

Brotherton and Byram Community Primary Academy



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/23 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	185
Proportion (%) of pupil premium eligible pupils (N-Y6)	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was reviewed and published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Bev Fletcher
Pupil premium lead	Steve Metcalfe/Bev Fletcher
Governor / Trustee lead	Kathryn Bratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,175
Recovery premium funding allocation this academic year	£6,235 + National Tutoring £5,994 (60% Government funding) £3996 (40% school budget) - 37 pupils, 555 hours
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	£76,400

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

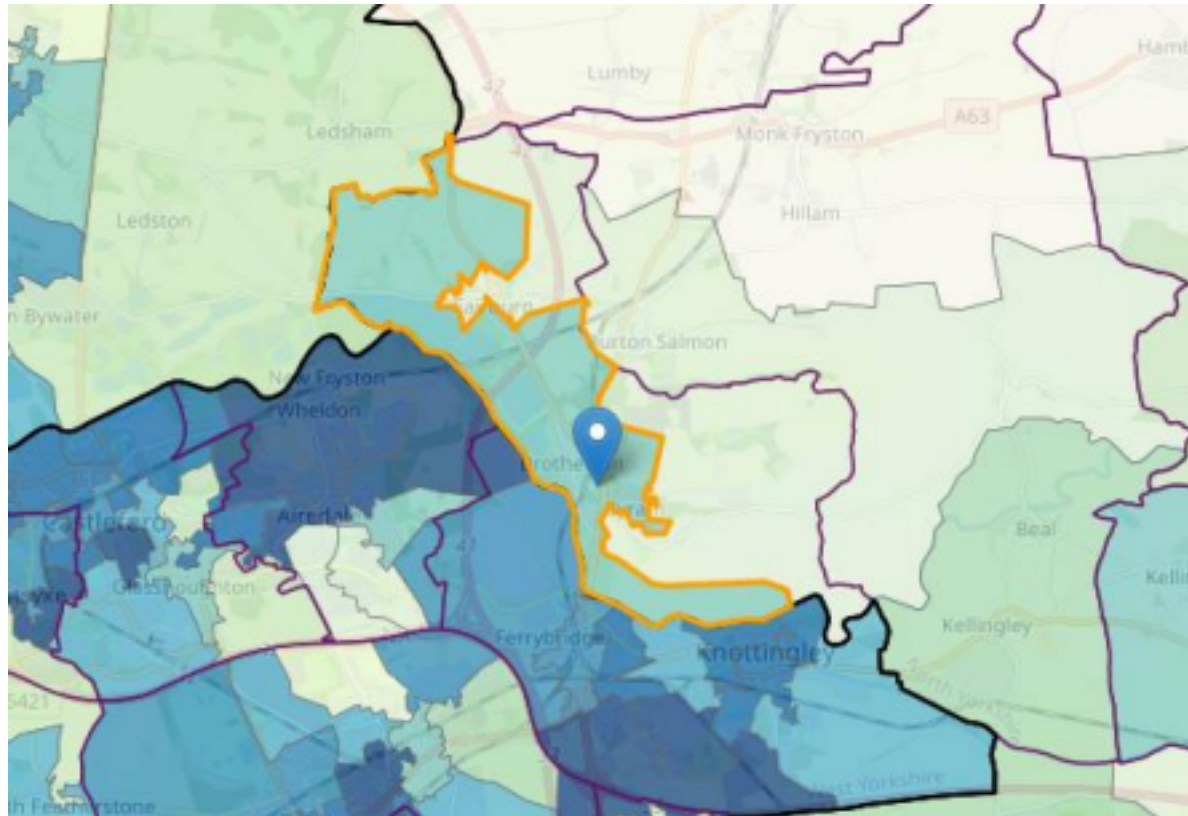
Context of our school:

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 local authorities. 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

