

Pupil premium strategy statement – Great Bardfield Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Liz Crow - Headteacher
Pupil premium lead	Liz Crow - Headteacher
Governor / Trustee lead	Julie Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29390
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2755
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£1467
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33612

Part A: Pupil premium strategy plan

Statement of intent

At the heart of our school ethos are positive relationships and expectations of achievement for all. Members of staff and governors have high aspirations for every pupil and our pupils are at the heart of everything we do. Our five 'Rs' of respect, resilience, responsibility, resourcefulness and reflectiveness are particularly important for our disadvantaged pupils as these skills are essential not only during their primary phase of education, but for life.

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. Funding 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 consider a range of strategies which follow the Education Endowment Foundation's tiered approach of:

- supporting high-quality teaching, such as staff professional development
- providing targeted academic support, such as tutoring, including through the National Tutoring Programme (NTP)
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing.

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 implement strategies such as classroom support, tutoring and social and emotional support to tackle these.

Overcoming identified barriers to the learning of disadvantaged pupils is central to our Pupil Premium use. We identify barriers using performance data, discussions with teachers and support staff and engagement with pupils and families. We will not make assumptions about the impact of disadvantage. We will then identify the interventions required to address these barriers, whether as individuals, in small groups, large groups or as a whole school and allocate a budget accordingly. We ensure quality first teaching and targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as inadequate 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.

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 key to pupil progress and attainment and 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. 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

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

Challenge number	Detail of challenge
1	Progress and Attainment: Progress and attainment in Maths, Reading and Writing of disadvantaged pupils, as a group, is lower than that of non-disadvantaged pupils.
2	Attendance and engagement: A number of our disadvantaged pupils are vulnerable; coping with life both inside and outside of school is often a significant barrier to attendance. Some of our parents are still reluctant to engage fully with the school and do not support their pupils at home with learning. Attendance as a group was at 84.8% for 2022-2023.
3	Speech, Language and Vocabulary Development: Vocabulary gaps, underdeveloped oral language skills and speech are more prevalent amongst many of our disadvantaged pupils. Some of our disadvantaged pupils are also EAL which can be a barrier to learning.
4	SEND: A number of our disadvantaged pupils also have Special Educational Needs and Disabilities (currently 50%). Some of these pupils have complex needs and have been identified as special school appropriate but placements are not available.
5	SEMH and pupil engagement in learning Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. There has been an increase in referrals for support. Parents are reporting far higher incidence of anxiety and poor mental health amongst our pupils since the pandemic.

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
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.	<ul style="list-style-type: none"> Disadvantaged pupils (without other complex needs) 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 Disadvantaged pupils (without other complex needs) 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 disadvantaged pupils
Higher attendance for disadvantaged pupils and improved engagement with parents and carers.	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is at least in line with national average. Attendance by parents at learning consultations improved, support with learning at home increased. Improved parental engagement and support is also evident when triangulated with other sources of evidence e.g. professional dialogues, parent feedback, etc.

Improvement in oral language skills and vocabulary acquisition amongst disadvantaged pupils.	<ul style="list-style-type: none"> Spoken Language assessments show disadvantaged pupils are making good progress and achieving in line with age related expectations. Evidence based interventions (e.g. Shape Coding) are implemented successfully and evaluated as having improved progress and/or attainment for disadvantaged pupils Class teachers report improvements both in Spoken Language but also in everyday learning conversations.
Improve our SEND offer for our disadvantaged pupils with most complex needs by creating a 'learning hub' for them to access within school	<ul style="list-style-type: none"> These pupils will be engaging in a developmentally appropriate curriculum (a combination of individualised instruction and adapted learning) Pupils will be making progress in Reading, Writing and Maths and most importantly, developing life skills.
Improve the SEMH of our pupils by increasing their engagement in wider curricular activities; enhancing our mental health support offer within school and the implementation of nurture groups by a trained LSA	<ul style="list-style-type: none"> Increased participation in enrichment activities (clubs, trips, visits) by disadvantaged pupils; demonstrated by data collection, student voice, student and parent surveys, Governor visits and staff observations. Parent financial contributions removed as a barrier to disadvantaged pupils accessing these experiences.

