

# Byron Wood Primary Academy

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and 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	Byron Wood Primary Academy
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	44.4%
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	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	B Wood
Pupil premium lead	R Surridge
Governor / Trustee lead	J Powell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,385
Recovery premium funding allocation this academic year	£35,104
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	£313,489

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children, regardless of background, are able to make progress in their academic attainment, as well as being exposed to a wide range of cultural experiences and to have exposure to different aspirations for the future.

In our school, we have a high proportion of disadvantaged children, as well as an extremely high proportion with English as an Additional Language. Due to the number of children who are New Arrivals to the country, a large number of pupils are from disadvantaged backgrounds but are not able to access financial support. These children also need the extra support and fast language acquisition that we offer at school. As such, the activities that are outlined below are intended to support all children, regardless of their backgrounds.

We aim to support all children through Quality First Teaching, driven by current research and delivered to all staff in a comprehensive programme of Professional Development. We ensure that staff are deployed strategically throughout school to support the needs that have been identified in each year group. Additional Adults in each class deliver a range of interventions to aid language acquisition, as well as to support children who have recently missed parts of their education through mobility or being New Arrivals to the country. In particular, there is a strong focus on Reading, with adults being dedicated to read on a one-to-one basis with children who have been identified as not reading regularly at home, for a range of reasons but including children whose parents are unable to read in English themselves.

As a high proportion of our families find it difficult to provide children with a wide range of experiences, we ensure that our Curriculum in all year groups is enhanced by educational visits, visitors, after-school clubs, etc. We also work hard to promote community cohesion, through our Relationships Education curriculum, Rights Respecting initiative, tailored whole-school curriculum, etc., so that no group finds themselves excluded in the area.

As a school, we strive to provide the best possible early education and chances in life, to all our pupils regardless of background, so that they can achieve their full potential. We believe in Excellence For Everyone, and this informs every aspect of our school's ethos and drives all of our initiatives.

## Challenges

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

Challenge number	Detail of challenge
1	A proportion of PP number have SEND needs; many are high needs (i.e. level 3 or above on Sheffield SEND Support Grid). Speech & Language, and Cognition and Learning, scoring low on working memory and social and emotional needs.
2	Large proportion are EAL and new to UK, new to schooling so therefore need a more specialised approach to ensure strong outcomes.
3	Social behaviours for our children need modelling and supporting in school, as many receive poor models outside of school. The school needs to work with PCSOs regarding gang and knife crime, with our community and to liaise with parents so that children are not drawn into negative influences.
4	Families find it difficult to provide the children with a wide range of experiences, as well as life skills including swimming and other leisure activities; the reasons may be financial, lack of support to facilitate trips, family circumstances, a perceived lack of importance within different communities.
5	Attendance of disadvantaged children needs to increase from 91.4%, narrowing the difference between disadvantaged pupils and their peers nationally.

## 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 raise attainment and progress of Pupil premium pupils who also have SEND needs. This will be achieved and measured through data tracking, using the Birmingham Toolkit.	Improved progress and attainment for Disadvantaged/SEND pupils.
To deliver targeted support to identified groups of disadvantaged pupils, leading to positive outcomes in reading, writing and mathematics.	Improved attainment for disadvantaged pupils, narrowing difference between PP pupils and their Non-PP peers.
Improve social behaviours and self-esteem, measured by Boxall profile and in-school data, as well as reports from the school community.	Number of Pupil Premium children getting red cards is reduced, internal exclusions decrease and fixed term exclusions stay low (In 2021-22, 0 PP pupils had a FTE1).
Reduced behavioural incidents to ensure improved continuity of education.	Decrease in behaviour incidents and ultimately, the number of Fixed term exclusions issued.

<p>To increase aspirations and access to learning through pupils accessing a range of educational experiences and visits.</p> <p>To improve the outcomes for higher attaining disadvantaged pupils (especially in English) through access to competitions and enrichment activities.</p>	<p>Enriched curriculum enables children to talk and write about their experiences thus increasing their basic skills and raising their self-esteem leading to positive progress outcomes.</p> <p>Improved outcomes for higher attaining disadvantaged pupils, especially in Writing, due to the first hand experiences which improve understanding of the concepts being written about.</p>
<p>Improved attendance to enable pupils to access more learning.</p> <p>Numbers of pupils identified as PA reduced.</p>	<p>Communication with parent / carers (regarding PA, lateness, attendance, term-time holiday requests, COVID) increases with set targets and measurable goals. Improved attendance of Pupil Premium children (90.8% 2021-22) and reduce Persistent Absence (37.1% PP).</p>
<p>For pupils to demonstrate understanding of cultural differences.</p> <p>To improve cultural cohesion in the community, including families.</p>	<p>Reduced numbers of Child Protection incidents and Learning Mentor time used for this.</p> <p>Pupils articulating and modelling British Values.</p>

