



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. Last year's spending review of pupil premium within our school is outlined in the pupil premium expenditure report.

## School overview

Detail	Data
School name:	Briscoe Lane Academy
Number of pupils in school:	647 Inc Nursery
Proportion (%) of pupil premium eligible pupils:	345 - 63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	September 2022 Now September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	C.Hall
Pupil premium lead	C.Wilkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£501,975
Recovery premium funding allocation this academic year	£53,540
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	£0

# 1 Teaching

Quality first teaching – Intelligent sequenced curriculum that is ambitious for all learners and rooted in evidence (metacognition)

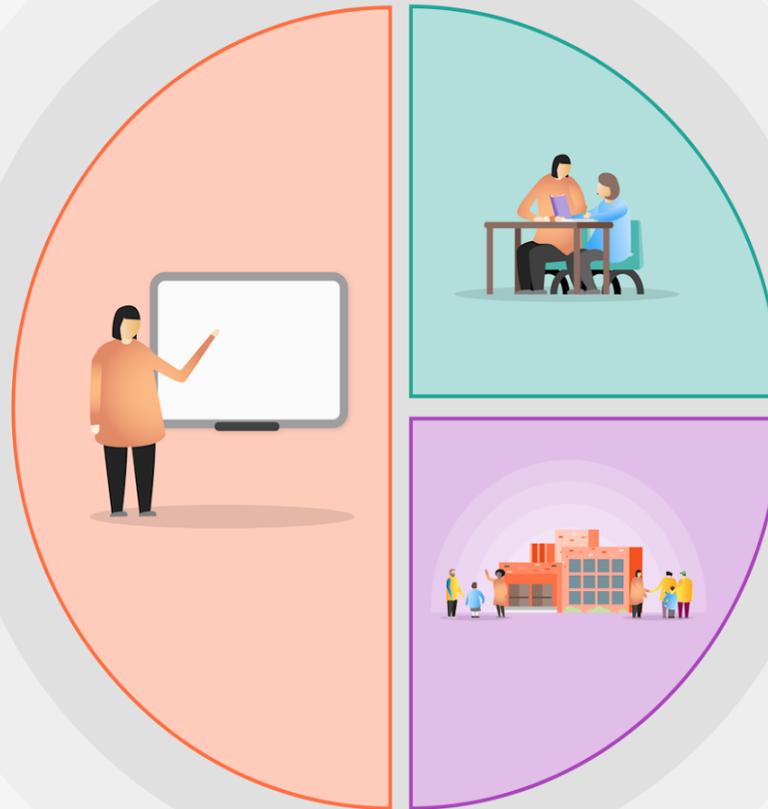
CPD/Professional development package on evidence based approach e.g. Metacognition (Retrieval practice), Reading/Phonics, Mastery Maths. Coaching to support implementation of new approaches.

Instructional coaching – all ECT's receive effective mentoring package, mentors engage with the framework to best support CPD needs

Retention/Recruitment – WOT approach supports teachers in managing workload

Assessment for learning through high quality feedback, standardized tests and diagnostic tests rooted in practice to identify baseline and lost/misunderstood learning.

Systematic approach to reading (including catchup) across the school with discrete vocabulary teaching starting in EYFS – yr6.



# 2 Targeted academic support

Targeted interventions with a focus on Literacy, numeracy and language development (RWI, NELI, Vocab teaching)

Small group tuition provided through extended school day.

Strategic deployment of staff ensures priority pupils are supported The curriculum is adapted and broken down into small steps for SEND pupils

# 3 Wider strategies

Supporting pupils' social, emotional and behavioural needs - WOW curriculum - focus on emotions/self-regulation/Cyber Character/Aspirations.

CPD –All staff are ACE's/trauma informed – Character leads provide nurture interventions

Targeted attendance support -

Broad offer of enrichment activities



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Bursary Foundation and School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language/communication skills and vocabulary gaps among many disadvantaged pupils. These difficulties are evident from Nursery through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers. Left unchallenged, this gap in attainment could further widen and remain a barrier throughout a child's time in education.</p> <p><i>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. EEF Toolkit</i></p>
2	<p>Transition to school – a high percentage of disadvantaged pupils have not attended prior settings and are thereby not as 'school ready' when compared to non-disadvantaged peers.</p>
3	<p>An increased number of children require social and emotional support, this was further amplified by the Covid19 pandemic and the pressures/experiences of pupils/families.</p>
4	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception 2022 62% of disadvantaged pupils arrived working below age related expectations compared to the 52% of other pupils.</p>
5	<p>Financial constraints often result in disadvantaged pupils being unable to access enrichment activities outside of school.</p>
6	<p>Financial constraints prevent disadvantaged higher attaining children the opportunity to access fee paying secondary school places (Grammar school)</p>
7	<p>The outcomes for disadvantaged SEND children are significantly lower than non-disadvantaged SEND children. <i>EEF - The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p>
8	<p>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 3.4% lower than for non-disadvantaged pupils.</p>



