# schoolo new logoPupil 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

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| Detail | Data |
| School name | Baines Endowed Voluntary Controlled School |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 12.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Mrs Gill Finney |
| Pupil premium lead | Mrs Gill Finney |
| Governor / Trustee lead | Mr Ian Fogg |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £43,425 |
| Recovery premium funding allocation this academic year | £20,895 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £64,320 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Baines Endowed VC school, we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact their learning.  Common barriers to this can often be less support at home, restricted or no access to technology, weaker language and communication skills, lack of confidence, behaviour difficulties and attendance and punctuality issues.  Our ultimate objectives:  At Baines Endowed Voluntary Controlled School, we all have high expectations for all the children and therefore:   * We expect that disadvantaged pupils will achieve in line with other pupils through the use of high quality teaching and the fact that we will meet the learning needs of all. * The staff will use effective and timely intervention using skilled support staff on a daily basis to ensure that all children are given the tools to access each and every lesson. * We will provide technology to families in need of this to access work at home. * We will provide a range of opportunities to develop their knowledge and understanding of the world. * We have a clear Behaviour Policy in school which is followed throughout. The children know that the staff will challenge behaviour in all lessons. * We will use our Pastoral Lead and put counselling in place in order to support the wellbeing and mental health of the disadvantaged children to ensure they are ready to learn.   Achieving our objectives:   * Provide all staff with high quality CPD to ensure that pupils access effective quality first teaching. * Provide targeted intervention and support to quickly address identified gaps in learning, including the use of one to one and small group work. * Provide some of our families with technology to help support learning at home. * Target funding to ensure all pupils have access to trips, residentials and first hand learning experiences. * Provide support for the children through the structure of our Behaviour Policy and the consistent behaviour measures in place in school. * Provide support from our Pastoral Lead or put counselling in place as and when this might be required.   This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require. |

## Challenges

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

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| Challenge number | Detail of challenge |
|  | Narrowing the attainment gap across Reading, Writing and Maths. |
|  | Weaker language and communication skills. |
|  | Almost a third of the disadvantaged pupils in school also have additional needs, only a third of that group have statutory support. |
|  | The attendance of some of the pupils. Some of the children do not attend school despite home visits, or will arrive late having missed at least one lesson. |
|  | The home circumstances for some disadvantaged children do not help them to thrive, despite the school accessing early help for these families. |

## 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.

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| Intended outcome | Success criteria |
| For disadvantaged children to achieve in Reading, Writing and Maths. | For children to achieve in line with, or above the national average by the end of KS2. |
| For all disadvantaged pupils to be receiving the support they need in school to achieve, through timely additional support/intervention.  Teaching Assistants will use a baseline to assess where the children are at the beginning of the intervention and again afterwards in order to ensure progress has been made. | For the disadvantaged pupils to have been placed in effective and timely intervention groups for English and Maths, with skilled support staff and to be given additional academic support in order to achieve their full potential.  This will be assessed through formative and summative assessment. |
| Disadvantaged pupils with additional needs, such as SEND will be given specific interventions to ensure that they have the appropriate support they require to make progress. | Areas of need will be swiftly identified and suitable interventions will be put in place. Outside agencies will be used appropriately to support this. Targets will be set and reviewed termly during Pupil Progress Meetings, Keeping in Touch Meetings, IEP meetings and EHCP reviews.  Data will show that SEND children eligible for PPG are making progress in reading, writing and maths, according to their individual starting points. |
| Disadvantaged pupils involved and their families engaged in the EHA/TAF process are given social and emotional support from school and other agencies. | By supporting families, school will build healthy relationships with parents and children will gain positive attitudes towards learning. |
| Disadvantaged pupils to attend school punctually and regularly. | To ensure the attendance of the disadvantaged pupils is at least 96%. |

## 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: £10,459.44

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and Language Therapist to screen all children in need of language support and bespoke programmes put in place.  £4,040 | Some of our disadvantaged children enter school with weak language and communication skills. | 1,2,3 |
| Training for staff on the use of the Colourful Semantics scheme used to support children in school.  £265.00 | The use of this helps to support children in their understanding of the use of language, particularly in their writing. We have seen the improvement of children’s writing when using this tool to support them previously. | 1,3 |
| Staff CPD  £5,000 | The use of effective and high quality staff CPD to ensure the EEF principles are being followed.  Staff attending training must cascade this information to other staff during staff meeting time, both for teachers and Teaching Assistants. | 1,2,3 |
| Staff Release Time  £1,154.44 | In order for staff to effectively lead their subject area/areas, they are released on a half term basis to look at how their subject is developing in other classrooms around school. | 1,2,3,5 |

