li> <li>• Hub Club register</li> <li>• CPOMS entries</li> <li>• Access to Family Support worker to support positive learning within school</li> <li>• Access to support from Behaviour and Wellbeing Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Family support worker will identify vulnerable children and work as part of the wellbeing team to support children (1-1, small group).</li> <li>• Support for PPG pupils with identified barriers to learning through a range of targeted emotional/mental health interventions, Worry-box, Fireworks and social groups.</li> <li>• Purchase of resources and training of staff to support children with social and emotional mental health difficulties.</li> <li>• Daily PSHE session as whole class linked to specific wellbeing needs of children (eg. resilience, stamina, anger management, respect for self and others).</li> <li>• Weekly sessions of restorative circles for KS1 and KS2 children delivered by trained staff to support all children including vulnerable PPG children</li> <li>• Lunchtime provision in the form of Hub Club to offer additional provision to support vulnerable PPG children.</li> <li>• 'The Hub' is used regularly for KS1 and KS2 which addresses children's learning, behaviour, emotional and social needs through small groups.</li> <li>• Special Educational Needs provision. Support for KS1/KS2 PPG pupils with identified barriers to learning through directed support from assistant teachers.</li> <li>• SEN/ intervention training for staff to support PPG</li> <li>• Boxall profiling and mental health curriculum in place to ensure quality wave 1 inclusive provision and targeted support for additional specific support identified.</li> <li>• SEMH team to identify, monitor and give support to vulnerable children</li> <li>• All PP children to receive the option of free access to breakfast club so they have a positive start to the day with a healthy breakfast, providing a nutritious breakfast and a calm start to the school day.</li> <li>• Reduction in the number of PP children receiving unacceptables</li> </ul>

B.	<p><b><u>Attainment</u></b></p> <ul style="list-style-type: none"> <li>• Gap between PP and non PP children progress closes in Reading, Writing and Maths</li> <li>• Gap between PP and non PP children progress closes across all foundation subjects.</li> <li>• Ensure a greater number of PP children achieve EXP progress at KS1 and KS2 to fall in line with national.</li> <li>• PP children in Early Years close the gap in achieving ELGs in comparison to non PP.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Internal progress measure throughout the year.</li> <li>• Ebor data capture 3 times per year.</li> <li>• End of Key Stage 2 data (July 2021)</li> <li>• End of Key Stage 1 data (July 2021)</li> <li>• End of EYFS data (July 2021)</li> <li>• Year 1 and Year 2 Phonics Data (July 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence (data, books, observations) shows improved progress in each cycle for all PP children.</li> <li>• Interventions show PP children are rapidly closing gaps.</li> <li>• Additional resources (eg. IDL) show positive impact on PP progress</li> <li>• PP children are able to access whole class learning with reduced interventions.</li> <li>• Additional AT hours supporting children to catch up after whole school closure are showing impact on PP progress.</li> </ul>
C.	<p><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>• Data will show improved attendance for PP children</li> <li>• The percentage of persistent absence and lates has decreased.</li> <li>• Attendance for PP children is at least in line with national.</li> <li>• Persistent absentee children who are also PP will have improved attendance and attendance is at least 96%</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Percentage of PP children attending school will be monitored to be above 96%</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated time for Attendance lead to work with families of PPG pupils to increase attendance percentages and improve punctuality.</li> <li>• Dedicated time working with PPG pupils and families and multi-agency safeguarding teams, including Child in Need and Child Protection Plans, as well as regular liaison with professionals from Children's Social Care</li> <li>• All PP children to receive the option of free access to breakfast club so they have a positive start to the day with a healthy breakfast, improving punctuality and attendance of targeted families</li> <li>• All PP pupils are entitled to the support that will close any learning gaps.</li> <li>• Family Support Worker will regularly liaise and work with vulnerable families to ensure improved attendance at school, giving support to ensure this happens</li> </ul>
D.	<p><b><u>Remote Learning</u></b></p> <ul style="list-style-type: none"> <li>• Data shows the gap between progress and attainment of PP and non PP children is reducing.</li> <li>• PP children are engaged with remote learning and making good progress as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• Data shows A clear plan is in place and implemented for remote learning for those children needing to self isolate ensuring there is no lost learning.</li> <li>• Monitoring of remote learning and daily contact with children and families ensures children make good progress.</li> </ul>

