



Great Bardfield Primary School

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	Great Bardfield Primary School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	22.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Liz Crow Headteacher
Pupil premium lead	Liz Crow Headteacher
Disadvantaged Governor	Julie Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,617
Recovery premium funding allocation this academic year	£1958
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2503
Total budget for this academic year (2022-3)	£26,078

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between pupils from disadvantaged backgrounds and their peers. The Pupil Premium also provides funding for pupils who have been looked after continuously for more than six months and the pupils of service personnel. At Great Bardfield Primary School we use pupil premium funding to improve outcomes for disadvantaged pupils, both academic and non-academic.

We understand that using our pupil premium funding to ensure high quality teaching is the most effective way to improve progress and attainment for all pupils; especially disadvantaged pupils. Additionally, we aim to identify the specific challenges faced by our disadvantaged and vulnerable pupils and use strategies such as tutoring and social and emotional support to tackle these.

At Great Bardfield Primary School, we focus on high quality teaching and targeted classroom support for pupils in lessons along with wider strategies. We 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.

Our school ethos is for every child to achieve their full potential and is exemplified through our school motto of **'Aim High, Try Your Best, Go Far!'**. All members of staff and governors have high aspirations for every pupil and our pupils are at the heart of everything we do; we know them well and strive to have positive relationships with them and their families. At Great Bardfield Primary School, we recognise the vital role that parents and carers play in the lives of their pupils. Working with parents of disadvantaged pupils is essential to our pupil progress, and so we ensure that they understand how they can make a positive contribution to their achievement in school. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Overcoming identified barriers to the learning of disadvantaged pupils is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We ensure quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. It is our intention to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to reach their full potential.

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	Progress and Attainment: Progress and attainment of PPG pupils, as a group, is lower than that of non-PPG pupils.
2	Attendance and Learning Behaviour: Many of our PPG pupils are vulnerable; coping with life both inside and outside school is often a huge barrier to learning. Attendance as a group was at 87.3% for 2021-22.
3	Speech, Language and Vocabulary Development: Vocabulary gaps, underdeveloped oral language skills and speech are more prevalent amongst many of our disadvantaged pupils.
4	SEND: A number of our PPG pupils also have complex Special Educational Needs and Disabilities.

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.	PPG pupils achieve at least in line with national average scores and make at least expected progress in Reading, Writing and Maths at the end of Year 2 and Year 6 PPG pupils in all year groups achieve and make progress at least in line with school expectations in Reading, Writing and Maths Evidence based interventions are implemented successfully and evaluated as having improved progress and/or attainment for PPG pupils
2. Improved attendance for disadvantaged pupils.	Attendance for PPG pupils is at least in line with national average.
3. Improvement in oral language skills and vocabulary acquisition among disadvantaged pupils.	Spoken Language assessments show PPG pupils are making good progress and achieving in line with age related expectations. Purchased evidence based interventions (e.g. Talk Boost) are implemented successfully and evaluated as having improved progress and/or attainment for PPG pupils Progress and attainment are also evident when triangulated with other sources of evidence, including engagement in lessons, reading comprehension skills, book looks and ongoing formative assessment.
4. Increase in pupils' engagement in wider curricular activities; clubs, sporting activities, competitions educational trips, etc.	Disadvantaged pupils fully engaged in lessons and improved participation in enrichment activities, demonstrated by student voice, student and parent surveys, Governor visits and staff observations.

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: £3,600

Activity	Evidence that supports this approach (click on the hyperlink for more information)	Challenge number(s) addressed
To improve outcomes in across the school by releasing teachers to attend CPD and plan collaboratively.	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: Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics	1, 3,4
To ensure pupils' attitude to learning is positive by teaching the pupils to be reflective learners and retrieve previous learning.	Metacognition and self-regulation approaches to teaching has very high impact	1, 2, 4
To improve the standard of reading across the school by delivering high quality daily phonics and guided reading lessons.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Reading Comprehension activities strategies	1, 3, 4
To ensure teachers plan for writing effectively using AFL and precise feedback	Improving Literacy in KS2 Improving Literacy in KS1	1,3, 4
To teach subject vocabulary explicitly, alongside language interventions starting in Early Years	Oral language interventions	1,3, 4, 5

