



# Great Bardfield Primary School

## 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	Great Bardfield Primary School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	10.2 %
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Kerrell Headteacher
Pupil premium lead	Alison Kerrell Headteacher
Disadvantaged Governor	Julie Lowe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,830
Recovery premium funding allocation this academic year	£4,433
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,915
<b>Total budget for this academic year</b>	<b>£16,178</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Great Bardfield Primary School we will use pupil premium funding to improve the progress and attainment of disadvantaged pupils.

We understand that using our pupil premium funding to improve teaching quality and classroom support is the most effective way to improve outcomes for all pupils and especially disadvantaged pupils. Additionally, we will identify the specific challenges faced by our disadvantaged and vulnerable pupils, both academic and non-academic.

Our strategic plan will focus on the controllable challenges that are having the most significant, adverse impact on our disadvantaged pupils. We will adopt a tiered model, focusing on high quality teaching first and targeted classroom support for pupils in lessons along with wider strategies. We will consider evidence summaries, including EEF (Education Endowment Fund), and seek out proven strategies where context and outcomes match the need of pupils at Great Bardfield Primary School.

When developing our Pupil Premium strategy document we recognised the importance of considering evidence based approaches, but found the work of the EEF( Education Endowment Fund) and Marc Rowland particularly relevant to our setting. As a school, we recognise the importance of a strategic approach to planning for our most disadvantaged children and the benefits this has on the achievement for all. Our commitment to this approach can be evidenced in our participation in the Essex Disadvantaged Champion training.

Our school ethos is for every child to achieve their full potential. All stake holders have high aspirations for every pupil. Our pupils are at the heart of everything we do we knowing them well and strive to have positive relationships with them and their families.

### **At Great Bardfield Primary School we aim to:**

- Have a collective responsibility from all stakeholders for all pupils
- Develop in our pupils a sense of empathy and understanding for others.
- Plan strategically using evidence based approaches.
- Track progress and attainment and develop targeted support for pupils
- Ensure inclusive teaching and learning with pedagogy for all.
- Provide a rich and engaging curriculum that enables the abilities of all pupils the whole child with
- Provide strong pastoral support.

These link to our school vision '**Aim High, Try Your Best, Go Far!**'.

Our Ethos is underpinned by the values of our five golden threads of:

**RESPECT, RESILIENCE, RESPONSIBILITY, REFLECTIVENESS,  
RESOURCEFULNESS**

## Challenges

Through assessments, observations and discussions with pupils and teachers we have identified the key challenges to achievement among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment and progress: Progress of the pupil Premium children, as a group, is lower than that of non-pupil premium children.
2	Attendance and readiness to learn: Many of our eligible children are vulnerable, for whom, coping with life inside or outside school can be a barrier to learning.
3	Vocabulary; Vocabulary gaps and underdeveloped oral language skills are more prevalent among our disadvantaged pupils.
4	SEND: A number of eligible children (usually around 50%) also have complex Special Educational Needs and Disabilities.
5	COVID 19: The education and wellbeing of many of our disadvantaged pupils has been impacted by school closures. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations, especially in writing.

## 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
1. High quality teaching and targeted classroom support for reading, writing and mathematics leads to improved reading, writing and maths progress and attainment for disadvantaged pupils.	Achieve KS2 national average progress scores in Reading, Writing and Maths. Achieve National average attainment at KS1 and KS2 in Reading, Writing and Maths. Achieve strong internal evidence of pupils in Yrs 1,3,4,5 as being on-track to achieve outcomes in line with National Averages at the end of the next Key Stage.
2. Improved attendance for disadvantaged pupils.	Attendance for PP pupils is in line with national average (96+%).
3. Improvement in oral language skills and vocabulary acquisition among disadvantaged pupils.	Reading and writing assessments show improved attainment for PP pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, reading comprehension skills, book studies and ongoing formative assessment.

