

# 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	Albert Bradbeer Primary Academy
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils (Compulsory Age)	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn Term 23-24
Statement authorised by	Charles Chambers
Pupil premium lead	Megan Thomas
Governor / Trustee lead	Charles Chambers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,945
Recovery premium funding allocation this academic year	£0
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	£355,945

# Part A: Pupil premium strategy plan

## Statement of intent

At Albert Bradbeer Primary Academy, our intent is to provide the opportunity, both academically and socially, for disadvantaged children to flourish and have equality and equity with their non-disadvantaged peers. Through our strategy and action plans, we will ensure all pupils, including the most disadvantaged, receive both challenge and support designed to best meet their needs irrespective of their background, including those who are already high achievers.

We will utilise robust diagnostic assessment strategies to accurately identify and address the challenges faced by our vulnerable pupils. We prioritise the development of high-quality teaching and consistently embed effective strategies across the school, in all subjects. Our goal is to strengthen provision and maintain high quality teaching to enable sustained improvement and progress for disadvantaged pupils and all others, overtime.

Our pupil premium plan will ensure that disadvantaged children are offered the extra academic, social and emotional support to overcome the socio-economic barrier that being from a disadvantaged family may face. This will be achieved through:

- The most effective evidenced based research and recommendations to inform our strategy plan and guide our operational decisions to maximise impact on improving outcomes for disadvantaged pupils.
- The professional development of our staff to improve quality first teaching for all children.
- Supporting ECT and experienced teachers in understanding and comprehending the barriers that disadvantaged children face, both inside and outside the classroom.
- Improve the attendance and opportunities of disadvantaged children through supporting disadvantaged families. We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extra-curricular experiences and to support their individual talents & skills in order to broaden their aspirations and develop confidence and a positive attitude to learning whilst improving their Cultural Capital.
- Improve staff understanding of behavioural difficulties associated with being disadvantaged
- Ensure ALL pupils are confident, fluent readers who have secure comprehension to enable them to access the broader curriculum and deepen their knowledge and understanding. •
- To provide effective social and emotional support to disadvantaged pupils so they are safe, have an aspirational attitude towards learning and attend every day. •
- Ensure disadvantaged pupils have priority access to high quality recovery programmes and interventions in 2022-23

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Phonics</u></b> – Data from the most recent Phonics Screening test (Dec 21) shows that disadvantaged pupils have not performed as well as others. There was a gap of 35% between disadvantaged and non-disadvantaged pupils. Analysis of the previous Year 2 cohort (Current Year 3) show that there was also a gap of 30%. The gap pre-pandemic was 6%.</p> <p>Historically, although not as significant as above disadvantaged pupils have not performed as well as others in phonics.</p>
2	<p><b><u>Early Language</u></b> - The early language acquisition of disadvantaged children is below that of non-disadvantaged peers, leading to difficulties in communication through speaking and listening. The current Reception baseline demonstrates under developed language acquisition which impede disadvantaged children's access to the curriculum.</p>
3	<p><b><u>Attendance</u></b> - The attendance of disadvantaged pupils is lower than other children and below the school expectation of 96%. The percentage of disadvantaged pupils' attendance was 95.6% at the end of Academic Year 2019. The gap to date this academic year is -1.3%. There are a number of families where positive parental engagement towards their child's attendance is a concern. This results in a number of disadvantaged pupils with persistently poor attendance which greatly impacts on making secure progress or benefiting from catch-up programs.</p>
4	<p><b><u>Attainment</u></b> – Historically the gap in attainment between disadvantaged and non-disadvantaged has been low. Following the pandemic this gap has increased. (EYFS GLD – (-30%), Phonics Year 1 - (-14%), Phonics Year 2 – (-14%), Year 6 Reading - (-27%), Writing - (-32%), Maths - (-5%).</p> <p>Pupil Premium funding must be utilised to reduce the gaps in attainment between disadvantaged and non-disadvantaged pupils.</p>
5	<p><b><u>Mental Health</u></b> - Supporting parents and families to support children's mental health and wellbeing. Some children may have emotional, social and behavioural barriers to learning and participation. Children's emotional health may be impacted by social and economic issues within families. Many of our pupils have experienced poor behaviour; lack of parenting skills; lack of physical opportunities; poor attendance; poor hygiene; lack of sleep; poor diet; social/ emotional/ mental health issues; children acting as carers; and a lack of stability in home life</p>
6	<p><b><u>Digital Technology</u></b> - Improve the access to additional educational support or resources by reducing the digital exclusion of disadvantaged children. The children do not have access to online support within the home, and fall behind peers who can access support.</p>

