

# Pupil premium strategy statement

**REVIEWED JULY 2024**

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

It outlines the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                 |
|---|--------------------------------------|
| School name   | Braunstone Community Primary School  |
| Number of pupils in school  | 438                                  |
| Proportion (%) of pupil premium eligible pupils                         | 61%                                  |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024                            |
| Date this statement was published                                       | October 2023                         |
| Date on which it will be reviewed                                       | July 2024                            |
| Statement authorised by   | Mr H Tamgumus<br>Headteacher         |
| Pupil premium lead  | Miss S Walker<br>Deputy Headteacher  |
| Governor / Trustee lead   | Mr A Mukiza<br>Advisory Board Member |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £364,914 |
| Recovery premium funding allocation this academic year  | £36,250  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | 0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £401,164 |

# 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, including those who have a social worker and are 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 approach will be responsive to common challenges and individual needs, rooted in 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                | Local and National data and research show that disadvantaged pupils can be at greater risk of not being able to keep up with their peers, in terms of age-related expectations or above, particularly in Reading and Writing. |

|   |  |
|---|--|
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their success across the curriculum.  |
| 3 | Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in the Early Years Foundation Stage and in general, is more prevalent among our disadvantaged pupils than their peers.   |
| 4 | <p>Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support to the Social, Emotional and Mental Health team, Learning, Communication and Interaction team and Educational Psychology service have increased.</p> <p>An increasing number of pupils currently require additional support with social, emotional and mental health needs, through interventions.</p> |
| 5 | Disadvantaged pupils require specific, focused interventions to keep up with their peers and thrive within environments that support their individual and diverse development needs. They lack access to the use of digital technology at home and the right learning space for homework etc and therefore, the right environment will offer children security, comfort, choice, engagement and opportunity.   |
| 6 | The home circumstances of disadvantaged pupils and families subject to Child Protection/Child in Need/Early Help/Section 17/Section 47 and In school monitoring, affect their mental well-being, access to learning in school and the support that they receive at home.   |
| 7 | A lack of broad and rich experiences for disadvantaged pupils linked to home circumstances, means that they do not access learning at the same level as their peers and as a result, may not be prepared for the next stage in their education.  |
| 8 | <p>Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. (FS2-Year 6)</p> <p>Persistent absenteeism among disadvantaged pupils has also been higher than for non-disadvantaged pupils. (FS2-Year 6)</p> <p>Absenteeism negatively impacts disadvantaged pupils' progress.</p>   |
| 9 | <p>Observations, linked to Maslow's Hierarchy of Needs, show that where pupil's needs are not being met in terms of having basic equipment for school e.g. food/equipment/clothing/bookbag/books in the home etc, then they start at a disadvantage compared to their peers.</p> <p>This also affects their sense of belonging, self-esteem and feelings of self- worth.</p>   |

## Review of Intended outcomes July 2024

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 writing attainment among disadvantaged pupils. | Key Stage 2 writing outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing in other year groups between disadvantaged pupils and their non-disadvantaged peers. |

### Review July 2024:

#### Writing Attainment

| <u>Year Group</u> | <u>Non-Disadvantaged</u> | <u>Disadvantaged</u> | <u>Gap</u> |
|-------------------|--------------------------|----------------------|------------|
| 6                 | 75%                      | 59%                  | -16%       |
| 5                 | 83%                      | 61%                  | -22%       |
| 4                 | 78%                      | 55%                  | -23%       |
| 3                 | 73%                      | 62%                  | -11%       |
| 2                 | 52%                      | 64%                  | +12%       |
| 1                 | 65%                      | 50%                  | -15%       |
| FS2               | 65%                      | 48%                  | -17%       |

#### Next steps:

Continue with writing intervention for all year groups

|   |   |
|---|---|
| Improved reading attainment among disadvantaged pupils. | Key Stage 2 reading outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing in other year groups between disadvantaged pupils and their non-disadvantaged peers. |
|---|---|

