



Brackenhill Primary School

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brackenhill Primary School
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nair Ishtiaq, Headteacher
Pupil premium lead	Sobia Mir, Deputy Headteacher
Governor	Sibgha Shah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,950
Recovery premium funding allocation this academic year	£15, 805
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	£163,755

Part A: Pupil premium strategy plan

Statement of intent

All of our pupils (disadvantaged, vulnerable and all others) will make will make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their needs and provide intensive pastoral support for pupils who have been identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Brackenhill Primary. All pupils will be supported with their physical and mental wellbeing in order to support them post Covid-19 and beyond thus enabling them to do their best during their time at Brackenhill Primary. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1 Low levels of language and literacy	Assessments, observations and discussions with pupils demonstrate that children enter school with low levels of language and literacy and need intensive support in ensuring that they are able to communicate effectively and understand simple instructions. Large numbers of pupils have English as an additional language and some are completely new to English. On entry to Reception class in the last normal academic year, 100% of our disadvantaged pupils arrived below age-related expectations compared to 75% of non-disadvantaged pupils.
2 Increased numbers of vulnerable pupils	Increased numbers of vulnerable children including those with My Support plans, in receipt of early help or under child protection orders. Vulnerable pupils are susceptible to violence in the area including gangs, drugs and gun crime which has directly impacted on the school as well as with parents in prison or whose parents are active drug users. Pupils needing additional mentoring support has increased with 60% of disadvantaged pupils requiring additional mentoring support.

<p>3</p> <p>Increased numbers of pupils with SEND</p>	<p>Increased numbers of pupils who are disadvantaged (approximately 10%) with complex SEND needs and EHCPs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.</p>
<p>4</p> <p>Lower Attendance of disadvantaged pupils</p>	<p>Our attendance data (SIMs 2020-2021) indicates that attendance among disadvantaged pupils has been 7% lower than for non-disadvantaged pupils in the last academic year. Persistent absence of disadvantaged pupils was 19.8% in the last academic year.</p> <p>Disadvantaged pupils have lower attendance due to low importance of school for some parents. An increasing number of families are taking extended leave in order to travel abroad since the Covid-19 restrictions were lifted.</p>
<p>5</p> <p>Increased social mobility</p>	<p>Professional flight in line with increasing violence in the area. This has led to increased mobility where pupils join the school later in the Primary phase and can often be new to education or have missed significant chunks of education. Assessments show that the attainment of pupils new to the school (last 3 years) and from disadvantaged backgrounds are 7% lower than non-disadvantaged pupils in Reading, 16% lower in writing and 12% lower in Maths.</p>
<p>6</p> <p>Limited development of cultural capital</p>	<p>Brackenhill is located in one of the 20% most deprived wards in England. This poses significant challenges as the children have had limited life experiences and opportunities. Discussions with disadvantaged pupils demonstrate that they often struggle to draw on real life experiences and need support in understanding key vocabulary.</p>
<p>7</p> <p>Recovery post Covid-19</p>	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Children have worked from home for significant amounts of time over the last couple of years. Often many pupils who are vulnerable (and disadvantaged) have been reluctant to engage. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in English.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils through accessing a wide range of enrichment experiences both in and out of school.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment from EYFS to Year 6. Pupil voice will demonstrate improved oral language skills and vocabulary.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing demonstrated by qualitative data from student voice, parent surveys, pupil engagement in lessons and teacher observations.
To improve attendance for all pupils, particularly our disadvantaged pupils.	Sustained higher levels of at least 96% attendance each year demonstrated by the attendance of identified disadvantaged pupils increasing and the gap between disadvantaged and non-disadvantaged narrowing.
Pupils make at least expected progress in reading, writing, phonics and maths. Attainment of disadvantaged pupils will be in line with the national average.	KS2 outcomes each year will show increasing numbers of disadvantaged pupils making at least expected progress and, where applicable, more than expected progress to ensure they achieve age related expectations. Phonics outcomes will show increasing numbers of disadvantaged pupils achieve age related expectations and will be in line with the national average.
Pupils access a wide range of interventions to meet their needs, including speech and language, NELI, focused groups for comprehension, writing and maths, additional phonics sessions, times table booster sessions and small group tuition.	Disadvantaged pupils will close gaps in their learning and make expected progress or exceed their targets set in Reading, Writing and Maths.

