# 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 | Branston Junior Academy |
| Number of pupils in school | 156 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 21/22 to 23/24 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Rachael Shaw, Headteacher |
| Pupil premium lead | Amanda Simpson, SENCO |
| Governor / Trustee lead | Andrea Bayes-Green |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 50,765 |
| Recovery premium funding allocation this academic year | £ 5,510 |
| 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 | £56,275 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.)  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.

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| Challenge number | Detail of challenge |
| 1 | The emotional impact of Covid and disruption to learning and family life, has meant that some children are not ‘ready to learn’ or have struggled to re-integrate in school life. This is particularly evident within LKS2 where the last year of full-time education was either in Reception or Year 1. |
| 2 | Our assessments indicate that the attainment of pupil premium children is lower than the attainment on non-pupil premium children in writing/ SPaG across all year groups. |
| 3 | We have found that the engagement of reading at home is a challenge for many of our disadvantaged pupils. |
| 4 | Our assessments indicate that the attainment of pupil premium children is lower than the attainment on non-pupil premium children in maths across all year groups. |
| 5 | 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. |
| 6 | For some of our pupils, the lack parental engagement impacts their view of school and their future aspirations. |
| 7 | Pupil premium children may lack opportunities for extra curricular learning and experiences- including sports clubs, music lessons and opportunities to explore the arts. |

## 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 |
| Pupils are better equipped to deal with the demands of classroom and playground activities | Children demonstrate more resilience to learning challenges  Improve levels of focus, particularly within younger year groups.  Improved team work, turn taking and collaborative skills both within the classroom and in the playground.  Improved ability to deal with difficult/ challenging social interactions |
| The difference between the attainment of pupil premium children compared to non-pupil premium children will have narrowed in writing and SPaG (taking into account the impact of specific SEND pupils on the data as a whole) | CP3 of the following academic years will indicate a narrowing of the gap between PP and non-PP students in writing/SPaG  KS2 SPAG outcomes in 2024/2025 (and in the years prior to this) will show that more pupil premium children are meeting the expected standard. |
| Evidence within the classroom and within their home-school planners shows that reading at home is complete regularly- with particular parental engagement in year 3/4 | Over 90% of disadvantaged pupils read regularly at home, and for this to be evidenced in their planners.   Evidence of on-going reading will also be evidenced within reading activities in the classroom – such as guided reading and whole class reading. |
| The difference between the attainment of Pupil premium children compared to non-pupil premium children will have narrowed in Maths. (taking into account the impact of specific SEND pupils on the data as a whole) | CP3 of the following academic years will indicate a narrowing of the gap between PP and non-PP students in Maths.  KS2 maths outcomes in 2024/2025 (and in the years prior to this) will show that more pupil premium children are meeting the expected standard. |
| Achieve and sustain high well-being for all pupils in our school, particularly our disadvantaged pupils | Reduction in repeated referral to the ELSA programme  Teacher feedback indicates improved class well-being  Reduction in playground incidents, as pupils become more aware of how to deal with difficult and emotional situations  Sustained high levels of wellbeing, demonstrated by:   * Qualitative data from student voice * Increase in engagement with extra-curricular activities, particularly amongst disadvantaged children (within current restriction guidance). |
| More parents of disadvantage pupils engage with the school and class teachers within positive interactions | Increased uptake in family learning opportunities  At least 80% of parents of disadvantaged pupils attend parents’ evenings  More parents engage with open days, coffee mornings and information days  Where relevant, parents openly engage in individual pupil meetings with class teachers. |
| More children get involved in extra curricular activities, with a specific focus on the engagement of disadvantaged children | The % of PP children and non-PP children engaged in at least one extra curricular club has a difference of less than 15% |

## 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: £ 4000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Collaborative learning approaches CPD | EEF collaborative learning approaches +5 [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2,4 |
| Effective use of feedback CPD | EEF feedback +6  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2,4 |
| Metacognition training for all staff | EEF feedback +7  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2,4 |

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

Budgeted cost: £ 31,650

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| 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1,2,4,5 |
| Small group tutoring as part of the school led tutoring programme | EEF small group tutoring impact +4  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2,4 |
| Homework club | EEF homework +5  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2,3,4 |
| TA CPD on individualised intervention programme | EEF individualised instruction +4  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2,4 |
| Investment and training in oral language intervention | EEF individualised instruction +6  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2 |
| Investment 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2 |
| 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2,3 |
| Booster Year 6 sessions | EEF extending school time +3  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 2,4 |

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

Budgeted cost: £ 15000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Year 3 after-school club with specific focus on collaborative learning approach and school learning skills. | EEF collaborative learning approaches +5  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 7 |
| Organising family learning opportunities | EEF parental engagement +4  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 6 |
| 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 6 |
| 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1,5 |
| Summer School for year 2 children to promote transition | EEF Summer schools +3  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 7 |
| CASEY 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 |
| 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. | 2,4 |
| 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 won and the learning of others. | 1,2,4 |
| EMTET support | This is bespoke support for children for whom English is an additional language and who are struggling within the classroom. | 2,4,6 |

**Total budgeted cost: £** *50,650* (+5,000 administration and preparation)

# 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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| Priority 1 (previous strategy) focussed on the social and emotional health of the children following their experiences during lockdown. We were acutely aware that the children had had a wide range of experiences: some had loved being at home and having 1:1 support from parents or grandparents whilst others had found the entire experience challenging and upsetting. Upskilling our teaching assistants so that they could support children who were struggling – for whatever reason – was therefore a huge priority. All of our teaching assistants have participated in either Feelings Detectives, FRIENDS for life or ELSA intervention training (see below).  The impact of this means that every child in school has been able to access the right level of social and emotional support for them. It has also meant that our teaching assistants feel confident and able to support children presenting with this type of need and have the confidence to know that they are doing the ‘right thing’. In addition, it has also made our teaching assistants more aware of SEMH needs and how these might present in the classroom – needs like this aren’t always verbalised but behaviours can indicate a child is having difficulties. This raised awareness means that supportive strategies are put in place straight away. Additionally the PP lead (also the SENCo), alongside the PSHE coordinator, wrote a specific trauma-informed sequence of lessons to support the return to school. Feedback from staff indicated that this had been really useful and unexpected information  Priority 2 was focussed on ensuring that staff identified areas of need for the children. To support this all teaching assistants were involved in regular, timetabled group-training throughout 2019 to 2021. Each teaching assistant prepared and delivered training around the particular interventions used most frequently within school and explained for whom these interventions were likely to be supportive. All the teaching assistants and SENCo were involved in this training programme. Feedback from the teaching assistants has been extremely positive and they overwhelmingly agreed that they felt more empowered as a result.  The impact of this has meant that all support staff are aware of what interventions are available at school and how they are delivered. This means that the teaching assistants can be particularly proactive at not only identifying who needs additional support, in maths for example, but also which intervention programme they feel would be most appropriate for the child. Then, in collaboration with the class teacher (and the SENCO) timetabling for this can be organised wherever possible. |
| **Progress in reading, writing and mathematics**.  Despite the challenges of recent academic years. When comparing the data from our internal assessments in 19/20 to the data from internal assessment in 20/21 in many areas we have seen improving percentages of pupil premium students reaching age related expectations. Analysing the pupils at the current (academic year 21/22) year 7, 6 and 5 pupils- of which as a junior academy we have comparative data across the 19/20 and 20/21 academic years.  Between 19/20 and 20/21 we have seen increases across all year groups in the attainment of pupil premium children in reading. Current year 7 pupils saw an increase rise between 19/20 and 20/21 of an additional 28% reaching age expected and current year 6 and year 5 pupils saw an additional 21% and 19% rises respectively.  In Maths current year 6 and 7 pupils both saw increases of 10% and 7%, yet we have seen a 15% decrease in the percentage of pupils reaching age related expectations in year 5 (notably due to two pupils joining us.)  In Writing, we have seen current year 7 and 5 pupils increase by 18% and 8% between the academic years 19/20 and 20/21. However, the current year 6 cohort saw a drop of 21% of pupil premium students reaching age related expectations.  Attendance has continued to be around average to good across all year group. There has been a notable increase in attendance from 19/20 to 20/21 in the current year 7 cohort from 92.9% to 96.2%, but a slight drop in attendance in the current year 6 cohort from 97.7% to 95.5% should also be highlighted.  Although we are seeing mostly improving percentages of pupil premium students achieving age expected, the disparity between pupil premium children and non-pupil premium children remains across most subjects in most cohorts (except current year 5 Maths and Writing and current year 6 reading- in which pupil premium children are out performing or in-line with the outcome of non-pupil premium students.) It is important to note, that we frequently see a high percentage of pupils with SEN, including those with an EHC plan are also in receipt of pupil premium. This undoubtedly, has an impact on the % of pupil premium children reaching age related expectations, yet we continue to aspire for all pupils including students with SEN to reach their full potential, and strive for them to make at least expected progress from their baseline point. In regards to the current year 7,6 and 5 cohorts that we are focusing on, 50% of pupil premium student in year 7 and year 6 also are on the SEN register, 33% of pupils premium students in year 5 are on the SEN register.  The behaviour and engagement of pupil premium students continues to be mostly good, and where extra support for pupil’s academic, emotional and social well-being is required, support structures and interventions have been put in place and are under constant review. We feel that this continues to be a priority moving into the next academic year to meet the needs of individual pupils.  Parental engagement has seen a decline over the past year or so, particularly due to restrictions in place, minimising the opportunities for parents to come in to school, and so our plan reflects the need to reinstate these bonds between school and home, but working within the current government guidelines with regards to Covid-19. |

