

## 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	Begbrook Primary Academy
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	17%
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	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Laurie Munro
Pupil premium lead	Becca Hine
Academy Council lead	Graham Wilkie

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,500
Recovery premium funding allocation this academic year	£11,600
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	£146,100

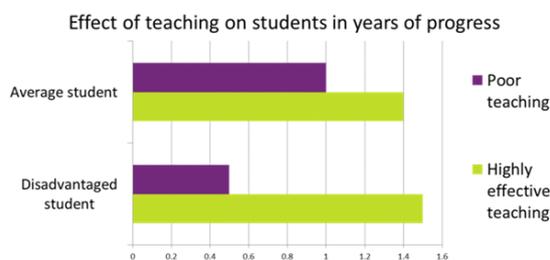
# Part A: Pupil premium strategy plan

## Statement of intent

At Begbrook Primary Academy, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage (LEDs) face and that puts the right support in at the right time. In order for us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage even over others – “Culture eats strategy for breakfast,” (Peter Drucker).

Our culture is based around four key principles:

- Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students) is described by John Hattie as the ‘number one influence’ with an effect size of 1.57 in relation to student achievement (10 Mindframes for Visible Learning, John Hattie 2018).
- Quality first teaching (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop highly effective teaching, that supports the progress and attainment of learners experiencing disadvantage (LEDs), we use a systemised approach to staff professional development built upon evidence-based research.
- We apply a ‘Find the gap; plug the gap’ mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps us to identify the right support at the right time.
- We have designed and we teach a cumulatively sufficient, knowledge rich curriculum. “Learning is a persistent change in knowledge...knowledge is information that exists in our mind, in our long-term memory,” Peps Mccrea 2016.



Source: Sutton Trust (2011)

## Challenges

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

Challenge number	Detail of challenge
1	There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes.
2	We know that PP gap analysis show that children have lower levels of oracy
3	We know that PP children are known to have lower levels of reading progress/attainment
4	We know that PP gap analysis shows that children have vocabulary deprivation
5	We know that PP gap analysis shows that children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being
6	We know that PP gap analysis shows that children dysregulate frequently and have poor social and emotional skills and have a sense of futility
7	We know that PP gap analysis shows that children have parents who are less engaged in learning and are exposed to low aspirations
8	We know that PP gap analysis shows that children have narrow experiences outside of school and have reduced educational experiences
9	We know that PP gap analysis shows that children have a higher chance of exposure to an adverse childhood experience (ACE)
10	There is a historical trend that attendance of PP children overall is below national (96%) and there is a gap to non-PP attendance in school

## 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
Learners experiencing disadvantage (LEDs) across the school will have accelerated progress to raise attainment	Children will achieve as well nationally in comparison to their non-PP peers.
The 10 challenges identified above are supported – find the gap, plug the gap.	Children are ready to learn and able to access benevolent school experiences.
Disadvantaged attendance has increased by +1%	Attendance of PP children will be in line with the national average (96% approx.)