		<ul style="list-style-type: none"> <li>• Additional assessment, support and intervention when children return to school ensures any gaps in learning are address quickly.</li> <li>• A remote learning register is in place and monitored by SLT and the family support worker to ensure all children learning from home and their families have additional support if needed from school, Early Help, Social Care.</li> </ul>
E.	<p><b><u>Supporting Vulnerable Families</u></b></p> <ul style="list-style-type: none"> <li>• An increase in the number of families being able to access the support and services that they require.</li> <li>• Outcomes for all children continue to improve further</li> <li>• Concerns / Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parental voice</li> <li>• CPOMs data</li> <li>• Attendance data</li> <li>• Referral data</li> <li>• PP closing the gap forms</li> <li>• Boxall profiling</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of persistent absence and lates has decreased.</li> <li>• Attendance for PP children is at least in line with national</li> <li>• Parent surveys show improved parental engagement and involvement in school activities.</li> <li>• Decreased safeguarding referrals</li> <li>• Boxall profiling shows an improvement in children's wellbeing and mental health.</li> </ul>
F.	<p><b><u>Lack of Opportunities to Experience the World Around Us</u></b></p> <ul style="list-style-type: none"> <li>• PP children are drawing on a wider range of experiences to improve progress across all subjects in school.</li> <li>• PP children identify their qualities and have a strong moral character</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• Internal progress data throughout the year.</li> <li>• End of KS1 and 2 data</li> <li>• Analysis of the percentage of children achieving their targets on their Individualised Speech and Language Programmes</li> <li>• Number of children accessing Speech and Language interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance provision outdoors show children are becoming more engaged with outdoor activities and more active. Continue to develop Forest Schools provision and planning.</li> <li>• Opportunities in school will be paid for from PP budget where families cannot pay.</li> <li>• PP children will be targeted when providing opportunities in school and will be encouraged to attend.</li> <li>• When safe to do so PP children are taking part in additional clubs including cooking and drama.</li> <li>• Restorative Practice ensure children identify their strengths, have strong moral character shown in pupil voice.</li> </ul>

4. PLANNED EXPENDITURE 2020/21						
i	<u>Quality of teaching for all</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Focus on the Social and Emotional Needs of all pupils including the vulnerable pupils	SEMH needs identified using Boxall Profiling, informs Quality Wave 1 teaching. Restorative practice planning and delivery focused on highlighted needs identified from profile. Daily check ins, solution circles led by teachers and Restorative Champions and Restorative Circles weekly.	(EEF research) The learning of those children who have social and emotional challenges can be heavily impacted on, therefore more direct intervention/ opportunities to communicate challenges and worries allows these children to flourish. Raised self-esteem and attitudes allow for children accessing the curriculum in class leading to raised levels of attainment .	Monitoring within lessons, engagement and behaviour of pupils	SLT, Family Support Worker and Pupil Premium Lead (SM)	End of each cycle
B.	Accelerated progress of PP children, closing the gap between outcomes of PP children and their peers	Teacher targets clearly linked to appraisal targets and CPD. Teacher performance management targets clearly linked to SEF, SDP. Teacher CPD links clearly to SDP and targets from teacher tracker. Improved rigor around monitoring and assessment and pupil progress meetings. Quality first teaching and an	(EEF 2018 small group tuition up to 5 children is effective in closing the gap). The gaps between the attainment of pupil premium children and non pupil premium children close. High standards of teaching ensure high outcomes for learners. Provide targeted small group interventions and in class support for Pupil Premium children to ensure	Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons Book looks demonstrate increased progress. Pupil progress meetings every cycle. Monitoring of home learning and assessment on return of those children isolating	SLT/ PP lead/Subject leads	Data capture periods

