

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	Branston Junior Academy
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 to 2023
Date this statement was published	January 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Rachael Shaw, Headteacher
Pupil premium lead	Amanda Simpson, SENCO
Governor / Trustee lead	Andrea Bayes-Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,350
Recovery premium funding allocation this academic year	£ 5,510
Tutoring grant for this academic year	£ 6,318 (60%)
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	£ 75,178

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Branston Junior Academy is to ensure that all pupils, no matter what their backgrounds are, have the ability to reach their full potential. We aim to support disadvantaged pupils to overcome their barriers to learning and close the gap in academic achievements. We also strive to support our children's emotional development and well-being, with a specific focus on ensuring children are 'ready to learn.'

In order to best support our children, we believe that high-quality teaching alongside timely and effective intervention is the key driver. As stated in the EEF guidance document, "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." Alongside the needs of disadvantaged pupils, we strive to also provide opportunities for non-disadvantaged pupils to narrow the attainment gap where relevant. As the EEF guidance document states, "Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect." In light of this, we intend to use the National Tutoring programme to support all pupils across the school, who have been disadvantaged in some way by the pandemic, with a specific priority given to Pupil Premium children.

At Branston Junior Academy, we think it is important to look at the whole child as an individual. We know our pupils exceptionally well, and as a result, we are efficient in identifying bespoke needs, to best overcome a child's individual barriers to learning (including the most significant non-academic barriers to learning). Disadvantaged children are given opportunities to access extra-curricular activities such as well-being clubs, music clubs, sports activities and homework clubs.

As part of our whole school ethos, the achievement of pupil premium children is at the forefront. We focus on their academic achievement, and the ways that their learning needs have been met. We do this through specific pupil premium focuses within elements such as: book scrutinies, learning walks, pupil voice and assessment analysis.

The key drivers of our pupil premium strategy are embedded in these key whole school approaches:

- We ensure we have high expectations for all our pupils irrespective of background, whilst being mindful that the children's backgrounds can be very varied.
- We encourage all of pupils to take risks in their learning and to strive to achieve their very best- this approach is embedded through our whole-school 5R approach (Resilience, Relationships, Respect, Reflection and Responsibility).

- We undertake regular and on-going assessment and analysis to help ensure we can provide timely and need-driven interventions and support.
- All staff are made aware of the needs of all pupils, including children in receipt of pupil premium. They are held accountable for the progress of these pupils and have high expectations for all pupils, including those receiving pupil premium.
- Before we can focus on academic achievement, at Branston Junior Academy we feel that it is essential that children's emotional well-being is supported to ensure that they are 'ready to learn,' With this in mind, one of our key drivers within our Pupil Premium strategy, is to ensure that we offer emotional support to our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Some PP children have behavioural and emotional needs which affect their engagement with learning and can lead to them having a challenging time in class.
2	Our tracking data highlights the attainment of lower KS2 non-pupil premium children compared to pupil premium children is considerably higher and there is a significant gap (the gap closes throughout their time at BJA).
3	We have found that the engagement of reading at home is a challenge for many of our disadvantaged pupils.
4	We have identified through class teacher/ TA referrals and increasingly self-referrals from pupils, that an increasing number of children find dealing with emotions and mental health concerns extremely challenging and this in turn is impacting on learning.
5	For some of our pupils, the lack parental engagement impacts their view of school and their future aspirations.
6	Pupil premium children may lack opportunities for extra-curricular learning and experiences- including sports clubs, music lessons and opportunities to explore the arts.
7	The regular attendance of pupil premium children is less in comparison to non-pupil premium children (this relates predominantly to a minority group of pupils whom the school is working with closely).

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
Pupils are better equipped to deal with the demands of classroom and playground activities	<p>Branston's '5 R's' are actively and robustly promoted throughout all aspects of school life.</p> <p>Children demonstrate more resilience to learning challenges</p> <p>Improve levels of focus, particularly within younger year groups.</p> <p>Improved team work, turn taking and collaborative skills both within the classroom and in the playground.</p> <p>Improved ability to deal with difficult/ challenging social interactions</p>
We aim for the attainment and progress of pupil premium children to be more closely in line with non-pupil premium children.	<p>In all data reports the pupil premium figures will be explored by subject leaders and the SENCo, and the needs of these children will be addressed through a variety of actions.</p> <p>The gap between pupil premium and non-pupil premium will narrow as they progress through school.</p>
We want pupil premium children to have access to support to complete their reading and homework tasks set by their teachers.	<p>Homework clubs will be offered to all children across the school and those children who have been noted to struggle to complete homework are encouraged to attend the club where they can have individualised support where necessary.</p> <p>'How to support your child at home' sessions are run during the academic year.</p> <p>The range of books that the children can select their reading from is of high quality and refreshed as often as possible.</p>
Achieve and sustain high well-being for all pupils in our school, particularly our disadvantaged pupils	<p>Reduction in repeated referral to the ELSA programme</p> <p>Teacher feedback indicates improved class well-being</p> <p>Reduction in playground incidents, as pupils become more aware of how to deal with difficult and emotional situations</p> <p>Sustained high levels of wellbeing, demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice • Increase in engagement with extra-curricular activities, particularly amongst disadvantaged children (within current restriction guidance).
More parents of disadvantaged pupils engage with the school and class teachers within positive interactions	<p>At least 80% of parents of disadvantaged pupils attend parents' evenings</p> <p>More parents engage with open days, in-school events, celebration events and information days .</p> <p>Where relevant, parents openly engage in individual pupil meetings with class teachers.</p>

