

# 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	Bicton CE Primary School & Nursery
Number of pupils in school	137 (April 2022) + Nursery
Proportion (%) of pupil premium eligible pupils	10% (October 2021 Census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021 Updated April 2022
Date on which it will be reviewed	September 2022 (annual) September 2024 (overall)
Statement authorised by	Natalie Johnson
Pupil premium lead	Natalie Johnson
Governor / Trustee lead	Juliette Freeman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,557
Recovery premium funding allocation this academic year	£ 2,000
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	£20,557

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for all of our pupils, regardless of their background or challenges faced, to make good progress and reach their full potential during their time with us. Overcoming barriers to learning underpins our PPG strategy and we recognise that needs and costs will differ according to the barriers which need to be addressed. Therefore, we do not allocate personal budgets per pupil who are in receipt of the PPG. As with all children at Bicton C.E. Primary and Nursery, the needs of children eligible for pupil premium are clearly identified to ensure maximum impact. Steps are taken to meet their individual needs and their progress is monitored closely throughout their time in our school. Where small group / 1:1 support is felt to be most beneficial, pupil premium funding is used to support this provision and budgets are allocated accordingly.

We aim to provide high-quality teaching, with a focus on the areas in which disadvantaged pupils require the most support. Evidence shows that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged pupils in our school.

## Our principles

- We ensure that teaching and learning at Bicton C. E. Primary School and Nursery is designed to meet the individual needs of all pupils – challenge should be provided in the work set for all pupils.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children who are disadvantaged are in receipt of free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

## Rationale for our Provision

- Internal analysis, research and impact from previous actions to develop effective use of the funding
- Using exemplary practice from outstanding schools and their proven outcomes in how they made use of the funding
- Reference to the EEF toolkit and particularly the high-impact approaches

## Priorities for our School

To maximise the use of the PPG, our priorities are:

- Ensuring class sizes / structure are manageable and which enable high-quality learning experiences
- For all staff to take responsibility for disadvantaged pupils' outcomes and raise expectations for what they can achieve – challenge for all
- Closing the attainment gap between disadvantaged pupils and their peers, so that all identified disadvantaged pupils will reach their full potential
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment, including support for mental health and wellbeing

## Challenges

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

Challenge number	Detail of challenge
	<b>Academic barriers</b>
1	Assessments, observations and daily communication with pupils shows poor oral language and communication skills and gaps in their vocabulary, among many of our disadvantaged pupils. These are evident from our youngest pupils through to KS2 and, in general, are more prevalent among our disadvantaged pupils than in their peers.
2	Assessments, observations and daily communication with pupils suggests that many of our disadvantaged pupils have greater difficulties with phonics than their peers. This has a negative impact on their reading development.
3	Assessments and teaching and learning observations show that maths attainment among some of our disadvantaged pupils is below that of their peers.
4	Assessments, and daily observations show that some of our disadvantaged pupils have a lack of real-life experiences to apply to writing skills.
5	Assessments (internal and external) show that SEND needs are affecting progress of some of our disadvantaged pupils.
	<b>Non-academic barriers to attainment</b>
6	Poor attendance / issues with punctuality – our attendance data shows that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils, with a higher percentage of disadvantaged pupils having been 'persistently absent' compared to their peers. Our assessments and observations show that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Poor home life / welfare concerns / lack of routine, leading to tiredness in school, low self-esteem, and poor attention / behaviour in lessons is evident among some of our disadvantaged pupils. There is more evidence of pupils' behaviour resulting in them needing time out of class to self-regulate, which can lead to them missing lesson content.
8	More pupils are arriving at school hungry and not ready to learn.
9	Anxiety and self-esteem issues, needing nurture and support, are evident in more pupils. Extra support is required for more pupils, resulting in time out of lessons for small group interventions.
10	Support for parents from school leaders is increasingly required.

