

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 with priorities expected to continue over a 3 year period, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brotherton and Byram CP Academy
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Bev Fletcher
Pupil premium lead	Bev Fletcher
Governor / Trustee lead	Duncan Fraser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£5,220 + National Tutoring £5936.67 (75% Gov + 25% School budget)
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	£59,576.67

Part A: Pupil premium strategy plan

Statement of intent

At Brotherton and Byram Community Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become respectful and responsible citizens with curious minds and aspirational goals.

We recognise that disadvantaged children can face a wide range of barriers that may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to break down any barriers to learning and enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing, show empathy and support for others and develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Context of our school:

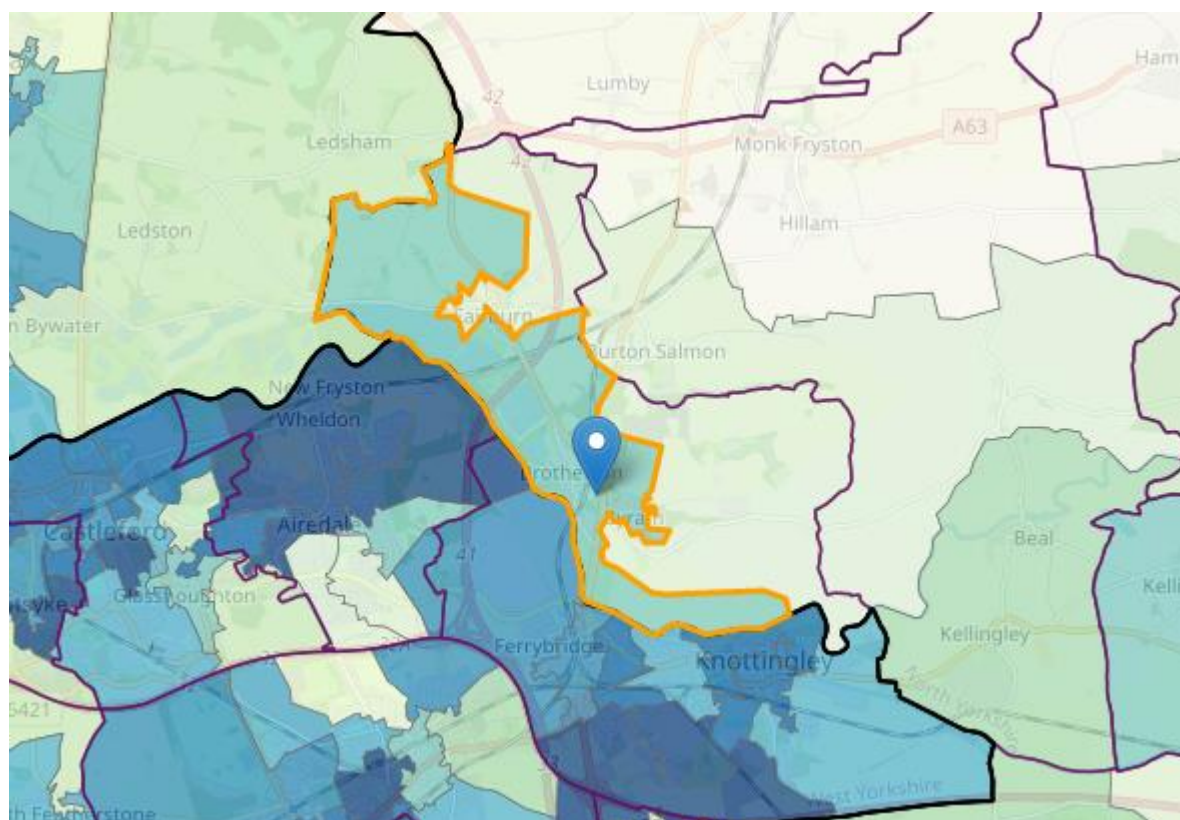
Brotherton and Byram Community Primary Academy is located in a village near Knottingley, North Yorkshire. The village sits on the edge of two counties: North Yorkshire and Wakefield District. Children attending school come from both LAs.