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: £9571

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvement in progress and attainment in Maths by implementation of whole school Mastering Number and Maths Mastery projects; funded release time for staff for training and monitoring	Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils DfE Teaching of Mathematics, drawing on evidence-based approaches	1, 4, 5
To ensure delivery of high quality daily phonics teaching in EYFS and KS1 by subscribing to Phonics Bug (DfE validated Systematic Synthetic Phonics programme)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	1, 3, 4

To ensure teachers plan for writing effectively and use assessment and precise feedback in order to raise progress and attainment in writing by funding release time for English lead to work with consultant and for staff to work together with English Lead	Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Improving Literacy in KS1 Targeted teaching and support by accurately assessing pupil needs will ensure progress Improving Literacy in KS2	1
To train all staff in Shape Coding in order to support sentence construction throughout the school To teach subject vocabulary explicitly, alongside language interventions starting in Early Years	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 Shape Coding Oral language interventions	1,3
To purchase and use technology which supports <ul style="list-style-type: none"> high quality teaching (in particular explaining and modelling new concepts); White Rose Maths increases the quality and quantity of practice that pupils undertake, both inside and outside of the classroom; Bug Club, TT Rockstars retrieval practice and self-quizzing to increase retention of key ideas and knowledge: Century 	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year group Using Digital Technology to Improve Learning	1

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data from pupil progress meetings used to identify needs of disadvantaged pupils. Funding for LSAs to deliver targeted interventions (Reading, Writing, Maths)	Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching Carefully selected small group interventions(EEF) Teaching Assistant Interventions	1,3,4,5
Targeted interventions and purchase of resources to meet the specific needs of disadvantaged pupils with SEND	Both targeted interventions and universal approaches can have positive overall effect Carefully selected small group interventions(EEF) Teaching Assistant Interventions	1,3,4,5

Fund training of LSAs to support high-quality provision within the classrooms by using the techniques of Self-scaffolding; Prompting; Clueing and Modelling. LSA & Teacher training to support ASD pupils. (Almost 25% of our PPG pupils also have a diagnosis of ASD)	Making the best use of Teaching Assistants Maximising the Impact of Teaching Assistants	1,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9060

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support pupils' social, emotional and behavioural needs by reintroducing Zones of Regulation and by setting up nurture groups	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour and relationships with peers) Improving Social and Emotional Learning in Primary Schools Social and Emotional Learning	1, 5
Improving attendance and engagement in learning of disadvantaged pupils by increasing parent engagement and support with learning (Tapestry/Seesaw for home learning communication)	Attendance Interventions: Rapid Evidence Assessment Parental engagement has a positive impact on average of 4 months' additional progress Parental Engagement	1, 2,5
To remove barriers to disadvantaged pupils attending extra-curricular activities, including sport, outdoor activities, arts and culture thereby increasing attendance at these	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance Physical Activity	1, 5
Improve communication and relationships with parents/carers of disadvantaged pupils by easing communication (Parent Mail)	Parental engagement has a positive impact on average of 4 months' additional progress Parental Engagement	1, 2, 5
Contingency fund for acute issues.	Based on our past experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £33 631

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The size of the cohort of PPG pupils across the school at the end of 2022-23 was 22.

At the end of KS2, 50% of our disadvantaged pupils achieved the national standard in Reading, Writing and Maths with 25% achieving above the expected standard in Maths. 50% achieved expected progress when tracked from end of KS1. The cohort contained only four pupils, two of whom had significant SEND needs, one with an EHCP. At the end of KS1, our one PPG pupil achieved EXS in Reading and Maths. The pupil joined the school in Autumn 2022.

55% of PPG pupils made at least expected in Reading and Writing in 2022-23. 45% of PPG pupils made at least expected progress in Maths. This progress is below the progress of the non PPG group of pupils. **We do not hold comparable progress data for 36% (8) of our PPG pupils due to them having complex SEND, being in EYFS or being new to the school.**

40% of PPG pupils met age related expectations in Reading, 23% in Writing and 32% in Maths. This attainment is below the attainment of the non PPG group of pupils. **We do not hold comparable attainment data for 5%(3) of our PPG pupils due to them having complex SEND.**

Attendance has been closely monitored but for PPG pupils is still below national average and below school expectations at 84.8%.

Lesson drop ins and regular staff discussions have enabled us to track individual PPG 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.

Summary:

There is a clear attainment gap between our PPG pupils and our non-PPG pupils in all end of year assessments (which is in line with or above national statistics). However, analysing the progress and attainment data is only one part of the picture. 50%(11) of our PPG pupils also have SEND, 45% (5) of these pupils have an EHCP. 77% (17) of our PPG pupils are considered vulnerable or have social and emotional needs. All of our assessments and observations indicate that additional strategies and interventions will be required to support our PPG pupils 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 PPG pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information

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

- embedding more effective practice around marking and feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising our Place2Be Project to meet the SEMH needs of some of our disadvantaged pupils
- raising the profile and importance of good attendance
- completing the Trauma Perceptive Practice training package, training all staff and embedding practice

In planning our new strategy, we collected evidence from multiple sources of data including assessments, engagement in class book scrutiny, experiences, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's 'A School's Guide to Implementation' to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We will continue to evaluate our strategy for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.