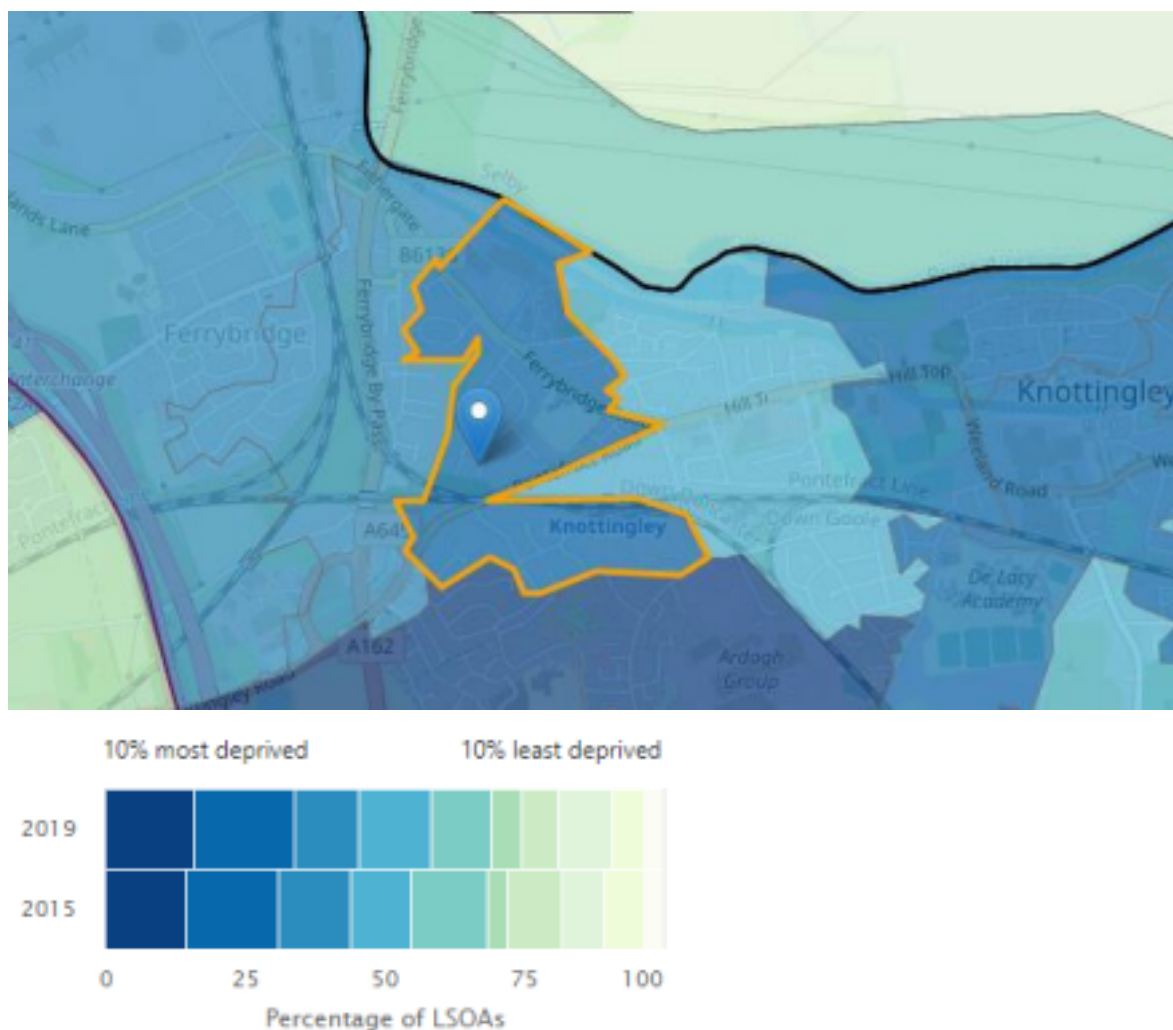
In 2019, this LSOA is ranked **14,629** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 50% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **11,989** out of 32,844- amongst the 40% most deprived neighbourhoods.



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 (3 year olds) to Year 6 and students on role currently stands at 185, including nursery.

We currently have 37% pupil premium children, Reception to Year 6.

Children come from a low starting point on entry to our nursery. Children require a great focus on speech, language and communication skills, 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 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> – The progress and attainment of PPG pupils in reading, writing and maths is not in line with progress and attainment outcomes of non-pupil premium children.
3	<u>Attendance</u> - the percentage of PP children attending school is below the national average (96%) with persistent absentees.
4	<u>Knowledge and Understanding of the Wider World</u> – Many PP children have a limited range of life experiences reducing their knowledge and ability to then apply to learning and limiting 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> 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> <p>Measure: · 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</p>	<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). · Senior Mental Health Lead trained and leading on an action plan to improve child and staff mental health. · 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 wellbeing needs of children (eg. resilience, stamina, anger management, respect for self and others). · Weekly assemblies linked to wellbeing and safeguarding · Daily checks ins 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. · Breakfast toast to be provided every morning for children in every year group from nursery to Year 6.