We aim to facilitate all pupil premium children in having access to the clubs which may interest and inspire them, alongside their non-pupil premium peers.

The school offer a range of extra-curricular activities both during the school day (lunch time) and after school. Clubs are run both by school staff and external providers. Parents are welcome to request funding to support their child's attendance.

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: £ 30, 373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to support high quality teaching in class and to run specific intervention groups	EEF 'Feedback' +6 'Individualised instruction' +4 'Teaching Assistant intervention' +4	2
Expansion of pastoral support roles	EEF 'Social and Emotional Learning' +4 'Metacognition and self-regulation' +7 'Behaviour interventions' +4	1, 4
Staff training on writing moderation	ww.gov.uk Teacher assessment moderation: standardisation and training process	2
Staff training on reading support	EEF 'Reading comprehension strategies' +6	2, 3
Autism Education Trust Tier 1 training	AET Schools Making Sense of Autism	1, 4

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

Budgeted cost: £ 33, 507

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of 2xTAs to run intervention and offer 1:1 and small group interventions	EEF teaching assistant interventions +4 EEF behaviour interventions +4 EEF oral language interventions +6 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Small group tutoring as part of the school	EEF small group tutoring impact +4	2

led tutoring programme	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	
Homework club	EEF homework +5 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3
Investment and training (including visiting the Infant school) in Read, write inc programme- fast track phonics intervention	Our feeder Infant school use Read, Write Inc across their school. Purchasing the Read Write Inc Fast Track Phonics will help us to support those children who still need phonics intervention and are not fully ready to access Year 3. EEF phonics +5 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3
On-going investment in additional reading comprehension resources	Cracking Comprehension, for example, to have a positive effect on reading across school. This resource ensures that children are exposed to a broad range of literature and questioning types. This will help them when they take SATs. EEF reading comprehension +6 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3
Booster Year 6 sessions	EEF extending school time +3 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 10,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops- including helping your child with Maths and English, supporting your child through SATs	EEF parental engagement +4 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	5
Continue to embed and further explore how to develop Social and Emotional learning	EEF personal and emotional learning +4 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1, 4

Summer School for year 2 children to promote transition	EEF Summer schools +3 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1, 6, 7
Provide funding to support extra-curricular activities and experiences	EEF arts participation +3 EEF physical activity +1 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	6
CASY counselling available to all pupils, with specific focus on PP	Independent counselling has enabled us to provide professional support for those children who need it. We have also been able to use this service for parents.	1, 4
STT support	Evidence shows that early identification of needs is essential in supporting children. Using the specialist teacher team means that we can gain specific recommendations detailing how to support children's areas of needs through their areas of strength. Enables us to identify which interventions will most likely be most effective.	1, 2
Education Psychologist support	Educational Psychology support has been used to problem solve and focus on supporting children with their behaviour in the classroom – especially those for whom the behaviour impacts on their own and the learning of others.	1, 2
EMTET support	This is bespoke support for children for whom English is an additional language and who are struggling within the classroom.	2
To give experiences of cultural capital in and out of school	Against all odds report, DFE.	6
To improve attendance across school.	Following DFE advice and guidance. Following local policy and school policy robustly. Seeking timely advice when patterns emerge through frequent attendance scrutiny. Working with families of persistent absentees. Work with EWO.	7

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.

Challenge 1:

Proactive measures to support children returning to school post-Covid, such as the Year 3 'Resilience club' was highly attended and the impact could be seen filtering through into the classroom where children recalled the key messages shared.

A number of pupils were supported through our two ELSA members of staff and CASY counselling to meet their emotional needs.

Challenge 2:

Writing: In Years 4 and 5, pupil premium attainments was higher non-pupil premium children. In Years 3 and 6, it was lower.

SPAG: The data indicates that attainment of pupil premium children, compared to non-pupil premium children, is comparable in Years 3, 5 and 6. The attainment in Year 4 is actually higher.

Reading: In Year 4 and Year 5, pupil premium attainment is higher. In Year 3 the data is in-line with non-pupil premium. In Year 6 it was lower (this was down to three children not attaining the necessary mark, however, two of these were on the SEN register).

Challenge 3:

The school library has been updated to make the choices for home reading much more engaging.