### Review July 2024:

#### Reading Attainment

| <u>Year Group</u> | <u>Non-Disadvantaged</u> | <u>Disadvantaged</u> | <u>Gap</u> |
|-------------------|--------------------------|----------------------|------------|
| 6                 | 75%                      | 40%                  | -35%       |
| 5                 | 83%                      | 68%                  | -15%       |
| 4                 | 59%                      | 58%                  | -1%        |
| 3                 | 82%                      | 67%                  | -15%       |
| 2                 | 39%                      | 69%                  | +30%       |
| 1                 | 65%                      | 58%                  | +7%        |

|  |                                 |   |                   |
|--|---------------------------------|---|-------------------|
| FS2  | 60%                             | 48%   | +12%              |
| <p><b>Next steps:</b><br/>Continue with reading intervention, with a focus on Key Stage 2 next year.</p>           |                                 |   |                   |
| Improved outcomes at the end of Foundation Stage 2, especially for disadvantaged pupils.                           |                                 | EYFS outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing between disadvantaged pupils and their non-disadvantaged peers.   |                   |
| <p><b>Review July 2024:</b><br/><b>FS2 Attainment</b></p>  |                                 |   |                   |
| <b><u>Subject</u></b>  | <b><u>Non-Disadvantaged</u></b> | <b><u>Disadvantaged</u></b>   | <b><u>Gap</u></b> |
| Reading  | 60%                             | 48%   | -12%              |
| Writing  | 65%                             | 48%   | -17%              |
| Maths  | 75%                             | 45%   | -30%              |
| <p><b>Next steps:</b><br/>Continue with the same level of intervention and use of PP funded additional adult</p>   |                                 |   |                   |
| Improved outcomes at the end of Key Stage 2, especially for disadvantaged pupils across all subjects and combined. |                                 | Key Stage 2 outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing between disadvantaged pupils and their non-disadvantaged peers.  |                   |
| <p><b>Review July 2024:</b><br/><b>Combined Attainment</b></p>   |                                 |   |                   |
| <b><u>Year Group</u></b>   | <b><u>Non-Disadvantaged</u></b> | <b><u>Disadvantaged</u></b>   | <b><u>Gap</u></b> |
| 6  | 60%                             | 29%   | -31%              |
| 5  | 74%                             | 47%   | -27%              |
| 4  | 59%                             | 48%   | -11%              |
| 3  | 68%                             | 54%   | -14%              |
| 2  | 35%                             | 50%   | +15%              |
| 1  | 50%                             | 50%   | 0%                |
| <p><b>Next steps:</b><br/>Focus on combined outcomes for next year for Key Stage 2</p>                             |                                 |   |                   |
| Improved oral language skills and vocabulary among disadvantaged pupils.   |                                 | Assessments and observations indicate significantly improved oral language among disadvantaged pupils, that is particularly evident in EYFS.<br>This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny |                   |

and ongoing formative assessment in the rest of the school.

## **Review July 2024**

### **Interventions that have taken place**

#### **Autumn Term**

FS1- Information Carrying words  
FS1- Phonological Awareness- whole class and small group  
FS1- Word Aware- whole class  
FS1- Concept Cat  
FS2- Talking Tables  
FS2- Phonological awareness  
Year 1- Talking Tables  
Year 2- Colourful Semantics/narrative  
Year 3- Colourful Semantics/narrative  
Year 4- Language for thinking

#### **Spring Term**

FS1- Information Carrying words  
FS1- Phonological Awareness- whole class and small group  
FS1- Word Aware- whole class  
FS1- Concept Cat  
FS2- Talking Tables  
FS2- Phonological awareness  
Year 1- Talking Tables  
Year 2- Colourful Semantics/narrative  
Year 3- Colourful Semantics/narrative  
Year 4- Language for thinking

#### **Summer Term**

FS1- Information Carrying words  
FS1- Phonological Awareness- whole class and small group  
FS1- Word Aware- whole class  
FS1- Concept Cat  
FS2- Talking Tables  
FS2- Phonological awareness  
Year 1- Talking Tables  
Year 2- Colourful Semantics/narrative  
Year 2- Colourful Semantics/narrative  
Year 3- Colourful Semantics/narrative  
Year 4- Language for thinking

Also 18 active cases for 1:1 high needs SALT work alongside the interventions above.