## 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
To eliminate the attainment gap between disadvantaged children and the class as a whole in Phonics	For the gap between disadvantaged children and all children to be less than that of 5% in phonics, particularly in Years 3 and 4
To ensure that all disadvantaged pupils, unless they have a particular SEND need, leave Reception achieving Stage 9 of Wellcomm	80% of disadvantaged pupils achieve Communication Early Learning goal by the end of Reception. 80% of children achieve Speech and Language Intervention Targets
To raise the attainment and achievement of disadvantaged children towards and above national benchmarks at both ARE and GDS by increasing rate of progression.	For published data to show a closing of the attainment gap for disadvantaged children and towards National benchmarks from Reception baseline to: EYFS GLD results; Year 1 Phonics; Year 2 SATs (where applicable); Y4 MTC; Year 6 SATS
To improve the attendance and punctuality of disadvantaged children to match that of all children	Increasing attendance rates at school for disadvantaged children. Reducing the amount of Persistent absence for the Disadvantaged children Improve the punctuality of children in school
To increase the engagement of children through improved teaching and opportunities within the classroom and increase opportunities for enhanced experiences outside of the classroom.	Increased number of children participating in extra and additional curriculum experiences through the Curriculum Promise Decrease in the amount of behaviour issues due to non-engagement in lessons Improved mental health support for children and families through work with our family Support worker and links to outside agencies
All pupils to be able to access the disadvantages that can be provided through the use of digital technology	All disadvantaged pupils have access to devices at home enabling them to enable them to take part in digital learning opportunities.

## 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: £ 202,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
C.P.D. for all teachers to ensure teaching is good or better in every classroom.	<p>The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</a></p>	1 and 2
Extra recruitment of a temporary teacher for targeted support.	<p>The EEF states that: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1
Extra training for teaching staff to provide Forest School activities to support self-esteem"	<p>The Council for Outside Learning states; Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning</p> <p><a href="https://www.lotc.org.uk/">https://www.lotc.org.uk/</a></p>	1, 4 and 5

RWI Phonics Training for all key staff. This is for all staff who teach phonics so that they have had first hand training	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Approaches to improving language: Wellcomm CPD for all EYFS staff – Most impact will be in QFT, close the gap early in EYFS	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2
Introducing Number Sense at KS1	Improving Mathematics in the Early Years and Key Stage 1' reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7-year olds  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	4

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

Budgeted cost: £ 112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual tutoring as part of the recovery programme. 1:3 maths and English Tuition through use of additional teaching interventions outside of normal school hours	The EEF states that Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. This can add +5 months progress	1 and 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Wave 2 and Wave 3 interventions	<p>The EEF states that</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>This can add +5 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1 and 4
One to one tuition	<p>The EEF states that</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1 and 4
Reading Together Project (See separate Action Plan)	<p>The EEF states that</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	4
Provide all pupils with a device to use outside of school for homework and extended learning	<p>Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools</p> <p>Additional school time may be more effective if it is used for one-to-one support, in contrast to small or large group teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	6

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

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of Family Support Worker to address behaviour and attendance issues	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category</p> <p>EEF parental engagement +3 months, Behaviour Interventions + 3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3,4 and 5
Links to Mental Health Support Team for Emotional Coaching for children with SEMH difficulties	<p>EEF research shows emotional coaching and regulation has a significantly positive impact. +7 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5
Use of Forest School to support pupils mental health	<p>The Council for Outside Learning states;</p> <p>Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning</p> <p><a href="https://www.lotc.org.uk/">https://www.lotc.org.uk/</a></p>	5
Improved parental engagement in reading – workshops	<p>The EEF states that</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p>	4



