# 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

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| Detail | Data |
| School name | Braywood CE First School |
| Number of pupils in school | 118 |
| Proportion (%) of pupil premium eligible pupils | 4.2% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 to 2025 |
| Date this statement was published | January 2022 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Susan Calvert |
| Pupil premium lead | Susan Calvert |
| Governor / Trustee lead | Anne Farley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11.895 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £13,895 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The overarching principal of Braywood CE First School is that all children excel regardless of their background, or the challenges they face in life.  *“At Braywood our aspiration is for all children to become confident, emotionally resilient and compassionate individuals who achieve personal success through strength of character and a love of learning”*  Our strength as a school is that we are inclusive, we remove learning barriers and have successful academic rates because we foster these aspirational goals. Our aim is for Pupil Premium, vulnerable and children with SEND to make accelerated progress from their starting points so that all pupils achieve at Braywood. Our provision is planned relative to individual barriers to learning. Using our student attainment and progress monitoring system we are able to identify the specific needs of these pupils and support them with appropriate measures. This then informs our new strategies.  Our core provision is based upon character education and providing opportunities which fosters a child’s resilience and a long of lifelong learning is an excellent way to give all children a good start in their educational journey, but this is more important for children from disadvantaged homes. Our ESA staff led by the Educational Psychologist, support children’s emotional health and all staff are well trained in this area.  All stakeholders including governors are part of this process and supporting vulnerable pupils is part of our whole school planning and is integrated into all subjects and teaching practices. The children are at the heart of our decisions, and this is no different from our regular monitoring practices and leads to our high standards because inclusivity is built into everything, we do whether it is a school production, lesson practice or working alongside families.  Our curriculum is key; it is motivational, effective and has opportunities for all to learn through a variety of ‘catch-up’ or extension pedagogical infrastructures. We recognise that not all Pupil Premium pupils are socially disadvantaged, and many have a variety of gifts and talents. We focus on providing an appropriate and empowering pastoral curriculum and school environment to support all vulnerable pupils.  Our strategy for PP money fits into the wider picture of supporting all pupils including special educational needs or vulnerable children. Funds will be allocated on a needs analysis basis which will identify priority groups or individuals. This is particularly apparent during this recent pandemic where Covid 19 has exacerbated this process. Our Educational Recovery Programme has involved a whole school approach highlighting disadvantaged and non-disadvantaged children. We have used the Government funded programmes including the National Tutoring Programme to great effect. The use of pupil premium money has a regular cost of additional staff in the classrooms e.g., three members of staff in most classes. A strong system of interventions including the teachers giving up an hour every week to support additional needs and a 1-to-1 tuition session with a focus on PP pupils. |

## Challenges

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

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| Challenge number | Detail of challenge  *These barriers are not specific to all PP children. We consider all children on an individual basis and provide bespoke interventions/support where necessary* |
| 1 | Financial evaluations at Braywood suggest that there are a lot of working families at our school who work hard but do not reach the Pupil Premium threshold. Nevertheless, there is a need to support our parents with only a limited amount of Government funding. |
| 2 | The vast majority of or PP pupils at Braywood have a special educational need e.g., 100% during 2021-22   1. Entry data at Braywood suggests that there is a significant need to support children’s speech and language skills on entry to school. This is apparent in the workload of the speech and language support assistants and the greater needs of the children. At present 27% in Year 1. 2. In addition, children are entering school with poor coordination skills and unable to hold a pencil or write their name. This is a growing trend. |
| 3 | Opinions of teachers, parents and pupils report an increasing need to support children’s levels of anxiety, low self-esteem, and well-being. This can impact on peer-to-peer relationships in school, attitudes towards learning and the overall mood of a family. This is more apparent in our disadvantaged families. |
| 4 | Recent years have introduced the needs of Covid 19 and how to support (not only learning at home) but the need for a national ‘catch-up’ programme. All P pupils (and SEND) pupils attended school throughout Covid but there are still some gaps in the children’s learning.  Although our standards remain high there are pockets of need or reduced percentages of children exceeding targets. Our PP pupils have accessed the National Tutoring Programme or taken advantage of our ‘catch-up’ interventions since March 2019. |
| 5 | Teachers’ observations suggest that there is a reduction in the support received from home. This is a challenge for ‘working’ families, single parents, and PP families.  Some families do struggle to support their child at home (or even agree that is part of their role as their child’s main educator) with homework, reading etc which can often lead children to fall behind their peers. Many PP pupils refuse to do their homework. |

