# schoolo new logoPupil premium strategy statement

## This statement details our school’s use of pupil premium funding (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 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 | 206 |
| Proportion (%) of pupil premium eligible pupils | 14.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| 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 | £45,595 |
| Recovery premium funding allocation this academic year | £3,442 |
| 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 | £49,037.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils in our school make good progress and achieve their full potential across all subject areas. 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. All staff are ambitious about the achievement of our disadvantaged pupils and will strive to ensure they each have the best start to their education. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.  We recognise that disadvantaged children can face a wide range of barriers which may impact their learning and so, in addition to providing academic support, our disadvantaged pupils have access to a wide range of opportunities to develop their cultural capital across a range of different areas of school life.  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. |

## 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 |
|  | Assessments, observations and discussions with pupils and families indicate under developed speech and language skills and vocabulary gaps among some of the disadvantaged pupils from EYFS through to KS2. This year alone, just under a half of the Reception class were assessed by The Language Tree, a bought in Speech and Language support service in order to improve speech and language development in school.  Evidence from The Language Tree Speech and Language assessments from EYFs through to KS2. |
|  | Our internal tracking suggests that disadvantaged pupils find phonics more difficult to master than their peers.  75% of Year 1 disadvantaged pupils did not achieve the 2021 Phonics Screening (1 of 4 achieved)  20% of Year 2 disadvantaged pupils did not achieve the 2022 Phonics Screening. (1 of 5 did not achieve)  Evidence from EYFS and phonics data. |
|  | Two thirds of our disadvantaged pupils are not supported with reading at home and this negatively impacts their development as readers. Therefore, they are daily readers in school. |
|  | More than a third of the disadvantaged pupils in school also have additional needs, with less than a third of these children having statutory support.  Evidence from The SEND Register in school and from EHCP Funding from LCC. |
|  | The attendance of some of the pupils requires improvement. Some of the children do not attend school despite home visits, or will arrive late having missed at least one lesson. For those children who have lower than average attendance levels, it is having a detrimental impact on their learning.  63% of PP children have lower than the 96% satisfactory attendance – Autumn 2022 data.  Evidence from school registers and SIMS. |

## 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 |
| 1 Improved oral language skills and vocabulary among disadvantaged pupils. | A range of assessment data indicates that there has been a significant improvement in these skills for disadvantaged pupils.  There is more engagement in lessons and activities within school assessed evident when triangulated with other evidence such as lesson engagement, book scrutiny and ongoing formative and summative assessments.  Evidence from The Language Tree assessments and intervention work. |
| 2 For the number of disadvantaged children passing the phonics screening checks in line with or above the national expectations for all groups. | The phonics Screening data shows an upward trend in the percentage of pupils achieving the expected standard at the end of Year 1. |
| 3 For all disadvantaged pupils to be receiving the support they need in school to achieve the expected standard in Reading  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. |
| 4 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. |
| 5 Disadvantaged pupils and their families 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. |
| 6 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: £14,580.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to employ a Speech and Language Therapist to screen all children in need of language support and bespoke programmes put in place. | Oral Language Interventions/Toolkit Strand/Education Endowment Foundation/EEF.  Some of our disadvantaged children enter school with weak language and communication skills so the targeted use of approaches supports disadvantaged pupils to catch up with their peers, particularly when provided on a one to one basis. | 1,2 |
| Training for staff on the use of the Colourful Semantics scheme used in support children in school. | Phonics/Toolkit Strand/Education Endowment Foundation/EEF.  This training 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. | 1,2,3 |
| Staff CPD | The use of effective and high quality staff CPD for Phonics and English 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 |
| Enhancement of our Maths and English Teaching and Curriculum Planning in line with DfE and EEF Guidance.  School will find the release time of these subject leads to work with staff to embed key elements of guidance in school. | EEF report indicates that utilising /Mechanisms’ such as Building Teacher Knowledge and Developing Teacher Techniques has a positive impact on all pupil outcomes. | 1,2,3,4 |