*SALT interventions show good progress across EYFS- see separate analysis by Speech Therapists for detailed information.*

**Next steps:**

*Continue with PP funded adult in the environment, SALT provision 3 days per week, the same level of interventions and SALT provision bought in for 24-25 on a pay as you go basis*

Improved behaviour and focus in class for disadvantaged pupils with SEMH needs and learning needs, leading to improved attainment.

Children with SEMH needs will be well supported and have the right provision in place, with a key focus on early identification.  
Intervention groups will be successful and improve educational outcomes for disadvantaged pupils.

**Review July 2024:**

*Behaviour at the school is well-managed. There is a reduction in red slips and serious incidents over the academic year, compared to last year, especially for disadvantaged pupils.*

*Number of children with behaviour and well-being logs 23/24:*

*EYFS- 7 children 2/7 29% disadvantaged*

*Key Stage 1- 6 children 6/6 100% disadvantaged*

*Key Stage 2- no children*

*Intervention groups for SEMH took place in the afternoons with members of the pastoral team and again, impact of these can be seen by the improved behaviour of pupils in class and reduction in incidents during learning time.*

**Next steps:**

*Keep pastoral team in place using the current structure of staffing*

*Continue with the same level of provision and intervention to ensure that outcomes continue to improve*

Improved outcomes from intervention across the subjects through the use of digital learning and a better environment for pupils to do this, that includes supporting homework for disadvantaged pupils

Specific, focused interventions in place, using digital technology as appropriate in a suitable learning environment (re-designed library space), that can also be used to support homework

**Review July 2024:**

*All pupils in Key Stage 2 and also Year 2, now have access to a laptop device in class. Year 1 also have an ipad for each child. Children have shown improved skills and confidence this academic year. Through focused CPD, staff have been creative in their approach to using blended learning to enhance outcomes for pupils. A clear plan and road maps have been put in place to support this journey.*

**Next steps:**

*To ensure that pupils have technology to continue their learning at home. This will be a rolling programme.*

**To develop the library area as a learning space for using technology as a tool to facilitate learning**

Improved emotional literacy support linked to mental health and well-being for disadvantaged pupils, that need support.

Pupils under social care and part of our in-school monitoring will be less affected by barriers from their home situation, through emotional support in school.  
Children under social care and in school monitoring will receive the right support from school staff and outside agencies, with a key focus on early intervention.

**Review July 2024:**

*We have one ELSA that works three full days and two ELSAs that work full-time in school and deliver bespoke ELSA sessions for one afternoon each. As part of their role and ongoing training, they attend regular supervision sessions and ELSA networks.*

*We have a range of children that receive ELSA support in school. This is either in a small group, in a pair or on a 1:1 basis depending on their age, stage and needs. This support is either short term intervention or on a long-term basis, dependent on need.*

*Children that have received ELSA support, have shown improved behaviour both in and out of class and better emotional regulation.*

**Caseload:**

Boys- 17

(14 out of 17 are PP 82%)

Girls- 12

(12 out of 12 are PP 100%)

Total number of children- 29

(26 out of 29 are PP 89%)

**Next steps:**

**Keep ELSA team in place using the current structure of staffing**

**Continue with the same level of provision and intervention to ensure that outcomes continue to improve**

Improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.

Children will have been exposed to rich learning experiences thread into the curriculum that supports in levelling the playing field and improving outcomes.  
Children will be closer to the level of their peers when it comes to talking about experiences and applying this to written outcomes.