There is a mix of housing with privately owned, privately rented and social housing. A lack of good transport links can be isolating for those who do not have their own transport and some children lack experiences beyond the village as a result. The village has areas of deprivation and crime since lockdown has increased, particularly in relation to drugs and criminal damage. We have many vulnerable families and have seen an increase in Early Help referrals, and support needed from school for vulnerable families, since the start of the pandemic.

Index of Multiple Deprivation (IMD)

Brotherton

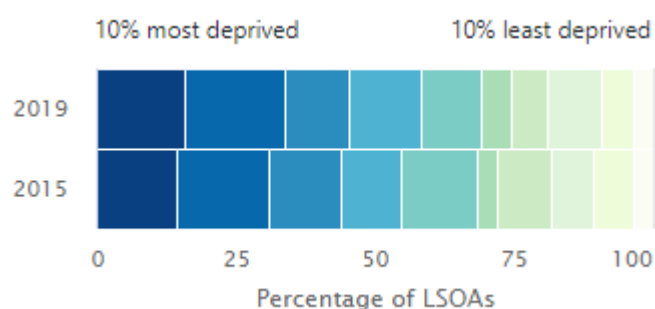
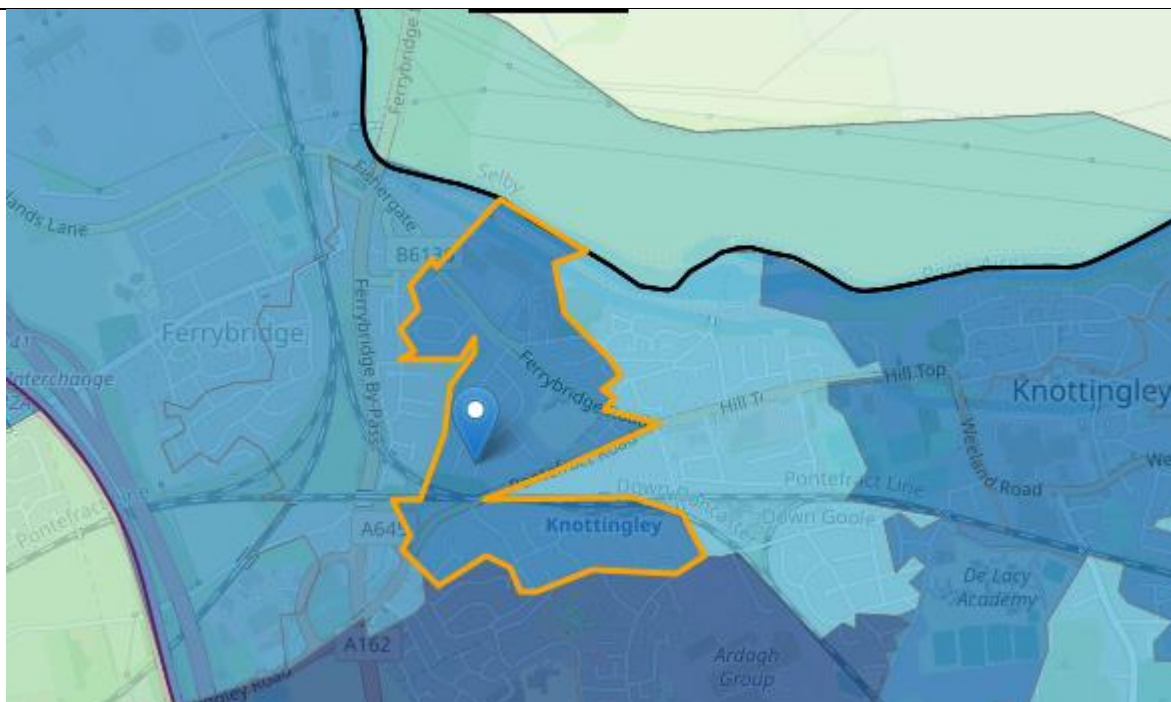
In 2019, this LSOA is ranked **14,629** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 50% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **11,989** out of 32,844- amongst the 40% most deprived neighbourhoods.