		<p>inclusive approach will reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.</p> <p>Quality wave 1 teaching will be monitored by all curriculum teams during learning walks and team actions as a result.</p> <p>Targeted additional support for those children who have widened gaps in learning and attainment due to COVID-19 whole school closure.</p> <p>Team teach programme each term for every member of teaching team in every year.</p> <p>Additional support in Year 6 and Year 2 to improve outcomes for all and close the progress gap.</p>	<p>that they make accelerated progress in reading, writing and maths.</p> <p>Regular intervention to ensure gaps closed and intervention supports pupils</p> <p>Sufficient chrome books available for all PP children to use if self-isolating so no learning is lost.</p>			
C.	Monitoring of attendance including Pupil Premium children to ensure that all pupils are in school, on time every day	Attendance lead monitoring the attendance of all pupils including the PP children and focuses on providing support for persistent PP absences	(EEF 2019 PP) Higher percentages of attendance lead to higher attainment as pupils are not missing vital learning	Effective tracking of attendance to ensure that all pupils have attendance above 96%, letters to be sent out when pupils attendance falls below 96%	SLT/ Attendance Lead (BG)/Family Support Worker	Weekly monitoring

				<p>and 90% (Persistent absentee pupils)</p> <p>PA pupils are monitored carefully through PA action plans being established, regular communication with families.</p> <p>Attendance on line closely monitored and acted on to ensure no learning is lost</p>		
<b>D.</b>	Ensuring children make good progress during periods of remote learning.	Remote learning policy and strategy ensures all children needing to self isolate or teacher needs to self isolate do not miss out on any learning and make good progress.	<p>(EEF)</p> <p>The gaps between the attainment of pupil premium children and non pupil premium children close. High standards of teaching ensure high outcomes for learners.</p> <p>Provide targeted interventions and in class support for Pupil Premium children to ensure that they make accelerated progress in reading, writing and maths and all foundation curriculum subjects.</p>	Monitoring of home learning and assessment on return of those children isolating with actions to plug gaps. Pupil progress meetings every cycle.	SLT/Remote Learning Lead/Family Support Worker/SENDCO	Every cycle and weekly monitoring of logs.
<b>E.</b>	Supporting Vulnerable Families	Increased hours for Family Support Worker after COVID-19 whole school closure identified more vulnerable families. Family Support Worker will work with them and delivers 1-1 support for children with SEMH needs Family support worker's role	Using Early Help rationale of support, reduces stress within the home and children come to school with less stress and improved mental health, ready to learn.	Weekly SEMH team meetings. Regular meetings, stronger links with Early Help using Early Help profile. Strong links with social care and other outside agencies to ensure joined up support. PP documentation is completed alongside class	Family support worker/SENCO/ SEMH team	Weekly monitoring



		is extended to closer working with agencies, particularly Early Help and social care to work more collaboratively to support vulnerable families. SEMH team developed to provide support and intervention for vulnerable children, monitor their progress and emotional needs.		action plans and SEND profiles to ensure Wave 1,2 and 3 quality first teaching and support is in place and effective, improving outcomes for vulnerable children.		
F.	More opportunities in school curriculum for children to have a wider knowledge of the world and have a strong moral character.	Curriculum planning will focus on initially recovery after whole school return in September. Then building children's wider knowledge of the world, discover their interests and talents and are resilient positive learners with strong moral characters SRE curriculum is planned and delivered driven by pupil's needs. Opportunities planned in school and grounds so children do not miss out during pandemic. More opportunities to access IT to access the wider world.	(EEF) Higher attainment and progress of pupils. Developing pupils' character will deepen the quality of understanding, debate and discussion both with curriculum knowledge and current affairs.	Curriculum is planned with children's key needs, particularly in light of whole school return after COVID-19 school closure. Cycle 1 planned focus being children's identity, cycle 2 community focus and cycle 3 children's responsibility for our world. Effective tracking and pupil progress meetings will ensure improved children's progress both with knowledge and moral character. Pupil voice will reflect improved moral character.	SLT/Teaching staff	Each cycle
ii	<b><u>Targeted Support</u></b>					
	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
A.	To provide a tailored	Targeted intervention after	Raised self-esteem and	Improvements in behaviour	Family Support	End of each