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

Budgeted cost: £47,728.82

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Disadvantaged pupils will have timely intervention put in place supported by Teaching Assistants in school to ensure that these children achieve their full potential in the core subjects.  £20,128.22 | Pupils are placed in timely interventions and are monitored carefully to ensure progress in being made and that they are at least in line with their peers nationally.  Interventions in every class will take place in the afternoon for ‘catch up’ groups from the morning English and Maths work for children who may have struggled so that everyone is able to access the work the following day.  Daily interventions in each class will ensure children are reaching their full potential in all areas of English and Maths and that they are at least in line with their peers nationally.  Covid related disruption has had an impact on outcomes this year, with many children achieving lower than expected in end of term assessments.  **EEF Improving Literacy Guidance Report (2019) Recommendation 7** is to provide quality Literacy interventions to match pupils to relevant interventions. | 1,2 |
| Disadvantaged pupils with additional needs will be given specific targeted programmes to ensure progress.  £11,134.76 | SEND children need specific and timely support to ensure access to the curriculum is enhanced. This support takes place in all classrooms.  Teaching Assistants have been placed around school to make use of their expertise so that SEND children make progress. | 1,2,3 |
| Teaching Assistants take children on a one to one basis to support their individual needs. | Teaching Assistants work with children on a one to one basis to ensure the needs of the individual are met.  There are varied interventions that take place. |  |
| Fantastic Book Awards for KS2 disadvantaged pupils and the development of the library resources.  £3,213.94 | Reading for pleasure has social benefits as well and can make pupils feel more connected to each other by discussing their reading material. Reading increases a person’s understanding of their own identity and gives them an insight into the lives of others.  **The Reading Agency 2015** | 1,2 |
| KS1 Reading books which would link to the Little Wandle Phonics programme which was purchased this year to help progress phonics achievement in school.  The linking of the books to the phonic programme will accelerate reading.  £1,410 | School undertook a review of the reading books in Key Stage 1 and have invested in new books to ensure the needs of children were met.  An audit performed by the local English Hub – St John Vianney in Blackpool was undertaken in 2021 and as a result of this, new books were purchased to be used in phonics, Guided Reading and Home School Reading.  **This supports the work of the EEF research.** | 1,2,3 |
| Times Table Rockstars which is used in all classrooms.  £94.90 | Previously, children have struggled with the learning and retention of times tables. Since purchasing his programme, the children have excelled at Times Tables in school and therefore we have seen an improvement in their daily mental Maths work. | 1,3 |
| The Pastoral Lead supports the mental health of the pupils or they are referred to a counsellor linked to school.  £11,747 | There has been an increase in mental health and wellbeing issues in school. The Pastoral Lead deals with those she is able to but she is highly skilled at recognising the signs that children need specific and targeted help and this is provided by a Trinity Hospice Counsellor linked to school. | 4,5 |

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

Budgeted cost: £6,618.91

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Disadvantaged pupils and involved with the EHA/TAF process are given social and emotional support from school and other agencies.  £985.50 | A number of our families require additional support from school over the year.  All children have access to the Pastoral Lead.  The EHA/TAF process involves several members of staff and they support each other and the families to ensure progress is made. | 4,5 |
| An additional lunchtime support member of staff.  £2,084 | This will allow the Lunchtime Supervisor access to both Key Stages to monitor the wellbeing of the pupils. | 5 |
| Free subsidised Breakfast and After School Club places | All pupils have a settled start to the day and arrive on time. | 4,5 |
| School to help provide uniform to the families who need support. | All pupils have the necessary uniform to ensure they are part of the school. | 5 |
| Attendance and Punctuality Issues  £629.41 | Attendance figures for some of our Pupil Premium children are below the satisfactory 96%. There are also lateness issues with some.  The Pastoral Lead phones children if they are late for school everyday, sometimes more than once a day.  If the children do not attend school the Head and Pastoral Lead conduct Home Visits.  There are rewards for good attendance. | 4,5 |
| Wider Curriculum Opportunities  £1,500 | All pupils have access to a wide range of activities in and out of school within and beyond the curriculum experience ie sports, music | 1,2,3,4,5 |
| School Trips and Residential Visits  £1,420 | It is essential that all children are able to attend the School trips and Residential visits over the course of the year for their own wellbeing. | 1,2,3,4,5 |

**Total budgeted cost: £** 64,807.17

# 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.

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| Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.  A great deal of learning took place at home last year and unfortunately some children who did not receive the help they required, for many different reasons, have fallen behind where they should be at the start of this academic year.  At the end of the last academic year, all children in school were given tests such as previous SATs papers and PUMA and PIRA to ensure that this backed up Teacher Assessment. These results have been discussed in a Pupil Progress Meeting at the beginning of the Autumn Term 2021and all staff are aware that children need to be working on their year group expectations in the class and taken for intervention if required to plug any gaps in their learning. Additional Teaching Assistant support is in place for this this year. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Nessy | Education Systems |
| Testbase | AQA |
| Letterjoin | Green and Tempest |
| Teach Your Monster To Read | Usborne Foundation |
| Times Table Rockstars | Maths Circle Limited |
| Purple Mash |  |
| Headstart Comprehension |  |
| Cracking Comprehension |  |
| Bounce Back Phonics | Lancashire County Council |
| Toe By Toe |  |
| The Power of 2 |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |