



# 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	428
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£146,580
Recovery premium funding allocation this academic year	£15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162,240

# 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 beyond academia 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 <b>Low levels of language and literacy</b>	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 this academic year, 71% of our disadvantaged pupils arrived below age-related expectations compared to 43% of non-disadvantaged pupils.
2 <b>Increased numbers of vulnerable pupils</b>	Increased numbers of vulnerable children including those with My Support plans 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 is 30% of disadvantaged pupils requiring additional mentoring support.
3 <b>Higher numbers of pupils with SEND</b>	Higher 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. A group of pupils with significant need require provision that is separate to their mainstream peers.
4 <b>Lower Attendance of disadvantaged pupils</b>	Our attendance data (SIMs 2021-2022) indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils in the last academic year. Persistent absence of disadvantaged pupils was 4% in the last academic year.  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.
5 <b>Increased social mobility</b>	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 18% lower than non-disadvantaged pupils in Reading, 30% lower in writing and 23% lower in Maths.
6 <b>Limited development of cultural capital</b>	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.
7 <b>Recovery post Covid-19</b>	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.  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.

## 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	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident

enrichment experiences both in and out of school.	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 and times table booster sessions.	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: £19,200

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. (£500)</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. (£2000)</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 provided to ensure engagement and accurate assessment in reading. Training provided for staff to support pupils with reading for pleasure. (£2000)</p>	<p>EEF guide to Reading Comprehension Strategies leads to + 6 months progress.</p> <p>EEF guide to Individualised Instruction leads to + 4 months progress.</p>	<p>1, 4</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. Implementation and support with Dimensions curriculum materials for teachers across school. (£10,000)</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>

Training for SLT and middle leaders to develop core skills that enable joint thinking across school to raise standards overall e.g consultant support. (£1200)	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.	1,2,3,4,6
Training for support staff to support disadvantaged pupils with other vulnerabilities including SEND. Training for support staff to assess pupils who are disadvantaged with complex SEND. (£3500)	EEF guide to pupil premium – Teaching Assistant Interventions lead to + 4 months progress at Primary level.	2, 3, 6, 7

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

Budgeted cost: £ 149,975

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>(£40000)</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. 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>	1, 4, 6, 7

<p>Interventions provided to support disadvantaged pupils in closing gaps in learning in particular within English (writing).</p> <p>(Teaching Assistants - £38000)</p>	<p>EEF – oral language interventions consistently show positive impact on learning leads to + 6 months in Primary school.</p>	<p>1, 6, 7</p>
<p>Reading comprehension focus to develop pupil understanding in all subjects. Accelerated reader will be used to ensure books are matched closely to pupils' reading ability.</p> <p>(£2500)</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, 4</p>
<p>Speech and language therapist (1 day a month) Lego Therapy/Drawing and Talking delivered by in school learning mentor Speech and language Social skills Mentoring delivered in school by in school learning mentors and behaviour champion SLT meetings with professionals.</p> <p>(TA X1, Learning Mentor x 2, Behaviour &amp; Mental Health champion x 1 - £29750 Senior Leadership Team - £39,725)</p>	<p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which leads to + 4 months progress.</p> <p>EEF – mentoring leads to + 2 months progress.</p>	<p>2, 3</p>

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

Budgeted cost: £ 24,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>(£3500)</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>	<p>1, 6</p>
<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 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</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> <p>EEF toolkit– Parental engagement leads to + 4 months progress.</p> <p>DfE – Improving school attendance.</p>	<p>4</p>



families made by SENDCo.  (£15,858)		
Restorative practice approach implemented across school alongside the DfE wellbeing charter. Training provided to staff using the Paul Dix approach of positive noticing.  (£5000)	EEF toolkit – Behaviour interventions leads to + 4 months.	5