**Review July 2024:**

*Each year group exposed the children to a variety of trips and experiences as part of an exciting curriculum. These included:*

*FS1- incubator with chick eggs hatching, farm animal visit to school*

*FS2- nocturnal animals experience/visit to Bradgate Park*

Year 1- toy workshop experience/visit to Botanic Gardens/Braunstone Park /Farm  
 Year 2- fire service experience/visit to National Forest/Hindu temple/Twycross Zoo  
 Year 3- Stone Age/Iron Age experience/Lapworth museum/Ancient Greece experience  
 Year 4- Sea Life Centre/Roman experience/Synagogue  
 Year 5- Space Centre/Jorvik Centre/Islamic Centre  
 Year 6- Warning Zone/visit to National Holocaust Centre/Beaumanor

**Whole School experiences:**

Pantomime/Steel Pans Years 5 and 6/Chinese New Year workshop/Pupil leadership conference/Diwali Dance workshop/Magic Show/FS2 balance ability/Rock Kids/Goldilocks and the Three Bears

Children have shown an increased understanding of the units covered. This is evident in their improved use of oral language, engagement in the units and outcomes throughout the learning journey of the unit.

**Next steps:**

This structure needs to be built upon and become even more embedded during the next academic year, as the curriculum is reviewed and developed further. Each year group will have a trip/experience every term as part of our core offer.

To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.

Sustained high attendance demonstrated by:

- the overall attendance for all pupils improving and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
- the overall percentage for persistently absent pupils decreasing and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced for persistently absent pupils.

**Review July 2024:**

**Attendance**

| <u>Year</u> | <u>Whole School</u>                        |
|-------------|--|
| 2024        | 93.54%                                     |
| 2023        | 92.23%                                     |
|             | <i>Reflects national dip in attendance</i> |
| 2022        | 93.12%                                     |

| <u>Year</u> | <u>Non-Disadvantaged</u> | <u>Disadvantaged</u> | <u>Gap</u> |
|-------------|--------------------------|----------------------|------------|
| 2024        | 95.09%                   | 92.59%               | -2.5%      |
| 2023        | 94.06%                   | 91.15%               | -2.91%     |
| 2022        | 93.97%                   | 92.58%               | -1.39%     |

|      |        |        |        |
|------|--------|--------|--------|
| 2021 | 95.28% | 90.71% | -4.57% |
|------|--------|--------|--------|

**Persistent Absence**

| <u>Year</u> | <u>Whole School</u> |
|-------------|---------------------|
| 2024        | 21.4%               |
| 2023        | 26.79%              |
| 2022        | 22.88%              |
| 2021        | 26.65%              |
| 2020        | 33.62%              |

| <u>Year</u> | <u>Non-Disadvantaged</u> | <u>Disadvantaged</u> | <u>Gap</u> |
|-------------|--------------------------|----------------------|------------|
| 2024        | 11.69%                   | 25.64%               | -13.95%    |
| 2023        | 18.75%                   | 31.99%               | -13.24%    |
| 2022        | 20.86%                   | 24.26%               | -3.40%     |
| 2021        | 14.94%                   | 33.56%               | -18.62%    |

**Next steps:**

Continue to drive attendance using current staffing structure- attendance officer, EWO as needed, FSW, ELSAs, Inclusion Champion and two behaviour mentors. Regular meetings with SLT. Rewards and celebrations to continue.

Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.

Pupils will show improved self- esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers.

**Review July 2024:**

All pupil premium children received two jumpers and a book bag for this academic year, including children new to our FS1 class, new starters to FS2 and any pupils new to the school as in year transfers.

**Next steps:**

This is now part of our core offer and will continue every year.

Next year we will also give children some free books as part of our offer, to get books into homes.

## 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: £101,348

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of Accelerated Reader for Key Stage 2 and Myon                         | Supports pupils to make progress with their reading<br><a href="#">EEF Research Accelerated Reader</a>   | 2                             |
| Purchase of Reading Planet Online Library for Key Stage 1                       | Studies show improved engagement, making links between books, improved use of vocabulary and reinforcing phonics.<br><a href="#">Reading Planet Impact in Schools Study 2020</a>   | 2                             |
| Author visits to school for each year group                                     | Author visits can encourage pupils' enjoyment of reading and writing and build their skills<br><a href="#">Literacy Trust Author Visits</a>  | 2                             |
| Purchase of good quality texts- fiction, non-fiction, multi-lingual and diverse | Children at risk of reading failure need access to good quality texts<br><a href="#">DFE Reading Framework 2023</a><br>Also important for children to see representation in the books that they read<br><a href="#">CLPE Reflecting Realities Survey November 2021</a> | 2                             |
| All children to have a book for Christmas                                       | Having books in a pupil's home positively impacts their future academic success and job attainment<br><a href="#">Scholastic Research Benefits of Books into Homes</a>   | 2                             |
| Additional adult in FS2 to improve language in the environment                  | Explicitly extending a pupil's oral language has high impact on outcomes<br><a href="#">EEF Teaching and Learning Toolkit Oral Language Interventions</a>  | 3                             |
| Re-design of the library space to support                                       | Digital technology should be used as a tool to support quality first teaching<br><a href="#">EEF Guidance Report Using Digital Technology to Improve Learning</a>  | 5                             |