## 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.

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| Intended outcome | Success criteria |
| **Consolidate on learning missed through Coronavirus**   * Assessment process in place to assess all our pupil’s educational status. Continue to monitor this progress over time. * Continue to put in place the Government’s catch-up programs (together with the school’s interventions) whilst being mindful of our specific PP pupils’ needs. * Implement additional timetable and staffing structures which keeps children inside Covid restrictions where necessary. * To put in place a supportive ‘return to school’ emotional package and offer support where needed to staff/pupils including screening the children. | To maintain our usual standards and have no indication that Covid 19 impacts every child’s education.   * To have a curriculum /and staff structures which is effective and allows for all these catch-up programs to run efficiently. * To focus on PP pupils and their progress since Covid 19. To be successful all disadvantaged pupils’ academic standards will be the same as non-disadvantaged. * To constantly review the safety of the pupils and effectiveness of teaching / leaning during a persistent pandemic. |
| **Narrowing the attainment gap to the PP pupils to the non-core PP children**   * Review the impact of our ‘catch-up’ groups to level up the attainment standards with reduced staff. * Review of the children with PP or PP6 SEND and Service on a termly basis using our Provision mapping to highlight need * Increase the interventions during the first year of school by targeted language support including Nuffield Language Intervention, ELKLAN trained staff etc. * Upskill our new teachers alongside maintaining the skills of all teachers. | That children feel that they can achieve alongside their peers and that they can vocalise that any barriers have been removed.   * That the children make accelerated progress and that they feel that they are making progress. That the reduction of staff dies not impeded this situation. * That we can see the impact of educational pedagogy, training opportunities and increased early intervention initiatives to eliminate some of these barriers. |
| **Continue the training for staff on mental health and wellbeing through EP services.**   * To maintain annual mental health training through the Educational Psychological Team. | Greater depth of understanding of all staff from the perspective of the pupils and to better support their learning in class. |
| **To adapt the best practice through Covid 19 and improve our homework provision for parents.**   * Use electronic media to support parents with their child’s homework. * To make the workload of homework manageable for parents | To see increased uptake in the children’s homework due to greater understanding of the learning taking part.  For there to be increased standards. Due to these changes. |

## 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: £1,200

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Induction training programme for ECT through Govt programme and school. | To ensure that the training missed through the pandemic for 2 ECT does not impede their goal to be very good teachers.  School tailored induction alongside a supportive mentor system.  <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england> | 1, 2, 3, 4, 5  Whole teaching staff at school. |
| Leadership focus after Covid to ensure the curriculum is still meeting the needs of all. | 1. Subject leadership 2. Coaching programme linked to a teacher’s CPD   Using the Ofsted guidance n the impact of a curriculum.  <https://www.gov.uk/government/publications/inspecting-the-curriculum> | 1, 2, 3, 4, 5  Whole teaching staff at school. |

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

Budgeted cost: £8,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maintain usual intervention groups across the whole school ¾ hr per week per class. | Previous evidence from teachers that if a teacher highlights a small group of pupils every term that needs intervention to keep them up with the rest of the class.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  Evidence that teacher led interventions make substantial impact from Endowment toolkit. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 1, 2, 3, 4, 5  Whole class intervention to targets all pupils including PP and SEND. |
| Additional Early Language support for ¾ hr support for classes with greatest need | Additional support for SALT in Year 1 where there is a greater speech and language need through ELKLAN trained teacher using Nuffield programme  <https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention>  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 2 |
| National Tuition for PP and vulnerable pupils for 15 hours every term. | Use the Government funding to provide 75% of the tutoring costs for 6 pupils across the school all year. This is for PP pupils and Y4 SEND pupils. It provides academic and pastoral support.  <https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp>  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 4 |
| Purchase of standardised diagnostic assessments. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 |

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

Budgeted cost: £1,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| We aim to support children who struggle to leave their parents for one reason or another. | Although our attendance is good, we want to explore another aspect of children’s mental health for 2021 which has been ongoing for the past 7 yrs.  To understand more about the causes of children’s anxiety and how they develop the resilience to leave their parents who can (in some cases) be very protective. Training led by EP services.  <https://www.nhs.uk/conditions/baby/babys-development/behaviour/separation-anxiety/> | 3 |
| Bereavement training alongside the sense of loss caused through the pandemic.  Working with Daisy’s dream to support specific families. | Due to Covid and specific events of sadness the whole school will have a session tackling bereavement through the EP services. This work is tackling the mental health issues caused by this pandemic.  <https://www.childrenscommissioner.gov.uk/2021/01/28/damage-to-childrens-mental-health-caused-by-covid-crisis-could-last-for-years-without-a-large-scale-increase-for-childrens-mental-health-services/>  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3, 4  Addresses whole school in relation to the pandemic |

**Total budgeted cost: £10,200**

# 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.

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| The graph shows the outcomes of our PP pupils in 2020-21  The children that did not achieve expected standards all have SEND needs including EHC Plan. Writing and Mathematics are areas where the children struggled the most.  Overall, the disadvantage, vulnerable and SEND children at Braywood all attended school during the lockdowns through Covid 19. They were all part of a year- long, whole school ‘catch-up ‘programme led by the TA staff and teachers from 8am three mornings a week This made a substantial difference to the children who did not access the learning at home. Some children did better in their education whilst they were educated by their parents but most of the PP pupils were still struggling to meet expected standards in September 2020-21- due to their complex needs.  From September 2021 there is a combination of the National Tutoring Programme, SEND support and the teachers ‘catch-up and keep-up. Strategies inside and outside of school hours. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Whole school ‘catch-up’ from Mach 2019 to July 2021from 8am to 8.45am. | School provider |
| EP and Early Help Services from the borough | RBWM |

## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | As above  If service pupils’ parents are deployed then the school has a range of support systems in place for their social and emotional needs. |
| What was the impact of that spending on service pupil premium eligible pupils? | Our service data is comparable to the rest of the school. |

## Further Information (optional)

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