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: £15,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure that oracy is embedded within the school curriculum to support pupils to articulate key ideas, consolidate understanding and lead to improved vocabulary. Training provided for staff to develop their use of the Talk for Writing approach and the NELI programme in EYFS.</p>	<p>Oral language Interventions – EEF supports the use of oral language interventions such as high-quality classroom discussion deliver impact in reading and writing – typically leads to 5 months additional progress in EYFS and 6 months in Primary school.</p>	<p>1, 6</p>
<p>Training provided for staff to ensure high quality phonics teaching across school. The use of the Read, Write, Inc scheme will be further developed through weekly support provided through training and SLT support.</p>	<p>Phonics – EEF supports the use of phonics as being an important component in the development of early reading skills leading to + 5 months progress.</p>	<p>1</p>
<p>Training for staff to embed curriculum that ensures children retain key knowledge and skills. Teachers develop the knowledge and skills to ensure key substantive knowledge is threaded through school and built upon with disciplinary knowledge. Purchase and training of Dimensions curriculum materials to support teachers across school.</p>	<p>Ofsted Thematic reports cite that key curriculum threads in the form of substantive knowledge need to be weaved across the whole school curriculum.</p>	<p>1, 7</p>
<p>Training for SLT to develop core skills that enable joint thinking across school to raise standards overall e.g Heads up training and consultant support.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	<p>1,2,3,4,6</p>
<p>Training for support staff to support disadvantaged pupils with other vulnerabilities including SEND.</p>	<p>EEF guide to pupil premium – Teaching Assistant Interventions lead to + 4 months progress at Primary level.</p>	<p>2, 3, 6, 7</p>

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

Budgeted cost: £ 175,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching involving use of thinking out loud when modelling for all pupils and higher levels of pupil responsibility for their own learning – monitored and tracked closely by SLT and consultant support.</p> <p>Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place including effective feedback on how to improve.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Metacognition and self-regulation leads to +8 months additional progress at Primary level.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support. EEF guide to pupil premium – Small group tuition leads to + 4 months progress.</p> <p>EEF – Feedback that is effective and tends to focus on the task, subject or self-regulation strategies leads to + 6 months progress.</p>	<p>1, 4, 6, 7</p>
<p>Tutoring provided to support disadvantaged pupils in closing gaps in learning in particular within English (writing).</p> <p>Reading comprehension focus to develop pupil understanding in all subjects.</p>	<p>EEF – oral language interventions consistently show positive impact on learning leads to + 6 months in Primary school.</p> <p>EEF guide to pupil premium – Small group tuition leads to + 4 months progress.</p> <p>EEF guide to Reading Comprehension Strategies leads to + 6 months progress.</p>	<p>1, 6, 7</p>
<p>Speech and language therapist (1 day a fortnight)</p>	<p>EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social</p>	<p>2, 3</p>

<p>Lego Therapy/Drawing and Talking delivered by in school learning mentor</p> <p>Speech and language</p> <p>Social skills</p> <p>Mentoring delivered in school by in school learning mentors and behaviour champion</p> <p>SLT meetings with professionals.</p>	<p>relationships in school, which leads to + 4 months progress.</p> <p>EEF – mentoring leads to + 2 months progress.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Essential experiences built into curriculum</p> <p>Minibus to transport pupils across Bradford and beyond.</p> <p>Reduction in cost of trips for PP</p> <p>Residential trip cost is greatly reduced for FSM pupils</p> <p>Sports events promoted to PP are encouraged to attend</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	1, 6
<p>Full time Home School Liaison officer + Part time Home School Liaison officer to track attendance of all pupils including those who are disadvantaged</p> <p>Home visits carried out on the third day of absence</p> <p>Parent classes and coffee mornings delivered by HSLOs and teachers</p>	<p>Attendance data.</p> <p>Dedicated people in the role, who build a relationship where the parents trust them and feel they will listen to them and provide them with the support they require, leads to improved relationships with school and home lives for the whole family and are most effective at ensuring good pupil attendance.</p>	4

<p>including support with phonics, SEND, online safety, parenting classes and directing them to home support such as 'Hungry Little Minds' to support parental engagement</p> <p>ESW time purchased to support HSLOs in raising attendance</p> <p>Attendance meetings with SLT.</p> <p>Referrals for Early help/support from external agencies to support vulnerable families made by SENDCo.</p>	<p>EEF toolkit– Parental engagement leads to + 4 months progress.</p> <p>DfE – Improving school attendance.</p>	
<p>Restorative practice approach implemented across school alongside the DfE wellbeing charter.</p>	<p>EEF toolkit – Behaviour interventions leads to + 4 months.</p>	<p>5</p>