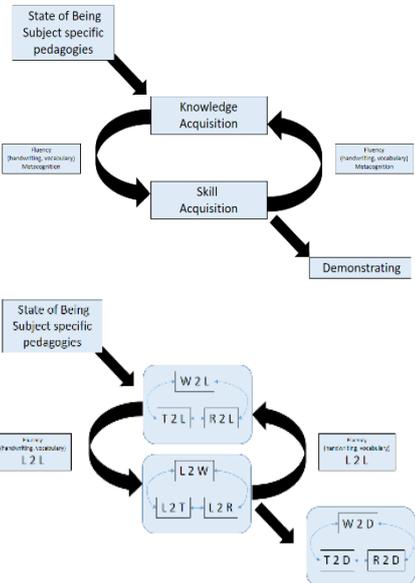
Activity in this academic year

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff development through coaching and instructional coaching utilising principles from a range of sources, including:</p> <ul style="list-style-type: none"> <li>- Walkthrus</li> <li>- Teach like Champion 3.0</li> <li>- Practice Perfect</li> <li>- Rosenshine's Principles of instruction</li> </ul>	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.</p> <p>The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice.</p> <p><a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a></p> <p><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p>	<p>1, 2, 3, 4</p>
<p>Staff CPD</p> <ul style="list-style-type: none"> <li>- Professional Development sessions</li> <li>- INSET days</li> <li>- Begbrook Bootcamp (for ECTs and new teachers prior to starting)</li> <li>- Leadership training</li> </ul> <p>Key research is used to guide regular staff CPD. The 'Developing Excellent Teachers at Begbrook' document helps to ensure consistency in approach across the school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Impact of effective teaching on students in years of progress – Sutton Trust (2011)</p> <p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p>	<p>1, 2, 3, 4</p>
<p>PiXL approach: Core Team Meetings / Pupil Progress Meetings</p> <ul style="list-style-type: none"> <li>- Happen every two weeks</li> <li>- Focus on LEDs and SEND</li> <li>- Teachers assess trends and patterns</li> <li>- Curriculum adaptations made based upon trends and discussions</li> </ul>	<p>Collective Teacher Efficacy: 10 Mindframes for Visible Learning, John Hattie 2018</p> <p>Embedded Formative Assessment , Dylan Williams 2018</p>	<p>1, 2, 3, 4, 6, 7, 8</p>

<p>Establish a whole school reading approach that includes:</p> <ul style="list-style-type: none"> <li>- Systematic Synthetic Phonics</li> <li>- Access to phonetically decodable texts</li> <li>- Phonics into reading</li> <li>- Reading fluency</li> <li>- Reading to learn (comprehension)</li> <li>- Begbrook Reading Spine – core books that all children will read during their time with us</li> </ul>	<p>Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE.</p> <ul style="list-style-type: none"> <li>- Systematic synthetic phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> <li>- Matthew Effect – impact on fluency and progress <a href="https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/">https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</a></li> <li>- Brain development: How we learn – the new science of education and the brain (Stanilas Dehaene) p.132-138, p.157-158</li> </ul>	<p>3</p>
<p>Curriculum enactment: Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p> 	<p>Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017)</p> <p>The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018)</p> <p>Seven myths about education (Daisy Christodoulou)</p> <p>Why children don't like school (Daniel T. Willingham)</p>	<p>1, 2, 3, 4, 8</p>
<p>Year group leadership release weekly to support in:</p> <ul style="list-style-type: none"> <li>- Ensuring high expectations within their year group</li> <li>- Consistency of school wide approaches</li> </ul> <p>Monitoring, assessment, moderation</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1, 2, 3, 4, 6, 10</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PiXL approach: To continue to implement a “Find the gap: plug the gap” approach that focuses on key children and monitor progress. This is implemented in all year groups throughout the school.</p> <ul style="list-style-type: none"> <li>- Attendance at conferences for staff</li> <li>- Core team meetings</li> <li>- Therapies are delivered for key children by teachers/TAs</li> </ul>	<p>PiXL aims to support the promotion of excellence for pupils. One of the strategic approach’s PiXL promote within every day teaching, is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach.</p>	<p>1, 3</p>
<p>Continue to implement Pre-teaching and Over-learning to support LEDs to access wave 1 provision</p>	<p>Daniel Sobel – Narrowing the Attainment Gap, 2018</p> <p><a href="https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/">https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/</a></p>	<p>1, 2, 3, 4</p>
<p>Implement an EYFS focus on Speech, Language and Communication</p> <ul style="list-style-type: none"> <li>- NELI intervention</li> <li>- Topaz: gem power focusing on oracy is introduced first</li> </ul>	<p>Oral language intervention – NELI: <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></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>Voice-21 <b>"Speaking is a huge priority.</b> It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i> <a href="https://voice21.org/">https://voice21.org/</a></p>	<p>2, 4</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to implement a consistent metacognitive approach that supports behaviour for learning through consistency of expectation and language:</p> <ul style="list-style-type: none"> <li>- Learning behaviours: Gems</li> <li>- <b>Think Like a Learner</b> (Di Pardoe and Tom Robson) and the use of Gem Powers to be used as a whole school approach</li> </ul>	<p><b>Education Endowment fund (EEF):</b> Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Our pupil premium gap analysis highlights the challenges that have resulted in our PP children being unable to discuss their emotions or manage their behaviour for learning.</p>	6
<p>To continue to use Emotion Coaching to support:</p> <ul style="list-style-type: none"> <li>- Development of children's executive control</li> <li>- Emotional regulation for children</li> </ul>	<p>Randomised Control Trials in America have demonstrated that Emotion Coaching enables <b>children to have fewer behavioural problems</b>, achieve more academically in school, be more emotionally stable and resilient, be more popular and have fewer infectious illnesses (Gottman et al, 1997).</p> <p><a href="https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-EC-research.PDF">https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-EC-research.PDF</a></p>	6, 9
<p>To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition:</p> <ul style="list-style-type: none"> <li>- Improve oracy levels through embedding Voice-21 and Begbrook strategies to develop grammar and articulation</li> <li>- Use Oracy Framework tool (key components of communication - linguistic, physical, cognitive and social &amp; emotional) for analysing</li> </ul>	<p>Voice-21 <b>"Speaking is a huge priority.</b> It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i></p> <p><a href="https://voice21.org/">https://voice21.org/</a></p> <p><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></p>	2

