



## 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	Baston CE Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	9.1% (17 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Rebecca Mills Headteacher
Pupil premium lead	Mrs Georgina Epps Senior Leader
Governor / Trustee lead	Mr Mark Smith Finance Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation in the financial year, 2020 - 2021	£1,345 x 17 = £22,865
Recovery premium funding allocation in the financial year, 2020 - 2021	£1,306
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,062
<b>Total budget for this in the financial year, 2020 - 2021</b>	<b>£34,233</b>



## Pupil Premium Strategy Statement

### Part A: Pupil premium strategy plan

#### Statement of intent

Our Vision for all:

We aspire to be a vibrant and inclusive church school at the heart of our community. Through the love of God and our shared values, we seek to provide a safe and creative learning environment in which everyone reaches their full potential and flourishes as a global citizen. In a happy and inspiring school, we strive to challenge all to dream, thrive and believe.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

An individualised, bespoke approach to teaching, intervention and assessment is at the heart of our approach to ensure that all pupils – and specifically in this case those disadvantaged - are provided with the right support at the earliest opportunity.

It is our intent that this tailored approach will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.



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### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as <b>readers</b> .
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally <b>read</b> less at home and for pleasure than their non-disadvantaged peers. This does not lead to them becoming independent, confident <b>readers</b> .
4	Our assessments and observations indicate that the <b>education and wellbeing</b> of many of our disadvantaged pupils have been impacted by COVID-19. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified <b>social and emotional issues for many pupils</b> , notably due a lack of enrichment opportunities throughout COVID-19. These challenges particularly affected disadvantaged pupils, including their attainment.
6	Through observation and working closely with our families, we know that some disadvantaged pupils do not have <b>breakfast</b> in the morning. This negatively impacts on their ability to learn during the day.



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### 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 significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and our ongoing whole school formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. In addition, the current difference between chronological and actual reading age (as measured by the SSRT) will be improved so that the actual reading age of 80% of our disadvantaged children will be in line or better than their chronological age.
Improved phonics attainment among disadvantaged pupils.	All disadvantaged children achieve national average expected standard in Phonics Screening Check in each year through to 2023/2024
Improved attainment for all pupils, particularly our disadvantaged pupils.	All children in receipt of PPG are able to access a full, broad and balanced curriculum. This is evident from engagement in lessons, planning and book scrutiny and our ongoing whole school formative assessment across the curriculum. Outcomes across the curriculum in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>emotionally and mentally well children.</li> <li>qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Improved ability to learn among our disadvantaged pupils.	Assessments and observations indicate significantly improved ability to learn among our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and our ongoing whole school formative assessment. Attendance of disadvantaged pupils will be at least 95%



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### 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.

### Quality First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Word aware paid training in place for all staff in school. Focused CPD provided for teachers and HLTA working specifically on Word Aware program in EYFS, Years 1 and 2.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Ongoing RWI training to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Purchases for reading – VIPERS, guided reading texts, RWI texts for home.</p>		3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	4



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and supported by professional development and training for staff.	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</a>	
Deliver ongoing, regular class-based music opportunities to meet the needs of all children but with a focus on delivering enrichment opportunities for our disadvantaged children. Individual or group music lessons will be provided to our disadvantaged children.	<a href="#">EEF Arts Participation</a> approaches can have a positive impact on academic in other areas of the curriculum. However it is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	4, 5
Deliver ongoing, regular outdoor learning sessions to meet the needs of all children but with a focus on delivering enrichment opportunities for our disadvantaged children	<a href="#">EEF Outdoor Adventure learning</a> might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	4, 5



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

Budgeted cost: **£8,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Nuffield Early Language Intervention programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained teaching assistants.	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 a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Continue, enhance and embed the leadership role for PPG Champion.	EEF: <a href="https://www.educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">www.educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	



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

Budgeted cost: **£8,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extracurricular clubs provided by the school (not private businesses) are provided free of charge to ensure access and attendance.</p> <p>Curriculum hooks and experiences for our disadvantaged children through funded themed days in school e.g. Bullying workshop, Viking Day.</p>	<p><a href="#">EEF Arts Participation</a> approaches can have a positive impact on academic in other areas of the curriculum. However it is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p>	4, 5
<p>Use of technology to enhance and deepen learning for all pupils. Seesaw/Ed City online learning provision - platform paid for and training for staff complete. Computer hardware bought for children to access remote learning effectively and safely</p>	<p><a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on">https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on</a></p>	4, 5
<p>Therapeutic support for pupils with emotional, behavioural, mental well-being and social needs.</p> <p>Our children respond well in small group situations where they are given a chance to talk openly to trusted adults in school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	5
<p>Ensure disadvantaged pupils have access to Activ8 to improve attendance and help ensure pupils start the day engaged in their learning through a healthy breakfast socialisation and learning support.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p>	6
<p>Contingency fund for acute issues.</p>	<p>We have set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £34,000**





## Pupil Premium Strategy Statement

### 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was provided by use of lessons recorded by class teachers and delivered via Seesaw learning platform.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.