## Externally provided programmes

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| Programme | Provider |
| ELSA training (Emotional Literacy Support Assistant) | Lincolnshire Psychology Service provided this training.  It is an intensive training programme lasting for 5 weeks. It provides ELSAs with a robust understanding of social, emotional and mental health needs.  The training covers areas such as understanding and managing emotions, effective peer relationships and bereavement and loss.  ELSAs can plan and implement bespoke individual or group interventions. |
| Feelings Detectives | Provided by Lincolnshire Psychology Service.  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).  The programme teaches children how to manage anxiety using cognitive behavioural therapy (CBT). |
| FRIENDS for Life Intervention by Paula Bartlett | Training provided by The Psychology Tree’.  FRIENDS for life is a social skills and resilience curriculum that is an effective told set to prevent anxiety in children and to help them bounce back from adversity:  Feelings (talk about your feelings and care about other people’s feelings)  Relax (do “milkshake” breathing, have some quiet time)  I can try! (we can all try our best)  Encourage (step plans to happy home)  Nurture (quality time together doing fun activities)  Don’t forget – be brave! (practice skills everyday with friends /family)  Stay happy |
| 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. |
| Playground trim trail and markings | Installed to encourage physical activity and fitness which is known to support brain activity and well-being.  Playground markings are physical circuits where children follow them. These are used to help with transitions between unstructured time and learning and are also beneficial for brain break. |

## 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? | Service premium was used, alongside pupil premium, to support children with access to IT equipment to enable home learning.  Service premium was also spent, alongside pupil premium, on training teaching assistants on social and emotion interventions, through the Educational Psychology service.  Friends for Life cognitive behavioural therapy programme  Emotional Literacy Support Assistant (ELSA) training.  Teaching staff were also enabled to access training on trauma-informed practices.  PP coordinator and PSHE coordinator created a scheme of work incorporating these principles ready for the phased return to school. |
| What was the impact of that spending on service pupil premium eligible pupils? | All children across the school had access to high quality and reliable IT equipment to support their learning at home and so this was not a barrier for any of our learners during the lockdowns. Moving forward, children now have access to high quality IT equipment in school. This equipment is often used to support interventions.  Many children have returned to school – including SPP children – having had difficult experiences through 2019-2021. This has affected children in a whole variety of ways. Many children have needed access to social and emotional support: some have needed short interactions with highly skills TAs whilst others have needed a programme of support such as Feelings Detectives. Having used the funding for this training has meant that all children can access high quality emotional support when they need it and from a person the know and trust. |

# Further information (optional)

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| 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](https://www.gov.uk/guidance/senior-mental-health-lead-training).  we have chosen the Anna Freud SMHLT because it puts children, young people and families at the heart of everything; is committed to discovering and sharing the best way to help children, young people, families, carers and professionals affected by mental health problems; and aims to strengthen impact through collaboration and throu parternship – all three pricniples which resonate most closely with that of our school. * 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. |