

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and the recovery premium for the 2022 to 2023 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	Browney Academy
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	J Gorlach
Pupil premium lead	C Harris
Governor / Trustee lead	D Murray

### Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2022/23	£47075
Recovery premium funding allocation 2021/22 only	£5800
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	£52875

# Part A: Pupil premium strategy plan

## Statement of intent

Browney Academy has a Pupil Premium Grant and Recovery Premium allocation of £52875 for the academic year 2021-2022. This funding is given with a specific remit of diminishing any differences between disadvantaged pupils and those who are not disadvantaged. At Browney Academy, our aim is to ensure that every disadvantaged pupil will achieve at least as well as their peers and have every opportunity to excel. It is vital that we support our pupils in all areas of their education and their mental health and wellbeing to enable them to fully engage in learning.

Some disadvantaged pupils face many and complex barriers in during their education which make effective learning very difficult. Other pupils have very specific needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Common barriers to learning for disadvantaged pupils include less support at home, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (e.g. laptop / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental well-being and this has been exacerbated as a result of the pandemic. There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no “one size fits all”.

### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

### **We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed through additional targeted teaching and support.
- A clear focus on increasing the resilience of pupils, building their self-esteem and also

enabling them to develop those skills that will enable them to learn effectively in the classroom environment.

- Instilling high aspirations for all pupils so that they are able to experience, first-hand, the wide range of opportunities available to them.
- Ensuring enrichment programmes are accessed by all, providing financial support to enable pupils to participate.

Providing opportunities for pupil to develop good oracy skill through a range of opportunities within the classroom, as part of a leadership group, in assemblies and in presenting to a wider audience.

### Achieving these objectives:

#### **1) Additional targeted teaching and support**

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- A focus language and literacy development as well as basic skills in maths.

Additional 1:1 support with early talk, phonics and early reading. Support for reading also continues into key stage 2.

Focused opportunities for pupils to engage with team and group activities or debate, to ensure good oracy development.

#### **2) Pastoral Support**

- Specialised and dedication support from our highly skilled pastoral team.

Pupils work in individual or in small groups in order to support their needs and to build their self-respect and resilience.

#### **3) Curriculum Programmes**

- Identified children receive 1 to 1 support or intervention within smaller groups. For some pupils this is planned on a regular basis and for others, it is managed by each teacher in conjunction with the SENDCO / DSL, according to needs as they arise during the year.
- Small group support to focus on addressing specific needs of pupils is planned as pupils' approach key assessment points.

First News and specific reading resources are purchased for pupils so they can enjoy a wide range of reading literature.

#### 4) High Aspirations

- For some pupils, careers visits are planned into their learning programs so that they are able to experience, first-hand, the wide range of opportunities available to them.

Enrichment Programmes – beyond the curriculum including science/choir/first aid and gardening clubs.

- School Trips / Theatre Visits / Residential Visits/ Visitors to School – financial support is provided to enable pupils to participate. These will have a focus on raising aspirations and widening experience.
- Sports Coach - works with all pupils to provide coaching in a range of sports every lunchtime and after-school and ensure that pupils engage with sports (few facilities anywhere in local area).
- Sport: access to enrichment through sport with financial support to provide access and equipment.
- Music: provision of instrument-based tuition.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of school closure.
2	Some pupils face challenges in their lives and have social, emotional and mental health needs that prevent them from learning (lockdown has increased anxieties for many pupils).
3	Some pupils need additional adult support to help to enable them to fully achieve their potential during the school day.
4	Some pupils have low expectations and low levels of resilience.
5	Some pupils have low levels of literacy and numeracy which impedes their learning and their confidence.
6	Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.
7	Some pupils have low aspirations.
8	Some children enter the Early Years provision knowing significantly fewer words than their peers and with significant speech and language difficulties. This persists into KS1 for some children, and they need significant

	support to develop as confident speakers who are able to express themselves clearly and with an appropriate range of vocabulary for their age.
9	Some pupils need to experience a wealth of enrichment experiences and a wide, rich curriculum, in order to widen their horizons and unlock future opportunities.

## 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 make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non-PP.
Health and Well-Being	Increased capacity on the pastoral team to support vulnerable families and children
Raising aspirations and broadening experiences	Increased social and cultural exposure through educational visits and visitors into school.