## 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: £ 140,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</b></p>	<p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p>	<p>1, 2</p>

<p>To release the PP Leader &amp; SENCO to complete leadership role &amp; QA/ monitoring to enhance quality of provision eg:</p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Work scrutiny</li> <li>• Data analysis of in-class / with-drawn support</li> <li>• Astrea briefings</li> <li>• Maths leadership</li> </ul> <p><b>£20,718</b></p> <p>Sheffield Music Hub teachers to deliver 45 minute instrument teaching to both Y3 classes for a year.</p> <p><b>£2,426</b></p>	<p><a href="https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education">https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education</a></p> <p>“Excellent music education opens opportunities, ...it gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives.... we recognise the vital importance of every child having access to the instruments and equipment they need to make progress with music,”</p>	<p>4</p>
<p><b>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</b></p> <p>Development of Read, Write, Inc groups, reciprocal reading, home reading</p> <p><b>£17,312</b></p>	<p>Research supports this approach:  <a href="https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/">https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</a>  The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a></p>	<p>1, 2</p>

<p>Whole school focus on vocabulary through vocab walls, assemblies and whole school Word Of The Week initiative – identified adult to lead, develop and monitor <b>£3,768</b></p> <p>Whole school staff development on sequencing concepts and modelling, in line with Rosenshine Principles <b>£3,313</b></p>	<p><a href="https://www.gov.uk/government/speeches/nick-gibb-the-importance-of-an-evidence-informed-profession">https://www.gov.uk/government/speeches/nick-gibb-the-importance-of-an-evidence-informed-profession</a></p> <p>“The most effective teachers, according to Rosenshine’s evaluation of the evidence, do not overwhelm their pupils by presenting too much new material at once. Instead, they intersperse explanations with directed questioning and multiple examples.”</p>	
<p><b>Mentoring and coaching</b></p> <p>Allocation of staff to support New Arrivals, PP and disadvantaged pupils within the whole class to support progress in core subjects, including supporting the class teacher with planning and adaptive teaching <b>£52,500</b></p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	2

<b>Mentoring and coaching</b>  Additional HLTA in each phase, targeting children for support within class, and to release the class teacher to run catch-up sessions in the afternoon, targeting children who have fallen behind due to disrupted learning during COVID lockdowns. <b>£40,103</b>	Research supports this approach: <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> Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£84,557**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Interventions to support language development, literacy, and numeracy</b>  Targeted Y1 and Y2 reading with a TA 8.20-8.30 4x weekly  Daily Rapid Intervention for children who have not met objective (20 minutes daily) <b>£12,622</b>	Research supports this approach: <a href="https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/">https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</a> The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a>	1, 2

<b>Teaching assistant deployment and interventions</b>  Support from TAs to deliver Language Acquisition in Early Years Foundation Stage (eg. LEAP, VIP, NELI) <b>£38,850</b>	Research supports this approach: <a href="https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/">https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</a>  The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a>	1, 2
<b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</b>  Holistic reading, Speech & Language therapist <b>£6,825</b>  Targeted SEND interventions as identified through Support Plans  Educational Psychologist <b>£8,166</b>  Learning Support <b>£18,094</b>	The positive impact of oral interventions and early intervention has been researched as follows - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/oral-language-interventions/</a>	1

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

Budgeted cost: **£88,792**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Extracurricular activities, includ-</b>	<a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the</a>	4



<p><b>ing sports, outdoor activities, arts, culture and trips</b></p> <p>To enhance learning: Educational visits/visitors; performances in school Costs for PP children subsidised <b>£4,000</b></p>	<p><a href="#">funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>	
<p><b>Supporting pupils' social, emotional and behavioural needs</b></p> <p>Learning Mentors working with PCSOs on knife and gang crime interventions</p> <p>Learning Mentors running small group interventions (e.g. Theraplay, Lego Therapy)</p> <p>Weekly behaviour meetings to monitor and plan strategy <b>£66,623</b></p>	<p>Children learning to develop listening, speaking and thinking skills. Children to learn their rights and understand how these rights are protected for their benefit, growth and their need to do well. The positive impact of this approach can be found at - <a href="https://www.unicef.org.uk/rightsrespecting-schools/the-rrsa/impact-of-rrsa/">https://www.unicef.org.uk/rightsrespecting-schools/the-rrsa/impact-of-rrsa/</a></p>	3
<p><b>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</b></p> <p>After school clubs – alternating between targeted academic groups</p>	<p>The impact of physical activities on learning is seen to have a moderate impact (based on a limited research base) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/physical-development-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/physical-development-approaches/</a></p>	3, 5