<p>oracy during monitoring process</p>		
<p>To continue to understand the impact of the Vocabulary gap and implement strategies to reduce this:</p> <ul style="list-style-type: none"> <li>- All year groups to implement appropriate strategies for improving the teaching of vocabulary – trial and review</li> <li>- Best practice within school identified and shared</li> <li>- Knowledge organisers to contain key vocabulary for each unit</li> </ul>	<p><b>Closing the Vocabulary Gap – Alex Quigley</b></p> <ul style="list-style-type: none"> <li>- Low vocabulary levels are a consistent factor for disadvantaged children across the country</li> <li>- Parents in professional families speak 32 million more words to their children than parents in welfare families</li> <li>- Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues</li> <li>- 95% of words in a text = comprehension</li> <li>- We need to understand the challenge of <b>conversational, academic and public sphere vocabulary</b> and know how to make this accessible for all</li> </ul> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>Language deprivation means that disadvantaged children have a limited acquisition and repertoire of vocabulary. Their lack of wider experiences leads to reduced general knowledge and language schemata to adapt to new learning</p>	<p>4</p>
<p>Supervision sessions will continue to be given to staff members who support learners experiencing disadvantage. This supports the well-being of staff so that they are able to cope with the emotional challenges that supporting learners with complex issues provides.</p>	<p><a href="https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf">https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf</a></p>	<p>5, 6, 7, 8, 9, 10</p>
<p>Financial support</p> <ul style="list-style-type: none"> <li>- Trips and visits: Support parents of children who qualify for FSM through providing a 50% discount for educational visits and a discount for Y6 residential camp</li> </ul>	<p>According to research by The Children’s Society on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England &amp; Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.</p>	<p>5, 8</p>
<p>Financial support</p> <ul style="list-style-type: none"> <li>- Wrap around care: Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</li> </ul>	<p>Money pressure also left children and parents feeling isolated and excluded, <b>‘Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays’.</b></p> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p>	<p>5, 10</p>
<p>Financial support</p> <ul style="list-style-type: none"> <li>- Uniform support: Provide opportunity for families to</li> </ul>		<p>5</p>