Knottingley

In 2019, this LSOA is ranked **6,390** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is among the 20% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **5,816** out of 32,844- amongst the 20% most deprived neighbourhoods.

Wakefield 011D is one of 209 LSOAs in Wakefield local authority district. Using the IMD rank of average summary measure, this local authority ranked **72 in 2015** and **64 in 2019**, out of 317 local authorities.



(reference: http://dclgapps.communities.gov.uk/imd/iod_index.html)

The school is one form entry from nursery to Year 6 and students on role currently stands at 187, including nursery.

We currently have 27% pupil premium children, including nursery. 6 children (4%) are both PP and SEND.

On-entry, nursery children require a great focus on speech, language and communication skills and managing feelings and behaviour. Our curriculum is adapted as a result of need.

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principles of our Strategy Plan

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Class teachers will identify through teacher assessment, data analysis, class action planning and pupil progress meetings specific intervention and support for individual pupils which will be reviewed each term.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<u>Social, Emotional and Wellbeing Needs</u> – 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.
2	<u>Attainment and Progress</u> – 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.
3	<u>Attendance</u> - the percentage of all PP children attending school was below the national average (96%) before COVID-19 whole school closure
4	<u>Knowledge and Understanding of the Wider World</u> – to raise aspirations
5	<u>Weak speech and language and communication skills on entry to nursery and reception</u> – on-entry, nursery children require a great focus on speech, language and communication skills and managing feelings and behaviour

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

<p><u>Attainment</u></p> <ul style="list-style-type: none"> Gap between PP and non PP children progress closes in Reading, Writing and Maths Gap between PP and non PP children progress closes across all foundation subjects. Ensure a greater number of PP children achieve EXP progress at KS1 and KS2 to fall in line with national. PP children in Early Years close the gap in achieving ELGs in comparison to non PP. <p>Measure:</p> <ul style="list-style-type: none"> Internal progress measure throughout the year. Ebor data capture 3 times per year. End of Key Stage 2 data (July 2021) End of Key Stage 1 data (July 2021) End of EYFS data (July 2021) Year 1 and Year 2 Phonics Data (July 2021) 	<ul style="list-style-type: none"> Evidence (data, books, observations) shows improved progress in each cycle for all PP children. Interventions show PP children are rapidly closing gaps. Additional resources (eg. IDL) show positive impact on PP progress PP children are able to access whole class learning with reduced interventions. Additional AT hours supporting children to catch up after whole school closure are showing impact on PP progress.
<p><u>Attendance</u></p> <ul style="list-style-type: none"> Data will show improved attendance for PP children The percentage of persistent absence and lates has decreased. Attendance for PP children is at least in line with national. Persistent absentee children who are also PP will have improved attendance and attendance is at least 96% <p>Measure:</p> <ul style="list-style-type: none"> Percentage of PP children attending school will be monitored to be above 96% 	<ul style="list-style-type: none"> Dedicated time for Attendance lead to work with families of PPG pupils to increase attendance percentages and improve punctuality. 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 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 All PP pupils are entitled to the support that will close any learning gaps. Family Support Worker will regularly liaise and work with vulnerable families to ensure improved attendance at school, giving support to ensure this happens
<p><u>Knowledge and Understanding of the Wider World</u> – to raise aspirations</p> <ul style="list-style-type: none"> Children see beyond what they are experiencing in the village and understand the world beyond. Children show greater responsibility for our world. Children have higher aspirations. 	<ul style="list-style-type: none"> Curriculum planning focuses on needed of children and their needs and grows children's key life skills, knowledge and vocabulary. Curriculum cycle focus progression: <ul style="list-style-type: none"> Cycle 1 – Identity Cycle 2 – Our World Cycle 3 – Growing responsibility