+ Hub wide plan	<p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
Introduce Lunchtime clubs + training of pupil sports/play leaders	<p>A study supported by Newcastle University and funded by the Nuffield Foundation highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explores what it is about how these clubs are structured and delivered that helps to engage less affluent families.</p> <p><a href="https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf">https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf</a></p>	3 and 5

**Total budgeted cost: £ 370,000**

## 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.

Pupils level of development when they start at Albert Bradbeer is significantly below that of other pupils Nationally. A significant number of pupils are below the developmental age that they should be when they start school. This is reflected in the gap in attainment at the end of Foundation Stage. In 2021 40% of disadvantaged pupils achieved a good level of development compared to 87% non-disadvantaged pupils.

As pupils move through school the impact of the interventions and focused work to close gaps is evident. In the Year 1 Phonics Screening test 68% of pupils achieved the required mark to pass. 63% of disadvantaged pupils passed compared to 77% non-disadvantaged. The gap has reduced from -30% to -15% this academic year.

Outcomes for pupils this year demonstrate that the gap in attainment between disadvantaged pupils and non-disadvantaged pupils continues to reduce year on year. At the end of Key Stage 1 the gap in reading was -6%, in maths was -1% and in writing was -7%. These figures must be treated with caution though as attainment overall was below National Average and Albert Bradbeer Pre-Covid levels.

There were similar outcomes at the end of Key Stage 2. The gap in reading was -7%, in maths was -5% and in writing was -6%. Again, at the end of Key Stage 2 outcomes were below National Averages.

Internal assessments during 2021/22 indicated that the performance of disadvantaged pupils was lower in writing. Although there was a difference in attainment in maths this was less than the other two subjects.

Reasons for the challenges in writing are primarily due to the impact of COVID 19 and pupil absence. Writing was the most challenging subject for parents to support their children during the school closure period and pupils were further behind in writing when they returned to school than reading and maths. Support for pupils in writing who are below age-related expectation is a focus for Spring and Summer terms, with increased moderation to identify areas where pupils need to development. The teaching of writing has also been a focus for staff professional development with the school adopting the 'Talk for Writing' approach. This is an evidence-based approach to support disadvantaged pupils to make more rapid progress in writing.

Attendance of disadvantaged pupils continues to be lower than that of their peers. However, it does follow the national pattern. FFT Education Data Lab research shows

that nationally disadvantaged children missed more school sessions than their peers: The disadvantage gap was large, although it has fallen in Autumn Term 22 compared to the previous year Autumn term – disadvantaged Year 6 pupils missed 7.6% of sessions in Autumn Term 2022 (This was 12.9% in Autumn Term 2021), compared with 5.2% of other pupils (This was 8.2% of other pupils in Autumn 2021), a gap of 2.4% (This was 4.7 percentage points in Autumn 2021). Although an improvement as attendance of disadvantaged children is still lower than that of their peers, attendance remains a focus on our current plan.

Pupil behaviour, wellbeing and mental health continue to be a priority. The impact of Covid19 was significant for disadvantaged pupils. It is clear that some pupils continue to find it difficult to adapt after spending long periods of the previous school years at home and that many parents still have anxieties about sending their children, particularly in Early Years and Key Stage 1. Although we used pupil premium funding to provide wellbeing support for all pupils and families, both on and off-site including targeted interventions where required there is still extensive support that is necessary. Our plan continues to build on that approach with the activities outlined and the work of our two trained mental health leaders in school. During school closures, significant capacity in terms of adult resource was spent supporting the emotional well-being and mental health of families. We had to manage the increased referral to early help provision and signposting to local authority support.

We continue to be able to significantly increase pupils access to technology at home and also the quality of their online learning experiences. Supported by the DfE and the Academy Trust we were able to give out over 100 devices to support families with online learning to ensure that they were able to access learning at home. One of the aims of our current plan is to ensure that every pupil has access to a device at home to enable them to access learning beyond the school day.

## 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*

Programme	Provider
TIASS	Birmingham Education Providers

## 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?	None received
What was the impact of that spending on service pupil premium eligible pupils?	None received

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*