<p>purchase iron-on badges for £1 rather than buying branded school jumper</p>	<p>The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing.</p>	
<p>Financial support</p> <ul style="list-style-type: none"> <li>- Extra-curricular/wider opportunities: Provide opportunities for children to attend paid-for after school sports provision on a case-by-case basis</li> <li>- Ensuring PP children are given priority for selection at extra-curricular clubs</li> </ul>	<p><b>Education Endowment Fund: Enrichment</b>  There is evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils’ attainment by up to 4months.</p>	<p>5, 8</p>
<p>Learning Mentor employed to implement a Gem House, based on nurture approaches, to support identified children in the following ways:</p> <ul style="list-style-type: none"> <li>- To achieve stability with behaviour and attitudes to learning in identified cohort.</li> <li>- To significantly reduce the impact of key learners’ behaviour on others within the school and beyond (family life).</li> <li>- To significantly reduce the number of significant incidents, internal exclusion and exclusions.</li> <li>- To improve attendance</li> <li>- To address children’s lack of progress academically, emotionally and socially</li> <li>- To increase children’s confidence, self-esteem, attainment, and love for learning and school.</li> </ul>	<p>“If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child.” Marjorie Boxall</p> <p>This provision will allow us to assess learning and social and emotional needs and give help that is needed to remove the barriers to learning.</p> <p>This provision gives much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.</p>	<p>6</p>
<p>Family link worker employed to support with the following:</p> <ul style="list-style-type: none"> <li>- Providing support for families who may not be able to engage with education independently</li> <li>- Sharing information and wider services with relevant families and supporting engagement where necessary e.g. parenting support</li> </ul>	<p><i>“Parents of disadvantaged children are frequently let down by the education system that may have let them down during their own childhood.” (p.81)</i>  Narrowing the attainment gap: Daniel Sobel (2018)</p>	<p>5, 6, 7, 8, 9</p>

<ul style="list-style-type: none"> <li>- Championing families and their children within the inclusion team</li> </ul>		
<p>Attendance lead employed to support with the following:</p> <ul style="list-style-type: none"> <li>- Target 'broken weeks' absentees and discuss impact with families</li> <li>- Monitor lateness</li> <li>- Support families with children who have persistent absence</li> <li>- Target 'turbulent' families (irregular school moves)</li> <li>- Raise profile of attendance – One Big Thing</li> <li>- Analyse data groups within attendance figures e.g. 90-92%, 92-94% and target accordingly</li> <li>- Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</li> </ul>	<p><b>DfE Miss School = Miss Out, Improving Pupil Attendance Strategy</b>  <i>“Attending school regularly is important for all pupils because of how their attendance can affect their educational attainment and their subsequent life chances.”</i>  <i>“Early intervention is crucial to avoiding the emergence of poor patterns of attendance, both in terms of establishing positive habits from an early age and also intervening before negative patterns become entrenched for pupils of any age. Schools which successfully address poor attendance will monitor data closely, take prompt action on potential concerns and involve parents at an early stage. Some schools will use internal resources successfully to provide additional support to improve attendance.”</i></p> <p><b>Narrowing the attainment gap – Daniel Sobel</b>          FSM children are twice as likely to be PA (page 32)</p>	10
<p>As part of the Cabot Learning Federation, we will continue to support the alternative learning provision called The Nest. Referrals submitted to the NEST for outreach support and use of provision as an Alternative Learning Provision.</p>	<p>The NEST studio provides a part time Alternative Learning Provision for learners who are finding mainstream more difficult. This provides more appropriate provision for a few, some of who are students in receipt of the PPG.</p>	6
<p>Continue provision for unstructured spaces (playgrounds at break and lunch) through:</p> <ul style="list-style-type: none"> <li>- The purchasing of resources for Craze of the Week activities</li> <li>- Provide resources for an alternative indoor space for play at lunchtimes</li> <li>- Provide a nurture room for identified children who struggle to be outside independently during unstructured times</li> </ul>	<p><u>Beacon - Behaviour Support for Schools: How to improve behaviour on the playground at lunchtimes</u>          Many children simply don't know how to interact appropriately with each other on the playground. It is reported that a decline in co-operative play and an increase in squabbles and falling out frequently spill over into precious learning time in the afternoons. One solution is a whole school approach to actively plan for and teach playground games to all of the children. This approach also includes teaching those games/activities to staff who will be supervising. Games and activities will keep children more actively occupied during lunchtime and reduce the number of negative incidents. Not only will this lead to an improvement in their lunchtime experience, but their social interaction skills will benefit too.</p>	6

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*