Total budgeted cost: £ 240,300

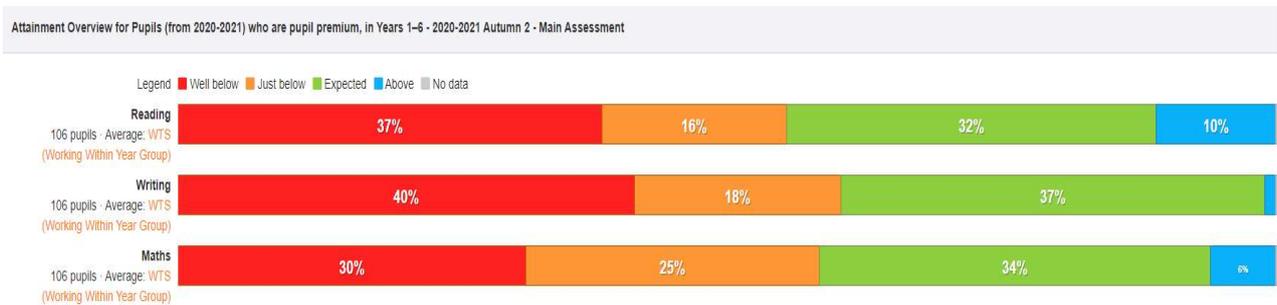
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

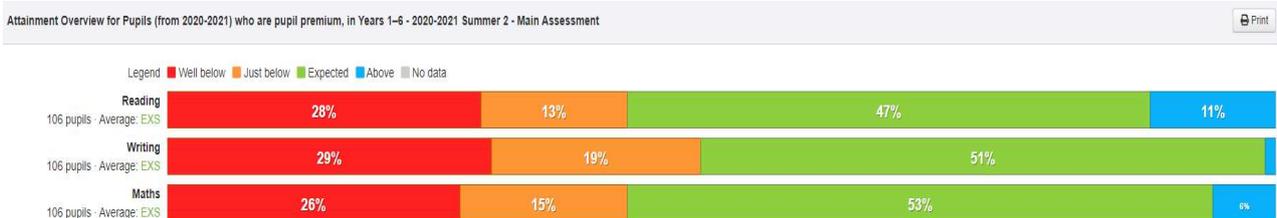
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 – April 2021 led to National tests being cancelled in July 2020 and 21 – there is therefore no national data. Internal assessments show pupil progress of disadvantaged pupils from starting points:

Autumn 2020:



July 2021:



42% of disadvantaged pupils were at age related expectation or above at the end of the Autumn term in reading, by the end of the summer term, this number had increased to 58% for reading. Similarly, in writing, data showed gains from 38% to 52% and in maths from 40% to 59%.

Interventions were put in place to target gaps in learning from previous lessons- linked to basic skills in literacy and numeracy and pre-teaching interventions provided opportunities to rehearse skills in advance.

Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between inclusion lead and teachers. All vulnerable children were offered a school place during national lockdown January to 8th March. Disadvantaged pupils were able to access the National tutoring programme in order to close learning gaps.

As trips and experiences were unable to run as normal during the last academic year, visitors were invited into school to provide children with opportunities such as drama workshops to develop their vocabulary and then apply this to their writing.

Higher involvement with parents (over Seesaw) during the second lockdown than in the first. This linked to resources either offered or requested made available to families each week during lockdown. Seesaw was utilised in national lockdown periods within school. Materials that were uploaded provided a range and balance of practical and work-based opportunities for pupils with necessary challenge. Copies of other learning materials were provided for pupils and laptops were loaned. Increased communication with parents closes the gaps in learning. Gap tasks and next steps were shared via seesaw where children uploaded.

Externally provided programmes have provided leaders with important training to ensure that expectations for all pupils are high and that teachers deliver quality first teaching. Robust monitoring allows any less than good teaching to be quickly identified and addressed.

Attendance monitored and improving for disadvantaged pupils, HSLOs, the SENDCo and teachers and support staff worked closely with vulnerable families during the national lockdown to ensure pupils were attending school where possible and if not were provided with resources and tech in order to access learning at home. HSLOs always follow up any absence and conduct home visits where necessary. SLT attendance meetings are held to follow up and ESW support is put in place as needed as well as Early Help or other referrals to support our most vulnerable families.

Externally provided programmes

Programme	Provider
Having Difficult Conversations	Head's Up

Service pupil premium funding (optional)

Measure	Details
	Not applicable

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional funding that is not pupil premium or recovery premium to ensure that we provide all the necessary interventions and support all our pupils need in order to be successful.