	<ul style="list-style-type: none"> · Reduction in the number of PP children showing unacceptable behaviour. · Restorative practice is embedded in school to embed a culture of respect, trust, honesty and courage. · Chimp management sessions will be implemented resulting in children understanding why they feel as they do and how they manage their emotions and behaviours as a result.
<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. · End of Key Stage 1 data. · End of EYFS data. · Year 1 and Year 2 Phonics Data. 	<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 · Projects show children are retaining and applying more 'sticky knowledge'. · PP children are able to access whole class learning with reduced interventions. · Additional AT hours supporting children to close gaps, including an Academic Mentor.
<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% · All PP children will be in school on time every day 	<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. · Family Support Worker will work closely with social care to support vulnerable families and improve attendance.

<p><u>Knowledge and Understanding of the Wider World</u> – to grow experiences and 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. <p>Children have more opportunities to draw on wider knowledge and understanding of the world and as a result:</p> <ul style="list-style-type: none"> o Gap between PP and non PP children progress closes in Reading, Writing and Maths o Gap between PP and non PP children progress closes across all foundation subjects. o Ensure a greater number of PP children achieve EXP progress at KS1 and KS2 to fall in line with national. o 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"> · Curriculum planning focuses on needs of children and grows children's key life skills, knowledge and vocabulary. · Priority to improve knowing and applying key 'sticky knowledge' for all. <ul style="list-style-type: none"> · Curriculum cycle focus progression: <ul style="list-style-type: none"> o Cycle 1 – Identity o Cycle 2 – Our World o Cycle 3 – Growing responsibility · Opportunities are planned to inspire children within the 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 JAZZ, signposting PP children and funded by school. · School works positively with families to make sure they are accessing opportunities. This is backed up by the Family Support Worker who targets vulnerable hard to reach families and parents.
<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"> o PP children in Early Years close the gap in achieving ELGs in comparison to non PP. o Gap between PP and non PP children progress closes in Phonics, Reading, Writing and Maths o 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. · Check ins every day in every class to promote pupil voice and wellbeing · PSHE daily sessions to promote pupil voice and wellbeing. · Restorative culture and implementation of chimp management sessions will support children to manage their emotions and behaviours. · Oracy programme in place in EYFS <ul style="list-style-type: none"> o Modelling of speaking and listening daily, targeted CLD. o Speaking in full sentences. o 1-1 understanding comprehension sharing books and discussing. o Social communication groups.

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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 28,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant (£25,510)	An average of 42% of children in Lower Key Stage 2 are pupil premium. Children in these year groups have a significant amount of gaps in their learning as a result of the loss of time in school during Covid, particularly when they were in Reception and Year 1, 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)	1,2,4
Staff CPD and Leadership (£3,000)	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.	1,2,4
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 learning of phonics is required to improve language and literacy.	2,5

and monitor teaching and assessment of phonics across the whole school. (£4,550)	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: £ 55,467

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.	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 (Academic Mentor National Tutoring Programme) (£27,700)	An average of 38% of pupils in Key Stage 2 are pupil premium with additional vulnerability in those year groups (one class has 50% pupil premium). Additional catch up interventions are needed to reduce the attainment gap between disadvantaged and non disadvantaged pupils in RWM.	1,2,4