4. Improvement in pupils' readiness to learn and engagement in wider curricular activities.	Disadvantaged pupils fully engaged in lessons and improved participation in enrichment activities, demonstrated by student voice, student and parent surveys, and teacher observations.
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## Activities 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

Budgeted cost: £2,580

Activity	Evidence that supports this approach <i>(click on the hyperlink for more information)</i>	Challenge number(s) addressed
To improve outcomes in maths across the school by releasing teachers to work with the Maths Hubs and plan collaboratively.	<p><a href="#">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></p> <p><a href="#">Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics</a></p>	1, 3,4
To ensure children's attitude to learning is positive by teaching the children to be reflective learners and retrieve previous learning.	<a href="#">Metacognition and self-regulation approaches to teaching has very high impact</a>	1, 2, 4
To improve the standard of reading across the school by delivering high quality daily phonics and guided reading lessons.	<p><a href="#">Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</a></p> <p><a href="#">Reading Comprehension activities strategies</a></p>	1, 3, 4
To ensure teachers plan for writing effectively using AFL and precise feedback	<p><a href="#">Improving Literacy in KS2</a></p> <p><a href="#">Improving Literacy in KS1</a></p>	1,3, 4

To teach subject vocabulary explicitly, alongside language interventions starting in Early Years	<a href="#">Oral language interventions</a>	1,3, 4, 5
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## Targeted academic support Budgeted cost: £8,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use school lead tuition to provide small group interventions focusing on key Maths and English skills for all pupils	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2, 3, 4
Data from pupil progress meetings used to identify needs of children and evidence based interventions put in place.	<a href="#">Carefully selected small group interventions (EEF)</a>  <a href="#">Teaching Assistant Interventions</a>	1,2, 3, 4

## Wider strategies Budgeted cost: £3,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care	<a href="#">EEF-wider-strategies</a>	2
Fund Disadvantaged pupils' places at before and after school sports clubs. Staff review of the Wellbeing of all pupils at weekly INSET meeting Disadvantaged Lead and Governor to meet termly to review the impact of the PP budget.	<a href="#">EEF GUIDE TO SUPPORTING SCHOOL IMPROVEMENT</a>	2
Trauma Perceptive Training for all staff. Growth Mindset and Zones of Regulation lessons for all pupils.	<a href="#">Social and Emotional Learning</a>	4

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.

National research clearly demonstrates that disadvantaged children's learning, suffered more than their non-disadvantaged peers, during the pandemic. At Great Bardfield Primary School, the most vulnerable children were offered a place in school and 95% of places were taken up. Children who did not have access to a digital learning platform were provided with i-pads and work packs were available or delivered to their homes where required. With the 5% of pupils who did not attend school during the Pandemic, due to medical needs, weekly pastoral contact was made with these pupils. Throughout the year all students had access, via zoom or in person, to pastoral support when needed.

Some of our planned strategies were not fully implemented due to Covid 19 restrictions. Furthermore, resources were diverted to support unplanned need arising from the pandemic linked to our Covid 19 catch up plan.

An unfortunate impact of Covid 19 has been that children who did not have support at home with reading fell further behind. In anticipation of this, we adopted the Jonathan Bond Strategy of Whole Class Reading Comprehension and all class reading books were re-banded as part of our drive to improve reading.

Writing stamina was identified as a barrier for all children and teachers worked hard to establish non-negotiables to raise standards across the school. We also continued to strengthen our English curriculum by adopting the Jonathan Bond Planning Tool Kit fully.

Pastoral support was a priority during the last academic year and continues to be so this year. The training of all staff on Trauma Perceived Practice will be implemented further this year, by teaching children the zones of regulation, so they can learn to recognise and regulate their emotions.

## **Further information**

Wider strategies to support pupils, where funding is not taken from the PP budget.

- Subject lead work – developing assessment and tracking systems within the foundation subjects
- Subject leads have release time to review the learning of all pupils
- To ensure all Subject Leaders work effectively to deliver school improvement
- To fully embed our RSE curriculum