<ul style="list-style-type: none"> Children have more opportunities to draw on wider knowledge and understanding of the world and as a result: <ul style="list-style-type: none"> Gap between PP and non PP children progress closes in Reading, Writing and Maths Gap between PP and non PP children progress closes across all foundation subjects. Ensure a greater number of PP children achieve EXP progress at KS1 and KS2 to fall in line with national. PP children in Early Years close the gap in achieving ELGs in comparison to non PP. <p>Measure:</p> <ul style="list-style-type: none"> Pupil voice Roles and responsibilities of pupils in school and action planning reviews by children Ebor data capture 3 times a year. Teacher assessments 	<ul style="list-style-type: none"> Opportunities are planned to inspire children within National Curriculum – mini projects linked to learning/outside providers (for example, African drumming/dancing, Balance bike. Every PP child has the opportunity to attend school trips/residentials. Every PP child has the opportunity to take part in extra curricular clubs. Every PP child has the opportunity to take part in competitive sports, representing their school. PP children are signposted and supported to join outside clubs. Mini 'DofE' award scheme commenced, signposting PP children and funded by school.
<p><u>Weak speech and language and communication skills on entry to nursery and reception</u> - on-entry, nursery children require a great focus on speech, language and communication skills and managing feelings and behaviour</p> <ul style="list-style-type: none"> PP children in Early Years close the gap in achieving ELGs in comparison to non PP. Gap between PP and non PP children progress closes in Phonics, Reading, Writing and Maths Children's wellbeing and behaviour for learning is good. <p>Measure:</p> <ul style="list-style-type: none"> Ebor data capture 3 times a year. Teacher assessments Neli assessments 	<ul style="list-style-type: none"> Nuffield Early Language Intervention programme is implemented, showing a positive impact on children's speech and language, resulting in more children achieving GLD. Early speech and language referrals ensure children and families have early support impacting on rapid improvement of speech and language. Oracy programme in place in EYFS <ul style="list-style-type: none"> Modelling of speaking and listening daily, targeted CLD. Speaking in full sentences. 1-1 understanding comprehension sharing books and discussing. Social communication groups.

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: £ 21,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 1 Teaching Assistant (£6,785)	An average of 27% of children in Key Stage 1 are pupil premium. Children in Key Stage 1 (particularly Year 2) missed a key part of their Reception teaching and learning in school and, although they received remote teaching and learning, the loss of time in school impacted negatively on many areas of their learning but in particular their language and communication, social and emotional development and early reading. As well as quality teaching, additional 1-1, small group interventions are implemented to catch up on lost learning and reduce the attainment gap between disadvantaged and non disadvantaged pupils. (as per EEF tiered approach)	1,2
Staff CPD and Leadership (£11,128)	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the Outwood English Hub and the Yorkshire Ridings Maths Hub. English and Maths leads have weekly leadership time and subject leads released half termly to lead effectively.	1,2
Early Reading Lead in school to model phonics sessions, support teachers to enable consistency	EEF research shows the effective implementation of a systematic approach to the teaching and	2,5

and monitor teaching and assessment of phonics across whole school. £3,744)	learning of phonics is required to improve language and literacy. The school have invested in 'Little Wandle' and all staff have had training to ensure consistency with a designated early reading. The Early Reading lead has weekly leadership time to lead effectively.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional oracy small group sessions and focus on oracy during focused direct teaching and learning in areas of provision.	An average of 33% of children in EYFS are pupil premium. A high proportion of children starting in EYFS have weak language and communication skills. The systemic review commissioned by the EEF 'Early Language Development' reinforces the following approaches as best practice: consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.	5
NELi (Nuffield Early Language Intervention) communication and language programme staff training and implementation.	EEF EY Toolkit Evidence: Overall, Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. NELI has been identified by the EEF as showing positive impact.	5
Key Stage 2 Teaching Assistant (National Tutoring Programme) £6605	An average of 29% of pupils on Key Stage 2 are pupil premium with additional vulnerability in those year groups. During lockdown pupil premium and vulnerable children were targeted to attend school to reduce the attainment gap,	2

	additional catch up interventions are needed to reduce the attainment gap between disadvantaged and non disadvantaged pupils in RWM.	
Early Reading Scheme and Books 'Little Wandle' teaching and learning programme, books and CPD. (£7276 (£3,000 match funded by Outwood English Hub)	An audit by the Outwood English Hub was undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF early reading research.	5
Chrome book devices for all children from Y1-Y6 £7,800	Research shows pupils who use chromebooks effectively during learning make accelerated progress. During lockdown, all children in Key Stage 2 had access to a chromebook. Using chromebooks in Key Stage 2 aided remote learning and reduced the widening gap between disadvantaged and non disadvantaged. Purchasing of more chromebooks for Key Stage 1 will ensure all children can use chromebooks to improve learning.	5
Times Table Rockstars and Numbots £168	TT Rockstars across school has shown improved pupil progress in times tables and maths basics.	5
IDL £199	Reading intervention has shown improved pupil progress in reading for the most vulnerable learners.	5