|   |   |   |
|---|---|---|
| digital learning  |   |   |
| VR headsets yearly licence  | Digital technology should be used as a tool to support quality first teaching<br><a href="#">EEF Guidance Report Using Digital Technology to Improve Learning</a>   | 7 |
| Arts participation- Steel Pans/ Djembe drumming weekly sessions for Yrs 3,4,5,6 | Arts participation e.g. music has a positive impact on academic outcomes and increased well-being<br><a href="#">EEF Teaching and Learning Toolkit Arts Participation</a>   | 7 |
| Extra after school clubs and staffing for after school clubs                    | Involvement in creative or outdoor activities can have a positive impact on academic outcomes and well-being<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a><br><a href="#">EEF Teaching and Learning Toolkit Outdoor Adventure Learning</a> | 7 |
| Visitors and experiences into school for all year groups                        | Visitors to school and related experiences in school, provide deeper subject learning and allow children to make links across the curriculum during their school career.  | 7 |
| Educational offsite visits for all year groups                                  | Learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It enhances pupils learning and re-engages those hard to reach. It also helps pupils develop their risk awareness and prepares them for their future working lives.<br><a href="#">Transforming Education Outside of the Classroom 2009-2010</a>  | 7 |
| Purchase of Lyfta (digital learning platform) for Key Stage 1 & 2 pupils        | Research shows that children who connect with others through immersive story telling have less social anxiety when meeting new people from different cultural backgrounds. This is particularly important for disadvantaged pupils who may struggle more in new social situations.<br><a href="https://www.lyfta.com/blog-storage/tampere-research">https://www.lyfta.com/blog-storage/tampere-research</a>                           | 7 |
| First aid training for Year 6 pupils  | Research shows that trained children have significantly better knowledge of and skills in first aid than those before or without training.<br><a href="#">The Role of a First Aid Training Program for Young Children : A Systematic Review February 2023.</a>  | 7 |

|                            |  |   |
|----------------------------|--|---|
| Swimming for Years 5 and 6 | Swimming is an essential life skill<br><a href="#">Swim England 2023</a>   | 7 |
| EYFS equipment             | Play based learning is a core part of the EYFS curriculum to improve outcomes and needs to be resourced effectively<br><a href="#">EEF Early Years Toolkit Play Based Learning</a> | 7 |
| Study Guides for homework  | Homework has a positive impact, especially where it is linked to classroom learning<br><a href="#">EEF Teaching and Learning Toolkit Homework</a>                                  | 7 |
| EAL resources              | Important that schools provide intervention and resources for EAL learners to help them catch up and keep up with their peers<br><a href="#">The Bell Foundation March 2021</a>    | 7 |

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

Budgeted cost: £ 234,383

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Writing interventions for pupils across the school                                       | The basic skills of writing need to become automatic so that children can focus on writing composition. Therefore, high quality writing practice is essential to develop fluent writing.<br><a href="#">EEF Improving Literacy KS2</a><br><a href="#">EEF Improving Literacy KS1</a> | 1                             |
| Writing/Reading- Use of Recovery Premium Funding   | The EEF guidance on writing is based on a range of the best available evidence:<br><a href="#">EEF Guidance Report Improving Literacy Key Stage 2</a>  | 1                             |
| Reading interventions for pupils across the school focusing on fluency and comprehension | Reading comprehension strategies, alongside phonics are high impact in terms of reading attainment and progress.<br><a href="#">EEF Teaching and Learning Toolkit Reading Comprehension Strategies</a>   | 2                             |
| Use of Lexia Reading Core5 programme to support Key Stage 2 pupils                       | Lexia develops word recognition, decoding skills, reading fluency and comprehension skills.<br><a href="#">EEF Research Lexia</a>  | 2                             |