**Total budgeted cost: £ 193,533**

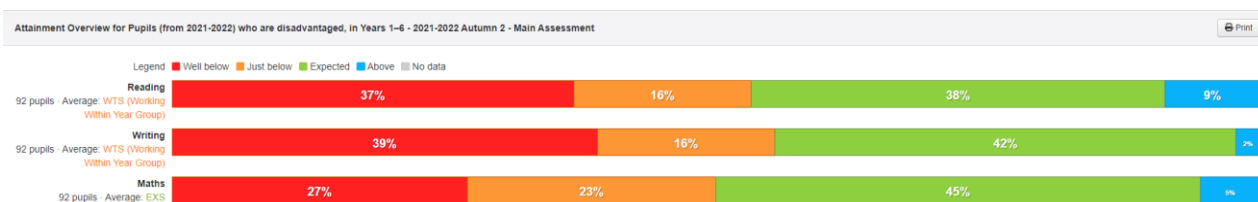
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

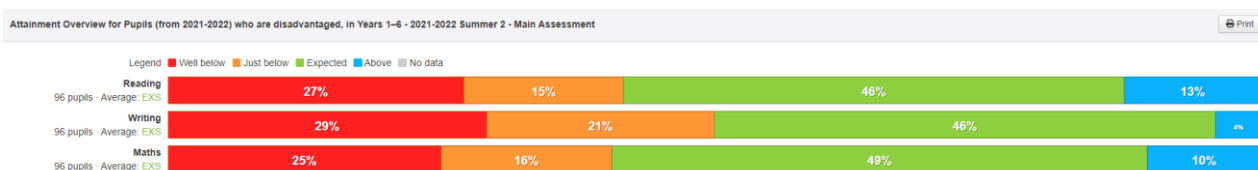
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

School data compared to National data for 2021-2022:

Autumn 2021:



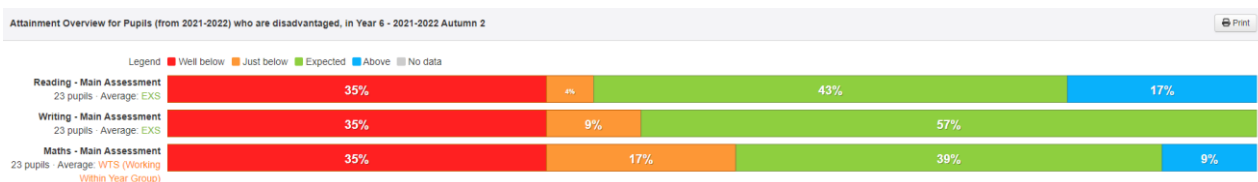
July 2022:



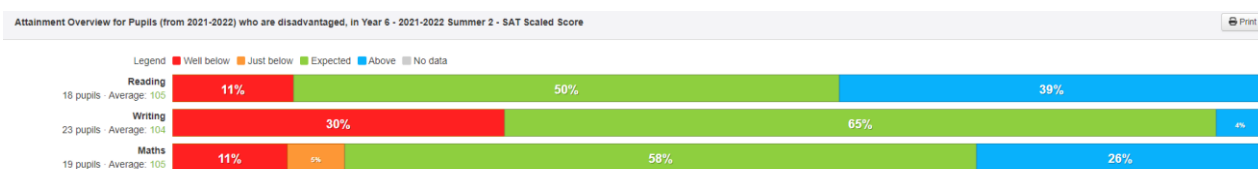
47% of disadvantaged pupils were at age related expectation or above at the end of the Autumn term in reading, by the end of the summer term, this number had increased to 59% for reading. Similarly, in writing, data showed gains from 44% to 50% and in maths from 50% to 59%.

By the end of Key Stage 2, the data showed:

Autumn 2021:



July 2022:



60% 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 89% for reading. Similarly, in writing, data showed gains from 57% to 69% and in maths from 48% to 84%.

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. Disadvantaged pupils were able to access the National tutoring programme in order to close learning gaps, with a particular focus on Reading, Writing and Phonics across all year groups.

Some trips and experiences were able to run as normal during the last academic year, however, 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.

A new curriculum programme was implemented in the Summer term, ready for the next academic year which provided a more thematic approach to learning. This meant that children were able to see links across subjects and initial pupil voice data indicates that pupils are retaining the knowledge that they have acquired.

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
Vision and Values	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.