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

Budgeted cost: £ 38,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker £18,920	Children who have additional needs associated with Social, Emotional and Mental Health need extra	1,2,3

	<p>support to ensure they can access the curriculum.</p> <p>With more families identified as vulnerable, more time is needed to support these families, linking with Early Help, Social Care and other support organisations such as Foodbank.</p> <p>Attendance of more vulnerable families is a concern but attendance tracking and working with families has improved children's attendance and learning outcomes.</p> <p>Children with poor attendance do not perform as well as children with good attendance.</p>	
Wellbeing Lead £8,727	Children's resilience and stamina for learning has been negatively impacted by the lockdowns and further support is needed to improve children's wellbeing and social and emotional development. A strong PSHE and RSE curriculum is supplemented by small group (including 'Hub Club') and 1-1 for the most vulnerable identified as needing additional social and emotional support.	1
Free Breakfast Club £8,000	Research shows hungry children do not perform as well.	1,2
Free School Uniform £200	Free school uniform is offered to parents of vulnerable families when the need presents.	1
Subsidised visits £1,800	<p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum</p> <p>For some of our pupils the only time away from home, experiencing the wider world during the year is on school residentials and school trips.</p> <p>Improving experiences impacts on academic attainment and progress.</p>	2,4

JASS (Junior Award Scheme for Schools) £200	JASS is a progressive learning programme for young people, designed to recognise wider achievements. Children who have improved experiences made more progress in school.	1,2,4
PSHE Association £125	The PSHE Association PSHE and RSE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance.	1,2,3,4
Boxhall Profiling £260	Wellbeing and mental health profiling of our most vulnerable children ensures those children have the correct targeted support to improve wellbeing, self confidence and resilience.	1

Total budgeted cost: £ 78,937

Additional cost will come out of school budget.

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.

Our internal assessment data for 2020- 21 suggest:

Achieving GLD

86% Non PP

67% PP

Gap between disadvantaged and non disadvantaged was 19% at the end of the year.

Phonics

81% Non PP

50% PP

Gap between disadvantaged and non disadvantaged was 31% at the end of the year. To address the difference, early reading is a priority for 2021/22 and school has invested in the 'Little Wandle' validated government scheme, books and resources.

Reading

Whole school reading gap between disadvantaged and non disadvantaged was 16% at the end of the year. This showed a reduction from the beginning of the year when the gap was 24%.

End of KS1 – Non PP 77% EXP PP 55%EXP

End KS2 – Non PP 67% EXP PP 50%EXP

Maths

Whole school maths gap between disadvantaged and non disadvantaged was 12% at the end of the year. This showed a reduction from the beginning of the year when the gap was 21%.

End of KS1 – Non PP 69% EXP PP 55%EXP

End KS2 – Non PP 75% EXP PP 50%EXP

Writing

Whole school writing gap between disadvantaged and non disadvantaged was 36% at the end of the year.

End of KS1 – Non PP 71% EXP PP 50%EXP

End KS2 – Non PP 40% EXP PP 62%EXP

Our assessment of the reasons for the 2020-21 attainment outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils and encourage as many disadvantaged to attend school and receive face to face support.

Externally provided programmes

Programme	Provider
TT Rockstars Maths Circle	TT Rockstars Maths Circle
NTS	GL assessments
Little Wandle	English Hub
IDL	IDL
PSHE	PSHE Association
Boxhall Profiling	Boxhall

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use of Sports Premium funding to offer sporting clubs to pupils. Pupil Premium children are also targeted to take part in competitive sports to give them more opportunities.