## 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 that oral language and vocabulary is greatly improved among disadvantaged pupils. This will be evident when triangulated with other sources of evidence e.g. engagement in lessons, learning walks and ongoing formative assessment, book flick, contributions in Worship, pupil voice.
Improved attainment in reading among disadvantaged pupils	KS2 reading outcomes in 2024/2025 show that attainment of disadvantaged pupils is in line with non-disadvantaged pupils. All staff will be upskilled in teaching phonics and early reading – evidenced in improved outcomes in phonics screening check and less pupils needing additional interventions.
Improved attainment in maths among disadvantaged pupils	KS2 maths outcomes in 2024/2025 will show that attainment of disadvantaged pupils is in line with non-disadvantaged pupils. Teaching will be consistently good/outstanding and all staff will have accessed and implemented approaches from high-quality CPD – teaching mastery skills evident.
Improved attainment in writing among disadvantaged pupils	Lesson observations, learning walks, book scrutiny, moderation activities, pupil voice and ongoing assessments will show high levels of engagement and improved outcomes in writing. All teachers will have specialised skills in English.
Improved outcomes for SEND pupils	KS2 outcomes improved across all subjects in 2024/2025 for SEND pupils.
Improved attendance and less persistent absence for all pupils and especially for disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>The percentage of all pupils who are persistently absent being below national and the gap between disadvantaged pupils and their non-disadvantaged peers reduced.</li> </ul>
Improved self-esteem and confidence, and increased focus in lessons will be evident among disadvantaged pupils	Pupils will show increased self-confidence and self-esteem. Attitudes towards school and learning will be improved – parents, teachers and pupils will report improvements. Fewer children needing nurture/support at start of the day and needing less time out of class. Improved wellbeing for all pupils. Attainment and progress will improve, with outcomes closer to national ARE.
Access to Breakfast Club provided for pupils at a reduced rate or free - pupils will not be hungry and will be ready to learn	Teachers will report improvements in pupils' readiness to learn. Less pupils arriving at school hungry and needing to be provided with breakfast.
Parents feel better equipped to support children at home and need less support from school	Parents are more confident in accessing the right support at the optimum time – evidenced through surveys. School staff are confident in providing the necessary support.

## 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: £16,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional staff to allow smaller, more focused teaching groups	<a href="#">EEF toolkit</a> Internal analysis	1,2,3,5,7,9
Purchase standardised diagnostic assessments and ensure all staff are trained to administer and interpret and assessments correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2,3,5
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> and provide ongoing high-quality staff CPD to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">EEF Phonics Toolkit</a>	1,2,4,5,10
Enhancement of our maths teaching and curriculum planning, in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub and NCETM resources. and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">EEF Improving Mathematics in Key Stages 2 &amp; 3</a>	3,5
Professional development and training for staff to support them in improving pupils' wellbeing e.g. WISH programme, participation in Behaviour Hub	There is extensive evidence linking childhood social and emotional skills with positive outcomes at school and in later life e.g., improved academic performance, attitudes, behaviour and relationships with peers. <a href="#">EEF Improving behaviour in schools</a> <a href="#">EEF Improving SEL in primary schools</a>	6,7,8,9,10
Support for new in post teachers and subject leaders	<a href="#">EEF Effective CPD</a> Internal analysis of staff needs	All

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

Budgeted cost: £7,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: Implementing additional sessions for phonics / spelling for KS1/2 pupils working below ARE and who require further support.	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 specific periods. <a href="#">EEF Phonics Toolkit</a> <a href="#">EEF Teaching assistant interventions</a>	1,2,4,5,10
Small group tuition: Introducing targeted English and maths teaching for pupils working below ARE	<a href="#">EEF Literacy interventions</a> <a href="#">EEF Maths interventions</a> <a href="#">EEF Teaching assistant interventions</a>	1,2,3,4,5,7,9
Purchasing resources and funding ongoing staff training, to support development of oral language – this will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">EEF Oral language interventions</a>	1,2,4,5,7
Software licenses - IDL Literacy and Numeracy and Toe by Toe	Internal analysis	2,3,5
Specialist teaching input from dyslexia teacher	57% of our disadvantaged pupils are currently on the School's SEND list or waiting to be assessed. Disadvantaged pupils with SEND have the greatest need for excellent teaching and we aim to provide extra support through 1-2-1 specialist provision with highly qualified staff. This additional provision will be combined with high quality resources that can be delivered by school staff and followed up by specific interventions as required. <a href="#">EEF SEND guidance</a>	1,2,3,4,5,7

## Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and intervention; staff training and release for Early Help work; ELSA training and support	<a href="#">EEF Improving behaviour in schools</a> <a href="#">EEF Improving SEL in primary schools</a> <a href="#">EEF Working with parents</a>	6,7,8,9,10
Development of role of MH Lead: release time for CPD and supporting staff and whole school MH programmes and workshops	DFE mental health support and guidance	6,7,9,10
Whole staff training on behaviour management, plus attachment training for specific staff, with the aim of developing a consistent school ethos and improving behaviour across the school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">EEF Behaviour interventions</a>	5,6,7,8,9,10
Supporting pupils to access wider curriculum areas including supporting costs of residential visits and whole class musical instrument provision	Evidence shows that this approach may raise pupil aspirations through increasing their engagement in learning e.g. through providing access to a range of after-school provision with internal and external providers, funded visits, and musical instrument tuition. <a href="#">EEF Arts participation</a> Internal analysis of pupil voice and staff feedback	1,7,9,10
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">EEF Parental engagement</a> <a href="#">EEF Working with parents</a>	6,10
Access to breakfast club and range of after-school clubs to provide pupils with a nutritious breakfast before school as well as developing social interactions and experiences	EEF refers to evidence that providing access to free, universal breakfast clubs can benefit pupils, by preparing them for learning and supporting behaviour and school attendance. See <a href="#">Magic Breakfast Programme</a> Internal analysis - feedback from staff	7,8,10

**Total budgeted cost: £28,310 (supplemented from school budget)**



## 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.

Despite the school closure during the spring term 2021 and the ongoing effect of the pandemic, internal assessments for the end of KS2 show that all disadvantaged pupils in Year 6 made at least expected in-year progress in reading and maths, with lower attaining pupils making accelerated progress in maths

The teaching for maths mastery approach and the investment in CPD and resources contributed to the improvements. The pupil premium-funded improvements for writing (Pathways catch-up units and teacher CPD) and continued focus on the teaching of writing, resulted in all disadvantaged pupils making accelerated in-year progress in writing. This success will be built on, to continue to reduce the gap in writing outcomes among disadvantaged pupils and their non-disadvantaged peers.

Some pupils who received specialist support e.g. from the bought-in dyslexia specialist, made accelerated progress in writing and maths but other factors affected the progress made by some pupils and further/ continued intervention is required.

The impact of the pandemic was mitigated by our determination to provide a high quality curriculum, including during periods of partial closure. This was supported by use of online resources including: Oak National Academy, White Rose Maths, Read Write Inc.

Improving the attendance of our disadvantaged pupils and reducing persistent absence continues to be a key priority for the school; the School continue to work closely with the EWO to address issues with attendance and punctuality.

Our observations show that pupil behaviour, wellbeing and mental health were significantly impacted last year, mainly due to COVID-19-related issues. The impact was more significant for disadvantaged and vulnerable pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions, where required. We will continue to build on that approach with the activities outlined in this strategy.



## 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
X Tables Rockstars	TT Rockstars
IDL Literacy	IDL
Pathways to Literacy / Catch-up units	The Literacy Company
Speech and language therapists	Shropshire Council
Educational psychology service	Shropshire Council
Dyslexia specialist teacher	Glen Armstrong
Spelling Shed	Education Shed Ltd

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Ensuring access to breakfast club and after-school provision
What was the impact of that spending on service pupil premium eligible pupils?	Social interaction with peers to ensure high self-esteem

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training selected will focus on the training needs identified through the online tool including how to: develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities, including a range of arts and physical and sporting activities. This aims to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.