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

Budgeted cost: £30,113.33

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted academic intervention by trained Teaching Assistants in school to ensure that these children achieve their full potential in the core subjects.  Higher than average Teaching Assistant support in some classes providing academic, social and emotional support. | Pupils are placed in timely interventions and are monitored carefully to ensure progress is 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.  Small Group Tuition/EEF | 1-6 |
| Disadvantaged pupils with additional needs will be given specific targeted programmes to ensure progress. | 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.  One to One Tuition/EEF | 1-6 |
| 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, including intervention groups for children with social and emotional needs.  One to One Tuition/EEF | 1,2,3,4,5 |
| Fantastic Book Awards for KS2 disadvantaged pupils and the development of the library resources. | 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. | 1,2,3 |

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

Budgeted cost: £17,401.70

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| The provision of a Pastoral Lead to supports children and families in school. | The Pastoral Lead to provide advice and practical support to enable families to overcome barriers to school attendance and engagement.  To provide emotional in-house support to pupils and facilitate external support where required.  EEF Improving Social and Emotional Learning in primary Schools. | 5,6 |
| The commissioning of varied support services to support pupil’s emotional wellbeing, resilience and counselling. | The employment of a counsellor to work with children and families once a week in school.  EEF Improving Social and Emotional Learning in primary Schools. | 5.6 |
| Specific Training for staff to further improve behaviour management. | Support and training through District 2 Inclusion Hub for staff development and individualized support plans for specific pupils.  EEF Behaviour Interventions. | 5 |
| Free subsidised Breakfast and After School Club places | All pupils have a settled start to the day and arrive on time.  EEF Improving Social and Emotional Learning in primary Schools. | 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.  EEF Improving Social and Emotional Learning in primary Schools. | 5 |
| Attendance and Punctuality Issues | Attendance figures for 63% of our Pupil Premium children are below the satisfactory 96%. There are also lateness issues with some.  The Pastoral Lead contacts families when pupils have not arrived at school.  The Head and Pastoral Lead conduct Home Visits.  There are rewards for good attendance.  DfE Improving School Attendance | 4,5 |
| Wider Curriculum Opportunities | All pupils have access to a wide range of activities in and out of school within and beyond the curriculum experience ie sports, music  DfE Music Education Report 2021 | 1,2,3,4,5 |
| School Trips and Residential Visits | 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.  EEF Learning About Culture. | 1,2,3,4,5 |

**Total budgeted cost: £ 62,095.03**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 Performance Data, Phonics Screening Check results and our own internal assessments.  Data suggests that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.  The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.  25% of Pupil Premium pupils achieved the Year 1 Phonic Screening Test in June 2022 – 1 of 4.  80% of Pupil Premium Children achieved the Year 2 Phonics Screening in December 2021 – 4 of 5.  40% of Pupil Premium children in Year 2 achieved expected in Reading at the end of KS1 2022 - 2 of 5.  0% of Pupil Premium children in Year 2 achieved expected in Writing at the end of KS1 2022- 0 of 5.  20% of Pupil Premium children in Year 2 achieved expected in Maths at the end of KS1 2022 – 1 of 5.  75% of Pupil Premium children in Year 6 achieved expected in Reading at the end of KS2 2022 – 3 of 4.  50% of Pupil Premium children in Year 6 achieved expected in Writing at the end of KS2 2022 – 2 of 4.  50% of Pupil Premium children in Year 6 achieved expected in Maths at the end of KS2 2022 – 2 of 4.  75% of Pupil Premium children in Year 6 achieved expected in GPS at the end of KS2 2022 – 3 of 4.  Absence and persistent absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.  Our observations and assessments demonstrated that most pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on some of our disadvantaged pupils has been particularly acute and support is in place for these pupils. |

## 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 |
| Times Table Rockstars | Maths Circle Limited |
| Purple Mash |  |
| 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 |