We have introduced Read, Write Inc Book Bag Books for those children who continue to need access to this scheme (used at our feeder Infant School).

Staff have had training on how to engage pupils with reading.

Planned implementation of 'wow books' to go in class treasure boxes (on order!).

Challenge 4:

Maths: The attainment of pupil premium children in Years 3, 4 and 5 was higher than non-pupil premium children. However, in Year 6 it was lower (as with literacy attainment detailed in 'challenge 2', the children who did not achieve ARE were pupil premium and on the SEN register).

Challenge 5:

All pupils needing emotional support have accessed this through a variety of channels: ELSA, Feelings Detectives, Friends, CASY counselling, Worry Monsters (in every classroom), PSHE lessons, Well-being clubs.

<p>Challenge 6: Parents are invited to open days each term, where they are welcomed to come and walk around the school and see what their children are learning, in class. Parent information sessions are held throughout the year. ‘Family Learning’ activities were promoted and trialled (through Lincolnshire County Council). Parents’ Evenings (and review meetings) are back to face-to-face as this increased attendance and communication.</p>
<p>Challenge 7: A range of sports clubs, arts-based clubs are offered to pupils throughout the school year (both internal and external providers). Music lessons are offered through a range of providers.</p> <p>Wow days (including trips out of school) are held once per big term to stimulate and excite interest in our new topics. All children were included.</p> <p>All children have the opportunity to attend sports events throughout the year: some are competitive where as some are not.</p> <p>Well-being clubs offered, with a specific focus on engaging pupil premium children.</p>

Externally provided programmes

Programme	Provider
ELSA training (Emotional Literacy Support Assistant)	<p>Lincolnshire Psychology Service provided this training.</p> <p>It is an intensive training programme lasting for 5 weeks. It provides ELSAs with a robust understanding of social, emotional and mental health needs.</p> <p>The training covers areas such as understanding and managing emotions, effective peer relationships and bereavement and loss.</p> <p>ELSAs can plan and implement bespoke individual or group interventions.</p>
Feelings Detectives	<p>Training provided by Lincolnshire Psychology Service.</p> <p>The intervention is a 12-week coping skills programme designed for 7 – 13 year olds (particularly for this with communication and interaction difficulties, including ASD).</p> <p>The programme teaches children how to manage anxiety using cognitive behavioural therapy (CBT).</p>

FRIENDS for Life Intervention by Paula Bartlett	<p>Training provided by The Psychology Tree’.</p> <p>FRIENDS for life is a social skills and resilience curriculum that is an effective tool set to prevent anxiety in children and to help them bounce back from adversity:</p> <p>Feelings (talk about your feelings and care about other people’s feelings)</p> <p>Relax (do “milkshake” breathing, have some quiet time)</p> <p>I can try! (we can all try our best)</p> <p>Encourage (step plans to happy home)</p> <p>Nurture (quality time together doing fun activities)</p> <p>Don’t forget – be brave! (practice skills everyday with friends /family)</p> <p>Stay happy</p>
Times Table Rockstars	A fun and motivational computer based programme which can be accessed at home and at school to build fluency with times tables.
IDL intervention	An on-line intervention package to support the development of literacy and maths skills.
Shine Maths	Word Wasp
Plus 1 and Power of 2	Clicker

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?	<p>SPP is used to fund emotional support, either through CASY or ELSA on a needs basis. The funding is also used to access services such as STT and Ed Psych to best meet the needs of the individual pupil.</p> <p>These monies are also used to provide individual learning support in class and through intervention when needed.</p>

Further information (optional)

Our pupil premium strategy is additionally compensated through the everyday work we do in the classroom, with classroom practitioners made fully aware of pupil premium students in their class, and where required additional support structures are put in place to help them achieved to their full potential. Furthermore, we also have additional actions in place to meet the needs of all our pupils, including those in receipt of pupil premium funding:

- A planned structure of interventions are in place, which meet the needs of pupils both academically and socially/emotionally
- Counselling services are offered to all pupils identified as requiring them.
- Utilising a [DfE grant to train a senior mental health lead](#).
The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- We offer a range of extra-curricular activities focusing specifically on developing engagement and confident in the arts, sports and technology. We encourage ALL children to participate and would fund access for any PP child for whom this was creating a barrier.

Improving the outcomes of disadvantaged pupils is at the heart of everything we do. When undertaking work scrutinies, we ensure that pupil premium students are always included within our selection of work- this enables us to triangulate the data, planning and books to develop a wider picture of the attainment and progress our pupil premium students make.

At Branston Junior Academy, we aim to build a picture of the whole child. By doing this, we are able to focus on the individual needs of our pupils and we use part of our pupil premium funding to support those pupils who may have additional needs both inside and outside the classroom to further extend the support our school can offer to disadvantaged pupils, in order to narrow the attainment gap and improve the outcomes for these children.