	well-being provision for those children with social, emotional and behavioural needs.	Boxall Profiling, including small group and one to one sessions. Wishes and feelings work Family Support Worker works closely with families to improve SEMH Behaviour and Wellbeing Lead works 1-1 and small groups of children to improve children's social and emotional wellbeing.	attitudes allow for children accessing the curriculum in class leading to raised levels of attainment .	Reduction in the number of unacceptables. Improvements in self-belief, self-worth and positive mindset seen in teacher assessments and pupil progress. Pupil voice. Case studies.	Worker (SM) SS/ BK Restorative Leads	cycle
<b>B.</b>	To raise attainment ensuring that all children in each year group make accelerated progress.	More AT hours in place to ensure higher staff to child ratios with the ability to deliver 1-1 support where necessary within the classroom setting. ATs have planned interventions all day to ensure children make progress and gaps (which may have widened during home learning) are rapidly plugged.	Provide targeted interventions and in class support for Pupil Premium children to ensure that they make accelerated progress in reading, writing and maths.	The gaps between the attainment of pupil premium children and non pupil premium children close	SLT/ PP lead	End of each cycle
<b>C.</b>	Working with families to improve attendance of PP children and family support.	Behaviour and Wellbeing Lead and Family Support Worker and the rest of SLT to provide extra opportunities to support families and children. Assistant Head to continue with a robust attendance system to identify early concerns regarding persistent absentees and those children regularly late	Provide support for families who may need extra support. As a school we have identified those families who find it harder to get their children to school on time. Bespoke support and monitoring allows us to offer parents additional help and support to ensure their children are coming to school regularly.	Regular weekly checks of attendance data. Summary attendance data every cycle. Weekly 'Classopoly' to raise the profile of positive attendance will show improved attendance (as seen in previous year). Review in weekly SLT meetings. Attendance review during	SLT/Attendance Lead (BG)	Weekly monitoring

		for school. Where persistent absentees are identified, work will commence with families to ensure improved attendance and address any barriers Rigor around attendance data analysis throughout each term [half-termly reports on PA pupils and those under monitoring]. Termly attendance letters. Identification of persistent absence register. Weekly phone calls to parents of children with attendance concerns. Attendance awards.	Work with parents to improve attendance and reduce any barriers to their child attending school (building on positive impact of working with parents the previous year)	half-termly governor meetings.		
<b>D.</b>	Remote learning and returning after a period of isolation does not have a negative impact on pupil progress.	Clear systems are in place to ensure children have access to learning within the first day of remote learning. Teachers will give feedback on learning each day and Family Support Worker will monitor vulnerable learners at home. On return assessment will show any further gaps and plans are put in place to plug those gaps immediately.	Bespoke intervention, reduces the gaps in learning. Provide targeted interventions and in class support for Pupil Premium children to ensure that they make accelerated progress in reading, writing and maths.	Weekly monitoring by Remote Learning Lead and Family Support Worker. Monitoring of intervention logs by SENDCO		
<b>E.</b>	To ensure that children receive access to opportunities outside of curriculum lessons	Educational Visits and Visitors	Children have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum	Pupil voice Case studies which demonstrate increased aspirations Book scrutinies demonstrate	Headteacher	End of each cycle

			opportunities that they receive. Children can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement. Greater aspirations for all children as they gain experience of the wider world around them.	that pupils use this knowledge and additional experience to further improve their writing		
<p style="text-align: right;"> <b>Family Support Worker role</b> £16,153  <b>Key Stage One and Two Learning Support</b> £7,775  <b>Wellbeing Mentor</b> £7,767  <b>Support for trips, school uniforms and opportunities</b> £2,000  <b>Free Breakfast Club</b> £8,000 </p> <p style="text-align: right;"><b>TOTAL BUDGETED COST</b> £41,695</p>						