Key Stage 1/2 Teaching Assistant (National Tutoring Programme) (£20,700)	An average of 35% of pupils in Key Stage 1 and 38% of pupils in Key Stage 2 are pupil premium. Catch up for Key Stage 1 children ensuring all phonics gaps are filled with no child moving into Key Stage 2 with any phonics gaps by the end of the year. Rapid catch up for those children who still have gaps is in place in Key Stage 2 to ensure all phonics gaps are filled early in Key Stage 2.	1,2,4
Early Reading Scheme and Books 'Little Wandle' teaching and learning programme, teaching and learning resources, additional books for rapid catch up and CPD. (£1000)	An investment of additional new books to implement teaching of 'Little Wandle' early reading and catch up programme, support the EEF early reading research.	1,2,4
Chrome book devices for all children from Y1-Y6 (£6,600)	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.	1, 2,4
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: £ 47,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker (£29,750)	<p>We have increasing numbers of vulnerable children in school. Children who have additional needs associated with Social, Emotional and Mental Health need extra 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>	1,2,3
Wellbeing Lead (£5,200)	<p>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.</p>	1,2,3
Free Breakfast Club (£9,000)	<p>Research shows hungry children do not perform as well.</p>	1,2,3
Free Breakfast Toast For All Children (£600)	<p>All children are provided with toast every morning in class so there is no stigma for those who have missed breakfast and have not come in to breakfast club.</p> <p>Research shows hungry children do not perform as well.</p>	1,2

Free School Uniform (£500)	Free school uniform is offered to parents of vulnerable families when the need presents.	1
Subsidised visits (£1,800)	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum 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. Improving experiences impacts on academic attainment and progress.	2,4
JASS (Junior Award Scheme for Schools) (£300)	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.	1,2,4
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: £ 131,412

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 2021 to 2022 academic year.

Achieving GLD

81% Non PP

66% PP

Gap between disadvantaged and non disadvantaged was 15% at the end of the year
(narrowed by 4% from previous academic year)

Phonics

100% Non PP

66% PP

Gap between disadvantaged and non disadvantaged was 34% at the end of the year (this is a widening of 3% from last year). [N.B. Only two children out of the cohort did not pass the screening; both were PP and SEN. Both were also not homegrown and had not achieved GLD at their previous setting].

Reading

Reading	Comparison of non-PP and PP children EXP+ 2022 at YEAR-END		
	Year-End Non-PP	Year-End PP	Year-End Difference between PP and non-PP
1	100% (17/17)	66% (4/6)	-34%
2	75% (12/16)	44% (4/9)	-31%
3	86% (12/14)	70% (7/10)	-16%
4	75% (12/16)	100% (4/4)	25%
5	69% (11/16)	55% (5/9)	-14%
6	74% (14/19)	33% (1/3)	-41%
School	79% (78/98)	61% (25/41)	-19%

Whole school reading gap between disadvantaged and non disadvantaged was 19% at the

end of the year (this is 3% widening of the gap from last year).

End of KS1 – Non PP 75% EXP PP 44%

End KS2 – Non PP 74% EXP PP 33%

Writing

Writing	Comparison of non-PP and PP children EXP+ at year-end 2022		
	Year end Non-PP	Cycle 2 PP	Difference between PP and non-PP
1	94% (16/17)	50% (3/6)	-44%
2	63% (10/16)	44% (4/9)	-19%
3	36% (5/14)	10% (1/10)	-26%
4	56% (9/16)	75% (3/4)	19%
5	69% (11/16)	22% (2/9)	-47%
6	74% (14/19)	33% (1/3)	-41%
School	66% (65/98)	34% (14/41)	-26%

Whole school writing gap between disadvantaged and non disadvantaged was 26% at the end of the year. This has been narrowed by 10% when compared to last year.

End of KS1 – Non PP 63% EXP PP 44% EXP

End KS2 – Non PP 74% EXP PP 33%EXP

Maths

Maths	Comparison of non-PP and PP children EXP+ at year-end 2022		
	Year-End Non-PP	Year-End PP	Difference between PP and non-PP
1	94% (16/17)	50% (3/6)	-44%
2	63% (10/16)	55% (5/9)	-8%
3	64% (9/14)	60% (6/10)	-4%
4	75% (12/16)	100% (4/4)	25%
5	50% (8/16)	33% (3/9)	-17%
6	68% (13/19)	100% (3/3)	32%
School	69% (68/98)	58% (24/41)	-3%

Whole school maths gap between disadvantaged and non disadvantaged was 3% at the end of the year. This is a narrowing of the gap by 9% compared to last year.

End of KS1 – Non PP 63% EXP PP 55%EXP

End KS2 – Non PP 68% EXP PP 100%EXP

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?	Speech and language and phonics interventions

What was the impact of that spending on service pupil premium eligible pupils?	Improved speech and language and phonics knowledge
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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.