|   |  |   |
|---|--|---|
| Speech and Language Therapy (SALT) provision- 3 days per week                                 | <p>Up to 30% of pupils from disadvantaged areas have language delay that needs specialist intervention.</p> <p><a href="#">Bercow Report 10 years on</a></p> <p>Around 50% of children in areas of highest social disadvantage start school with delayed language or other identified SLCN.</p> <p><a href="#">EEF Teaching and Learning Toolkit Oral Language Interventions</a></p> | 3 |
| Pastoral team in place, SEMH intervention groups and rewards to support pupils                | <p>Pupils from disadvantaged backgrounds have weaker social and emotional learning skills.</p> <p><a href="#">EEF Guidance Report Improving Social and Emotional Learning</a></p>  | 4 |
| EPIC- educational psychology service, SEMH and LCI team service to support specific pupils    | <p>Early identification, intervention, targeted approaches and consistency is key to managing behaviour effectively.</p> <p><a href="#">EEF Guidance Report Improving Behaviour in Schools</a></p>   | 4 |
| Emotional Literacy Support Assistants (ELSAs) x 3   | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p><a href="#">EEF Teaching and Learning Toolkit Social and Emotional Learning</a></p>   | 4 |
| SENCo part time 2 days  | <p>To develop and oversee the implementation of the school's SEN strategy and policy</p> <p><a href="#">SEND Code of Practice 2015</a></p>   | 4 |
| Attendance Officer and Educational Welfare Officer (EWO) support and reward system for pupils | <p>Poor attendance is linked to poor academic attainment and small improvements can lead to meaningful impact on outcomes</p> <p><a href="#">EEF Research Attendance Interventions Rapid Evidence Assessment</a></p>   | 8 |

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

Budgeted cost: £28,402

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| FS1 pupils and pupils new to the school will all be given 2 jumpers, a book bag and books when they start school | Supports school ethos of 'belong' and can lead to improved behaviour and well-being<br><a href="#">EEF Teaching and Learning Toolkit School Uniform</a><br>Having books in a pupil's home positively impacts their future academic success and job attainment<br><a href="#">Scholastic Research Benefits of Books into Homes</a>                        | 9                             |
| All PP pupils will be given 2 jumpers, a book bag and books each academic year                                   | Supports school ethos of 'belong' and can lead to improved behaviour and well-being<br><a href="#">EEF Teaching and Learning Toolkit School Uniform</a><br>Having books in a pupil's home positively impacts their future academic success and job attainment<br><a href="#">Scholastic Research Benefits of Books into Homes</a>                        | 9                             |
| Pupils leaving our school will receive a leavers hoodie or a teddy if mid-year                                   | This is all part of our school ethos 'Belong' 'Care' 'Persevere' 'Succeed'- even though pupils are leaving our school, they will always 'belong' to the BCPS family, they know that we will always 'care' about them, we know that they will 'persevere' in all that they do when they leave our school and that will lead to them 'succeeding' in life. | 9                             |
| Breakfast Club   | Breakfast clubs found to boost primary pupils' reading, writing and maths results<br><a href="#">EEF Breakfast Clubs</a>   | 9                             |
| Toothbrushes and toothpaste  | Children in deprived areas are at greater risk of poor oral health.<br><a href="#">DFE Safeguarding and Welfare: Oral Health</a>   | 9                             |
| Pencil case pack   | Children need the right equipment to learn at home   | 9                             |
| Water bottles  | Children need access to fresh water throughout the day   | 9                             |
| Cool Milk  | Milk is a good source of energy and protein, and contains a wide range of vitamins and minerals, including calcium. This will help young children build bones and keep teeth healthy<br><a href="#">NHS Benefits of Milk</a>   | 9                             |

**Total budgeted cost: £364,133**