Targeted academic support Budgeted cost: £15,450

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	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2, 3, 4
Data from pupil progress meetings used to identify needs of pupils and evidence based interventions put in place.	Carefully selected small group interventions (EEF) Teaching Assistant Interventions	1,2, 3, 4

Wider strategies Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care	EEF-wider-strategies	2
Fund Disadvantaged pupils' places at before and after school sports clubs, subsidise music lessons, educational visits and residential trips 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.	EEF GUIDE TO SUPPORTING SCHOOL IMPROVMENT	2
Trauma Perceptive Training for all staff . Growth Mindset and Zones of Regulation lessons for all pupils.	Social and Emotional Learning	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 2021 to 2022 Academic Year.

Following our analysis, as a group our disadvantaged pupils made less progress and were lower attaining than non-disadvantaged pupils. We understand that there are many aspects that will impact pupils' progress and attainment, in particular our disadvantaged pupils. One major factor is the impact of the COVID19 pandemic. National research clearly demonstrates that the learning of disadvantaged pupils, suffered more than their non-disadvantaged peers during the pandemic and we continue to identify and fill the gaps left by this. Other factors are the SEND needs of some of our disadvantaged pupils which applies to 31.25% of our disadvantaged pupils. These children also achieved lower attendance in comparison to non-disadvantaged pupils at 87.3% across the year.

Writing stamina was identified as a barrier for all pupils and leaders and teachers worked hard 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 and development was a priority during the last academic year and continues to be so this year. The training of all staff on Trauma Perceived Practice was not begun as planned and will be implemented this year.

Intended outcome	Evaluation
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.	<p>At the end of KS2, our PPG pupil achieved EXS in Reading and Maths yet not in writing. They exceeded expected progress in Reading, expected in Maths and less than expected progress in Writing when tracked from end of KS1.</p> <p>At the end of KS1, none of our four PPG pupil achieved EXS in Reading, Writing and Maths. One child achieved EXS in Maths yet not in Reading or Writing. However, two pupils made expected or more than expected progress in Reading, Maths, Writing. (Our PPG pupils who also have significant SEND were not entered for SATS and were assessed using the End of Key Stage Standards.)</p> <p>There was strong internal evidence of PPG pupils in Yrs 1,3,4,5 as having made expected or more than expected progress in Writing and Maths, although below expected progress in Reading as a group. Attainment outcomes for PPG pupils is still not in line with expectations.</p> <p>We purchased a new phonics scheme and trained KS2 LSAs in delivering a KS2 intervention for those pupils who did not pass the phonics screening or who were behind in reading/spelling. Progress for some of these children is good but the majority are still behind their peers.</p>

2. Improved attendance for disadvantaged pupils.	Attendance for PPG pupils is still below national average and below school expectations at 87.3%. This statistic has been hugely affected by the pandemic as the school experienced a great deal of absence during early 2022 due to COVID and some of our PPG children are medically vulnerable.
3. Improvement in oral language skills and vocabulary acquisition among disadvantaged pupils.	Spoken Language assessments show progress is at or above expectations for PPG pupils. Attainment, however, is below age related expectations.
4. Improvement in pupils' readiness to learn and engagement in wider curricular activities.	Lesson drop ins and regular staff discussions have meant that we have been able to track individual disadvantaged pupils to ensure they are fully engaged in lessons. Participation in enrichment activities has been increased by using the option of match funding with our extra-curricular clubs provider. Staff have not yet received TPP training and this project will begin in 2023.
Summary <p>There is a clear attainment gap between our disadvantaged pupils and our non-disadvantaged pupils in all end of year assessments (which is in line with national statistics). However, analysing the progress and attainment data is only one part of the picture. 44% of our PPG pupils also have SEND, 80% of these with EHCPs for complex medical and behavioural needs. 19% of our PPG pupils are classed as vulnerable and have complex social and emotional needs. All of our assessments and observations indicate that additional strategies and interventions will be required to support our disadvantaged children to make better than expected progress and close the attainment gap with their peers. We will need to continue to provide enriching opportunities for our PPG pupils in order to improve oral language skills and vocabulary acquisition. With that in mind, the strategy statement has been reviewed and adapted to meet the needs of our disadvantaged pupils.</p>	

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