and clubs for wider experiences (e.g. sports, arts) <b>£7,574</b>		
<b>Breakfast clubs and meal provision</b>  Breakfast Club to increase readiness for learning and attendance <b>£3,465</b>	Strategies that support good attendance is listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	5
<b>Supporting attendance</b>  Use of Attendance tracker  Training for staff in Bromcom  Inclusion manager/Principal meetings with parents  Collecting children (Mini bus costs)  Home visits for vulnerable children, absent children, welfare calls (Mini bus costs)  Prizes for children on time  Attendance Officer 20 mins daily on gate  First-day phone calls made as routine, with	<a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, improving the attendance of disadvantaged pupils improves outcomes.	5

translator where necessary <b>£7,130</b>		
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**Total budgeted cost: £313,489**

## 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.

Although this academic year has not included any extended periods of home learning due to COVID19, the effects of the previous disrupted years are continuing to have an impact. At the end of Key Stage 2, formal national assessments show that fewer children have achieved their expected standard than has historically been the case (R 51%, W 32%, M 51%).

However, the impact of the strategies used in school can be seen in the fact that teaching has moved from 90% being identified as 'good' or better to 95%. Those staff who are Early Career Teachers are accessing support from the Deputy Principal and other experienced staff, ensuring that they are already teaching to a 'good' standard. Several staff are also accessing a coaching programme to work collaboratively to further develop their pedagogical practice. This means that more children are being provided with Quality First Teaching as standard practice, enabling them to make progress despite the challenges of the year.

In phonics, all children had made progress, moving groups when they were reassessed in September 2022. The results for the Year 1 phonics screening showed 78% of the cohort (PP 68%) achieved the expected standard, which demonstrates excellent progress for pupils whose home language is not always English. This is due to the emphasis that has been placed on training staff to a high standard, ensuring that all phonics lessons are effective and that phonics methods are being applied across all lessons.

Attendance for disadvantaged pupils remains low (90.8% 2021-22), and the effects of COVID continue to be felt. The safeguarding team has increased home visits for any children who are regularly or persistently absent. Throughout lockdown all vulnerable pupils had regular welfare checks, including doorstep calls and delivering meal parcels. Those same vulnerable pupils are given a phone call, or a home visit if there is no answer, by the safeguarding team whenever they are absent.

We have continued to implement a range of strategies to support children's development of their social skills. There has been an overall reduction of incidents in school, with fewer incidents being recorded.

To further support the school's community during lockdown, some staff were directed to work with local businesses to provide a food bank, with vulnerable families being identified, weekly food parcels being assembled, and the school became a pick-up

point. Home-visits were also made to distribute these, as well as making regular welfare visits to vulnerable households. Staff were also dedicated to helping parents claim their Free School Meal vouchers, which many were unable to do independently through a lack of understanding or technology. Also, when children were accessing online lessons, staff were distributing laptops, helping parents logon, troubleshooting the difficulties that were encountered, and setting up the laptops so that they had the necessary applications and could access the internet.

Following lockdown, a member of SLT has been dedicated to working with the community to ensure that communication between school and parents is clear and supportive. There has been a certain amount of anxiety about children returning to school, especially for parents of younger children for whom this is their first experience of school. This has been addressed through meetings with individuals, regular communication through the school's website, newsletters and emails, and a series of meetings focused on increasing parents' understanding of school life and any areas of interest that the parents have raised.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>An additional qualified teacher was employed in school to provide additional support to pupils during whole class sessions, to take small groups out for direct teaching and immediate feedback during independent work, and to deliver small group additional writing and maths in the afternoons. They also released the class teachers so that they could deliver sessions to small groups of identified children, as they were best placed to know how to move them on, and had they greater experience of the children's needs.</p> <p>Children were targeted who were identified as falling behind their expected levels due to the difficulties accessing</p>

	lessons during lockdown and the general disruption caused by COVID.
What was the impact of that spending on service pupil premium eligible pupils?	End of Key Stage 2 assessments showed that fewer children achieved the expected standard than has been the case historically (RWM 38%). However, the achievement of PP eligible pupils exceeded that of non-PP (RWM – PP 43%, non-PP 31%).

**Further information (optional)**