

# Pupil premium strategy statement – Baston CE Primary Schol 2023 - 2024

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  | 21                         |
| Proportion (%) of pupil premium eligible pupils                         | 4.8%                       |
| Academic year/years that our current pupil premium strategy plan covers | September 2023 – July 2026 |
| Date this statement was published                                       | October 2023               |
| Date on which it will be reviewed                                       | July 2024                  |
| Statement authorised by   | A.Forster                  |
| Pupil premium lead  | J.Hardstaff                |
| Governor / Trustee lead   | M.Smith                    |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £27,485 |
| Recovery premium funding allocation this academic year   | £1,192  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £10,170 |
| <b>Total budget for this academic year</b><br><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> | £38,847 |

## Part A: Pupil premium strategy plan

### Statement of intent

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 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## 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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers which manifests later in their education as having reading attainment and progress significantly below that of non-disadvantaged pupils.                               |
| 2                | Internal and external assessments indicate that writing attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  |
| 3                | Internal and external assessments indicate that maths attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  |
| 4                | Our assessments (including pupil voice survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.  |
| 5                | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been, on average, 3% lower than for non-disadvantaged pupils.<br><br>14% of disadvantaged pupils have been 'persistently absent' compared to 4% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

## 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 reading attainment and progress among disadvantaged pupils. | In 2023/24 – 43% of disadvantaged children pass the phonics screening test, with an aim to increase this year on year.   |
| Improved writing attainment and progress among disadvantaged pupils. | To have 50% of disadvantaged children achieving age related expectations in writing by the end of academic year 2023/24 with all disadvantaged children making at least expected progress. |

|  |   |
|--|---|
|  | To have 60% of disadvantaged children achieving age related expectations by the end of academic year 2024/25 and 70% by the end of academic year 2025/26  |
| Improved maths attainment and progress among disadvantaged pupils.   | <p>To have 50% of disadvantaged children achieving age related expectations in maths by the end of academic year 2023/24 with all disadvantaged children making at least expected progress.</p> <p>To have 60% of disadvantaged children achieving age related expectations by the end of academic year 2024/25 and 70% by the end of academic year 2025/26</p>   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and with no difference among disadvantaged pupils and non-disadvantaged pupils.</li> </ul> |

## Activity in this academic year (2023-2024)

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: £15,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>   | <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>   | 1 2 3                         |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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>   | 1                             |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD from White Rose.</p> | <p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 3                             |
| <p>Purchase of a literacy scheme with an element of listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>   | <p>Oral language elements 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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>   | 1 2                           |
| <p>Staff CPD on high quality feedback and metacognition. Staff release and training costs.</p>  | <ul style="list-style-type: none"> <li>- Rosenshine's Principles In Action. Tom Sherrington</li> <li>- Cognitive Load Theory explored through modelling in the practical classroom. 2019</li> </ul>  | 1 2 3                         |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>- Metacognition, self-regulation and self-regulated learning: What's the difference? James Mannion. Impact Issue 8 Spring 2020</li> <li>- Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019</li> <li>- Identifying instruction moves during guided Learning Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95</li> <li>- How I wish I'd taught Maths. Craig Barton (2018)</li> </ul> |  |
|--|--|--|

## Targeted academic support

Budgeted cost: £12,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of Intervention resources specifically designed to address gaps in children's learning following diagnostic testing.   | 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:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1 2 3                         |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics 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 a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>         | 1                             |
| Engaging with the National Tutoring Programme to provide school-led tutoring for pupils. 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:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1 2 3                         |

## Wider strategies

Budgeted cost: £11,847

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>  | <p>Both targeted interventions and universal approaches can have positive overall effects:<br/> <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>                                | 4                             |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>   | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>  | 5                             |
| <p>Real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum, in engaging pupils and improving the quality of writing and associated work.</p> <p>Disadvantaged children are offered funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos.</p> <p>Online experiences such as TTRS, My Maths, Numbots.</p> | <p>It is proven that there is high value to providing children inspirational activities, building on their cultural capital</p> <p>EEF -Improving School behaviour Guidance Report Improving Behaviour in Schools: Evidence Review Published: December 2019</p> | 4                             |
| <p>Contingency fund for acute issues.</p>  | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>   | 1 2 3 4 5                     |

**Total budgeted cost: £38,847**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Attainment & Attendance Data:**

|        | Current Year | SEND    | PP+ | EAL | READING Baseline | WRITING Baseline | MATHS Baseline | Attendance |
|--------|--------------|---------|-----|-----|------------------|------------------|----------------|------------|
|        | 1            |         | Yes |     | 2                | 2                | 2              | 91.8%      |
|        | 1            |         | Yes |     | 1                | 1                | 1              | 98.4%      |
|        | 1            |         | Yes |     | 2                | 1                | 1              | 97.1%      |
|        | 1            |         | Yes |     | 1                | 1                | 2              | 93.6%      |
| Forces | 1            |         | Yes |     | 2                | 2                | 2              | 98.4%      |
|        | 2            |         | Yes | No  | 0:6              | 0:3              | 1:2            | 85.3%      |
|        | 2            | Support | Yes | No  | 0:1              | 0:1              | 0:1            | 99.3%      |
| Forces | 2            |         | Yes | No  | 1:2              | 1:4              | 1:4            | 98.1%      |
| Forces | 2            |         | Yes | No  | 1:5              | 1:4              | 1:4            | 96.8%      |
|        | 3            |         | Yes | No  | 2:3              | 2:2              | 2:4            | 99.5%      |
|        | 3            |         | Yes | No  | 2:3              | 2:5              | 2:5            | 93.3%      |
| Forces | 3            |         | Yes | No  | 2:4              | 2:5              | 2:6            | 98.9%      |
|        | 4            |         | Yes | No  | 3:5              | 3:1              | 3:4            | 100.0%     |
|        | 4            |         | Yes | No  | 3:x2             | 3:5              | 3:3            | 95.7%      |
|        | 4            |         | Yes | Yes | 2:3              | 2:1              | 3:1            | 93.9%      |
| LAC    | 5            | Support | Yes | No  | 3:4              | 2:3              | 4:3            | 94.8%      |
| PLAC   | 5            | Support | Yes | No  | 4:4              | 3:1              | 4:5            | 96.8%      |
|        | 5            | Support | Yes | No  | 4:6              | 3:2              | 4:4            | 79.1%      |
|        | 5            |         | Yes | No  | 4:x2             | 4:5              | 4:5            | 97.9%      |
|        | 5            | Support | Yes | No  | New              | New              | New            | New        |
|        | 6            |         | Yes | Yes | 5:3              | 3:3              | 5:4            | 86.6%      |
|        |              |         |     |     | <b>62% WTS</b>   | <b>71% WTS</b>   | <b>67% WTS</b> |            |
|        |              |         |     |     | <b>28% EXS</b>   | <b>29% EXS</b>   | <b>33% EXS</b> |            |
|        |              |         |     |     | <b>10% GDS</b>   | <b>0% GDS</b>    | <b>0% GDS</b>  |            |

  

|     |     |     |
|-----|-----|-----|
| WTS | EXS | GDS |
|-----|-----|-----|

### Externally provided programmes

| Programme                 | Provider                |
|---------------------------|-------------------------|
| MyMaths                   | Oxford University Press |
| TTRS                      | Maths Circle            |
| Read Write Inc.           | Oxford University Press |
| Peripatetic Music Lessons | Songbird Music          |



## Other Information

### 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:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: 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 to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of 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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase 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 have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.