	21.6% disadvantaged pupils have been 'persistently absent' compared with 8.4 % of their peers during this period.
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## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Phonic achievements to be in line with non disadvantaged pupils	The % of disadvantaged pupils achieving the pass threshold in phonics to be in line with the % of non disadvantaged pupils. . Pupils accessing the 'Fresh start' intervention programme (yrs3 – 6) will make accelerated progress.
Attainment of disadvantaged pupils in Reading, Writing & Maths to be in line with the attainment of non disadvantaged pupils	Assessments indicate that pupils are making expected or better progress. End of key stage outcomes for disadvantaged pupils to be in line with the attainment of non disadvantaged pupils.
Effective social and emotional support package	Early intervention of pupils requiring social and emotional support. Continuum waved approach ensures pupils are provided with the correct level of support enabling them to access appropriate support, and if necessary, targeted intervention. This is identified and monitored through the use of Boxall Profile to give diagnostic intervention and show progress made. Where children need further support, Purrfect Skills in KS1 and Nurturing Emotional Development in KS2 is given in small groups. Behaviour plans reflect the nurturing principal "All behaviour is communication" and look to identify the stages, function and appropriate scripts and response to behaviour and emotional needs.  Sustained levels of wellbeing demonstrated by qualitative data from pupil, parent voice and teacher observations
SEND Provision	SEND pupils are provided the same opportunity as peers. The curriculum is well adapted and understood with SEND learners appropriately supported to access the curriculum. Learning is understood developmentally. Children are supported at additional support level (scaffolding in class and Quality First Teaching), additional SEN support (targeted SEN support plans with SMART outcomes) and where required, EHCP assessment is undertaken. Further support provided by the SENDCO, Educational Psychologist, Speech and Language Therapists and Outreach support where required.



<p>Increased participation in enrichment activities for pupil premium children</p>	<p>High levels of engagement demonstrated by</p> <ul style="list-style-type: none"><li>- improved attendance</li><li>- Reduction in behaviour incidents</li><li>- increase in participation numbers</li><li>- pupil/parent voice</li><li>-</li></ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"><li>- Overall unauthorised absence rate for all pupils is in line with national average for disadvantaged pupils</li><li>- The percentage of pupils who are persistently absent is in line with national average for disadvantaged pupils</li></ul>



## 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: £219,704.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing a language rich environment within EYFS, including discrete vocabulary teaching which exposes the children to relevant vocabulary and texts to support later learning in Key Stage 1 and beyond.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Communication and Language Approaches in EYFS</a></p>	<p>1, 2</p>
<p>Early Career Teacher mentoring package with reference to the framework for high quality CPD. Early Career Teachers are successful in meeting the teaching standards.</p>	<p><i>Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes EEF, Effective professional development guidance report</i></p>	<p>1</p>
<p>To use a systematic and DfE validated approach to the teaching of phonics.            Reading and discrete vocabulary teaching across EYFS - Yr6 to accelerate progress and address gaps.             Purchase diagnostic standardised assessments</p>	<p><i>Teaching phonics is more effective on average than other approaches to early reading (+5 months) with very extensive evidence. It is an important component in the development of early reading</i></p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. EEF</i></p> <p><i>Diagnostic assessment EEF - when used effectively diagnostic assessments indicate areas for development.</i></p>	<p>1,6</p>



<p>Embed new approach to assessment/feedback – pupils know how to move their learning forwards.</p>	<p><i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</i></p> <p><i>Providing feedback is well evidence and has a high impact on learning outcomes.</i></p>	<p>1</p>
<p>CPD – develop quality first teaching practice through tailored CPD based on research into metacognition (explicit teaching of metacognitive strategies e.g. retrieval practice, interleaving, cold calling, teachers modelling thought process</p>	<p><i>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. The potential impact of metacognition and self-regulation approaches is high (additional seven months' progress over the course of a year) EEF</i></p>	<p>1</p>
<p>Develop provision for SEND pupils and those not working at expected standard. Staff supported through CPD in ensuring needs are identified. The curriculum for all learners is ambitious with staff delivering quality first teaching and effectively scaffolding learning.</p>	<p><i>The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' 1. Explicit instruction, 2.Cognitive and metacognitive strategies, 3.Scaffolding, 4.Flexible grouping, 5.Using Technology—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND. EEF</i></p>	<p>1,6</p>
<p>Reading hour (Our children learn best in the morning by having reading for the first hour of every day it ensures consistency across the school and heightens the priority of Reading. By doing this it also helps to strategically place additional staff where the need is greatest), including the use of diagnostic assessments enabling effective early identification of reading difficulties and possible solutions</p>	<p><i>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts</i></p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i></p>	<p>1,6</p>