## 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 and Targeted academic support

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff so that outstanding practice is maintained in all classrooms.	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, 4, 5, 8

<p>Deepen teacher’s understanding of pedagogy across each curriculum by engagement with subject specialists in their field.</p> <p>Visits to a main feeder secondary to observe Y7/8 pupils from Browney Academy, following transition, will be undertaken to enhance teacher’s understanding of how knowledge builds in readiness for the next key stage and make amendments as needed to the curriculum.</p>	<p>EEF: Effective Professional Development</p> <p>EEF: Teaching and Learning Toolkit</p> <p>Ofsted: Curriculum research reviews</p>	<p>1, 4, 5, 8</p>
<p>Training to improve vocabulary acquisition across the curriculum even further, so that pupils are able to access the full curriculum and articulate their understanding.</p> <p>Training to close the deficit in vocabulary on entry in the Early Years so that children’s</p>	<p>EEF: Preparing for Literacy</p> <p>EEF: Improving Literacy - Supporting oral language development KS1/KS2</p>	<p>1, 3,5,8</p>
<p>Provision and deployment of teaching assistants appropriately is essential to supporting learning ‘in the moment’ and being able to respond to pupils who need additional support to keep up and catch up.</p>	<p>EEF: Making Best Use of Teaching Assistants</p>	<p>1, 2, 3, 4, 5, 7, 8</p>
<p>Engaging with the school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>EEF: <a href="#">One to one tuition</a></p> <p>EEF: <a href="#">Small group tuition   Toolkit Strand</a></p>	<p>1, 5, 8</p>

<p>Gaps in maths and English identified by teaching staff. Maths and English tuition leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly understood, due to the pandemic.</p> <p>Deliver series of lessons (1-1 or small group) to enable pupils to consolidate insecure learning and catch up with the schemes of learning.</p>	<p>EEF : Teaching and Learning Toolkit - One to one tuition &amp; Small Group Tuition</p>	<p>1, 3, 5, 7, 8</p>
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## Pastoral strategies

Budgeted cost: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral teams to support pupils who struggle to manage their emotions including provision of personal intervention programmes.</p>	<p>EEF: Teaching and Learning Toolkit – Learning behaviours</p> <p>EEF :Improving Behaviour in Schools</p>	<p>1, 2, 3, 4, 7,</p>
<p>To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement)</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>EEF: Guide to the pupil premium</p> <p>EEF: Healthy Minds</p> <p>DFE: Promoting and supporting mental health and wellbeing in schools and colleges</p>	<p>1, 2, 3, 4, 7,</p>

## Wider strategies

Total budgeted cost: £8875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum programmes</p> <p>identified children receive 1:1 support or intervention within smaller groups. These programmes include Lexia, Mathletics, RWI and reading clubs. For some pupils this is planned on a regular basis and for others, it is managed by each teacher in conjunction with the SENDCO / DSL, according to needs as they arise during the year.</p> <p>First News and specific reading resources are purchased for pupils so they can enjoy a wide range of reading literature.</p>	<p>EEF: Teaching and Learning Toolkit</p> <p>Ofsted: Curriculum research reviews</p>	<p>1, 3, 5, 8</p>
<p>High aspirations</p> <p>Careers visits are planned into their learning programs so that they can experience, first-hand, the wide range of opportunities available to them. This also develops and understanding of the requirements to enter different career routes.</p> <p>Sports coaches work with the children as both role models and to improve skill and fitness in sport.</p> <p>Visits by authors and illustrators engage and inspire pupils to create, read, write and draw.</p>	<p>EEF: Healthy Minds</p>	<p>1, 4, 6, 7</p>



<p><b>Enrichment programmes</b></p> <p>School trips, visits and visitors to the school enable pupil access to high quality curriculum enhancements. Enrichment activities also allows pupils to access music tuition and a wide range reading resource.</p> <p>A sports coach has been employed to provide coaching in a range of sports every lunchtime and after-school and ensure that pupils engage with sports.</p> <p>Music tuition is also subsidised to ensure access for all pupils.</p>	<p>EEF: Guide to the pupil premium</p> <p>EEF: Healthy Minds</p>	<p><b>1, 4, 6, 7,</b></p>
<p><b>Uniform subsidies</b></p> <p>Families offered uniform subsidies throughout the year.</p>	<p>EEF: Guide to the pupil premium</p>	<p><b>1, 2,</b></p>
<p><b>Breakfast provision</b></p> <p>Breakfast provision is provided and well as a wake up shake up morning session.</p>	<p>EEF: Guide to the pupil premium</p>	<p><b>1, 2, 6</b></p>

## 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.

The impact of that expenditure on pupil premium children:

- All children received specific individual support with core intervention sessions. This targeted provision was successful in enabling pupils to catch up with other pupils if they had fallen behind and for others, the progress accelerated further.
- Attendance for disadvantaged pupils was 94.38% for the academic year compared to 94.09% for non-disadvantaged pupils.
- Specific intervention teaching was delivered remotely for individual support or group intervention.
- Enrichment activities have continued to support children in the wider curriculum and to support their talents. More children have taken up enrichment opportunities.
- Children have made at least good progress across the school despite disruptions to learning due to COVID19.
- Investment in emotional well-being and mental health ensured children and families have been well supported.
- Termly tracking of progress has enabled SLT to intervene at the earliest possible time ensuring specific support can be implemented. As a result, pupils are able to engage and focus within lessons and achieve well.
- Enhanced transitions for pupils moving key stages or to secondary school were effective. They ensured continuity for children and were an important foundation for future learning.
- Continuous and sustained professional development on evidence-based classroom approaches has built upon staff knowledge, developed teacher techniques, and embedded practice.