Funded full time nursery hours	<p><i>A significant proportion of our nursery intake take school working well below the national average. Communication &amp; Language is the main area of concern within EYFS. Full time provision and additional staffing enables practitioners the time needed to work with small groups of children delivering quality first teaching and interventions to address need</i></p>	1
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £442,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>RWI Interventions Years 1-4 Fresh Start Interventions Year 4 Summer – Year 6</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Elklan/Nuffield Early language interventions in place</p> <p>All reception children to be screened using the LanguageScreen assessment tool (NELI)</p> <p>Welcomm screening for all nursery pupils to identify intervention needs</p>	<p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. EEF Early years Toolkit</i></p>	1,2,6
<p>Employment of a speech and language therapist to support staff by providing advice and guidance on the early identification of speech and language difficulties</p>	<p><i>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i></p>	1,2,6



<p>and recommended interventions including Talk boost.</p> <p>Symbols used to support emerging communication are consistent across the school (Widgit).</p>	<p><i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.EEF</i></p>	
<p>Revised staffing structure with highly skilled members of staff providing high quality interventions/boosters. Quality first teaching to be consistent across all year groups.</p> <p>Bursary foundation to work with identified pupil premium pupils within years 5 &amp; 6 and support them in applying for grammar school places</p>	<p><i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. EEF, Effective professional development guidance report</i></p>	<p>1,5</p>
<p>Employment of occupational therapists to provide advice and guidance on emotional regulation, fine and gross motor skills, handwriting development &amp; sensory diet</p>	<p><i>(Royal college of Occupational Therapists Mainstream School Service)</i></p> <p><i>Since 2013 occupational therapists in Camden have adopted a Partnering for Change 14 model of service delivery, building the capacity of teachers in mainstream classrooms to recognise and support children who are struggling to reach their personal and educational potential. Intervention approaches include the provision of in-service training, co-teaching, modelling of strategies for children with physical, organisational and sensory needs, and setting up intervention groups to develop children’s movement and independence skills. Adopting a school-based service model enables occupational therapists to deliver interventions that</i></p>	



	<p>are timely, accessible and responsive to the needs and priorities of each school.</p> <p><b>IMPACT</b></p> <p>100% of children in Camden now have access to occupational therapy in their schools. The number of referrals to the occupational therapy service has reduced, suggesting that through early intervention more children are able to access the curriculum and participate with their peers. As a result, children who need specialist, individualised occupational therapy input can access it more quickly.</p>	
Extended school day	<p>There is moderate evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p><b>EEF</b></p>	1,2

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

Budgeted cost: £ 282,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupil's mental health and wellbeing through delivery of the RESPECT/WOW curriculum.	<p>Research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health (EEF, Improving Social and Emotional learning in schools)</p>	3,6
Staff CPD supports the mental health and wellbeing of pupils e.g. mindfulness, de-escalation, Trauma informed/ACE's/Nurture approach.	<p>Carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their</p>	1,2,3,6



	<i>peers (EEF, Improving Social and Emotional learning in schools)</i>	
Therapeutic/specialised interventions for identified children e.g. occupational therapy, Lego therapy, nurture groups, conflict resolution, Drawing and Talking Therapy.	<i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	1,2,3,6
Pastoral support for identified pupils/families – Early help interventions, multi-agency working, signposting, point of contact for support.	Engaging families that face most challenges <i>More intensive approaches, which target particular families or outcomes, are associated with larger learning gains (EEF, Working with parents to support children’s learning, Guidance Report)</i>	2,3,4,5
Fully funded enrichment activities supplement the curriculum and provide a context for learning inc MFL, Music, Premier sports.	Evidence suggest that ‘The overall impact of enrichment activities on academic achievement tends to be positive, but small. Of course, the activities may have intrinsic or other related benefits. There is moderate evidence that <u>outdoor adventure learning</u> can have a positive impact on attainment. EEF	4,5
Promote future aspirations for lifelong learning/careers by exposing pupils to amenities locally and further afield	Evidence suggests that aspiration events/interventions have positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months’ additional progress. Small improvements can also be seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. EEF	4,5,6
Embed principles of good practice set out in the DfE guidance on working together to improve attendance.	<i>Good attendance is ‘essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the</i>	2,3,4,5,6



Attendance and PA to be in line with national average through a rigorous supportive whole school approach	<i>lowest attainment'. DfE Working together to improve attendance</i>	
Free breakfast club, school jumpers and book bag	<i>School readiness – pupils have a sense of belonging without financial constraints</i>	3,4,5

Total £942,939