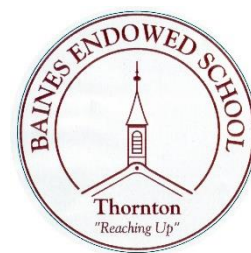


Pupil Premium Strategy Statement

Baines Endowed VC 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 outcome for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	13.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs Gill Finney
Pupil Premium Lead	Mrs Gill Finney
Governor / Trustee lead	Mr Ian Fogg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,370
Recovery premium funding allocation this academic year	£2,493.75
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	£51,863.75

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils in our school are given the best learning opportunities in order for them to 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, such as speech and language knowledge, reading, writing, grammar and punctuation and Maths. This is proven to have the greatest impact on closing the disadvantage attainment gap.

To ensure there is success for all, we will:

- Challenge disadvantaged children with the work planned for them.
- Identify barriers early and put targeted intervention in place.
- Ensure all staff take responsibility for the outcomes of disadvantaged pupils and raise the expectations of what they are able to achieve.

There is also specific support provided to improve attendance, social and emotional development and positive behaviour in school, so that all children have the best chance to achieve their full potential.

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.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Assessments, observations and discussions with pupils and families indicate some under developed speech and language skills and vocabulary gaps among some of the disadvantaged pupils from EYFS through to KS2. The Language Tree, a Speech and Language Support Service, is bought in to help improve speech and language development throughout school.</p> <p>Evidence from The Language Tree Speech and Language assessments from EYFS through to KS2.</p>
2.	<p>Our internal tracking suggests that some disadvantaged pupils find phonics more difficult to master than their peers.</p> <p>50% of Year 1 disadvantaged pupils did not achieve the 2022 Phonics Screening (1 of 2 achieved)</p> <p>14% of Year 2 disadvantaged pupils did not achieve the 2022 Phonics Screening. (1 of 7 did not achieve)</p> <p>Evidence from EYFS and Phonics data.</p>
3.	<p>61% 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.</p>
4.	<p>Our internal and external tracking suggests that 29% of our disadvantaged pupils find some aspects of Maths more difficult to master than their peers.</p> <p>Internal and external assessment data.</p>
5.	<p>33% of the disadvantaged pupils in school also have additional needs, 10% of these children having statutory support.</p> <p>Evidence from The SEND Register in school and from EHCP Funding from LCC.</p>
6.	<p>25% of our disadvantaged children display social and emotional and/or behavioural challenges.</p>
7.	<p>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.</p> <p>50% of PP children have lower than the 96% satisfactory attendance – Attendance data - Autumn 2023.</p> <p>Evidence from school registers and SIMS.</p>
8.	<p>Some of our disadvantaged children face a wide range of barriers which impacts 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.</p>

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
<p>1 Improved oral language skills and vocabulary development among disadvantaged pupils from EYFS to KS2.</p>	<p>A range of assessment data indicates that there has been an improvement in these skills for disadvantaged pupils moving into Year 1 and throughout school.</p> <p>There is more engagement in lessons and activities within school and progression is evident when this is triangulated with other evidence such as lesson engagement, book scrutinies and ongoing formative and summative assessments.</p> <p>Evidence from The Language Tree assessments and intervention work.</p>
<p>2 For the number of disadvantaged children passing the phonics screening checks to continue to be in line with or above the national expectations for all groups.</p>	<p>The Phonics Screening data shows an upward trend in the percentage of pupils achieving the expected standard at the end of Year 1.</p>
<p>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 and intervention.</p> <p>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.</p>	<p>For the disadvantaged pupils to have been placed in effective and timely intervention groups for Reading and other English based work in order to achieve their full potential.</p> <p>This will be assessed through formative and summative assessment.</p>
<p>4 For all disadvantaged pupils to be receiving the support they need in school to achieve the expected standard in Maths through timely additional support and intervention.</p> <p>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.</p>	<p>For the disadvantaged pupils to have been placed in effective and timely intervention groups for Maths, with skilled support staff, in order to achieve their full potential.</p> <p>This will be assessed through formative and summative assessment.</p>
<p>5 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.</p>	<p>SENCO and Class teacher review this progress termly during Pupil Progress Meetings, IEP meetings and EHCP reviews.</p> <p>Data will show that SEND children eligible for PPG are making progress in reading, SPAG, writing and maths, according to their individual starting points.</p>

<p>6 For disadvantaged children displaying social and emotional and/or behaviour challenges and their families to be able to access timely intervention and support from school and other agencies.</p>	<p>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.</p> <p>For these children and families to receive support from the staff in school and the Pastoral Lead, so that school is able to build healthy relationships with parents and children will gain positive attitudes towards learning.</p> <p>For the school counsellor to support those children and families with more complex needs.</p>
<p>7 Disadvantaged pupils to attend school punctually and regularly.</p>	<p>To ensure the attendance of the disadvantaged pupils is at least 96%.</p>
<p>8 Disadvantaged children have access to a wide range of opportunities provided in and out of school.</p>	<p>The children access a wide range of opportunities presented to them by school in order to develop their Cultural Capital.</p>

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: £5,978.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
To 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: £37,630.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic intervention by trained Teaching Assistants in school to ensure that these children achieve their full potential in the core subjects.</p> <p>Higher than average Teaching Assistant support in some classes providing academic, social and emotional support.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Small Group Tuition/EEF</p>	1-6
<p>Disadvantaged pupils with additional needs will be given specific targeted programmes to ensure progress.</p>	<p>SEND children need specific and timely support to ensure access to the curriculum is enhanced. This support takes place in all classrooms.</p> <p>Teaching Assistants have been placed around school to make use of their expertise so that SEND children make progress.</p> <p>One to One Tuition/EEF</p>	1-6
<p>Teaching Assistants take children on a one to one basis to support their individual needs.</p>	<p>Teaching Assistants work with children on a one to one basis to ensure the needs of the individual are met.</p> <p>There are varied interventions that take place, including intervention groups for children with social and emotional needs.</p> <p>One to One Tuition/EEF</p>	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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,018.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
The provision of a Pastoral Lead and outside agencies to support 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 individualised 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.	4,5

	EEF Improving Social and Emotional Learning in primary Schools.	
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 50% 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. Bus passes are provided to help support attendance in school. 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, Forest School. 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: £ 62,627.14

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 Performance Data, Phonics Screening Check results and our own internal assessments.

- 50% of Pupil Premium pupils achieved the Year 1 Phonic Screening Test in June 2023 – 1 of 2.
- 100% of Pupil Premium Children achieved the Year 2 Phonics Screening in 2023 – 3 of 3.
- 25% of Pupil Premium children in Year 2 achieved expected in Reading at the end of KS1 2023 - 1 of 4.
- 25% of Pupil Premium children in Year 2 achieved expected in Writing at the end of KS1 2023- 1 of 4.
- 50% of Pupil Premium children in Year 2 achieved expected in Maths at the end of KS1 2023 – 2 of 4.
- 60% of Pupil Premium children in Year 4 achieved expected in the Multiplication Check at in 2023 – 3 of 5.
- 100% of Pupil Premium children in Year 6 achieved expected in Reading at the end of KS2 2023 – 2 of 2.
- 50% of Pupil Premium children in Year 6 achieved expected in SPAG at the end of KS2 2023 – 1 of 2.
- 50% of Pupil Premium children in Year 6 achieved expected in Writing at the end of KS2 2023 – 1 of 2.
- 50% of Pupil Premium children in Year 6 achieved expected in Maths at the end of KS2 2023 – 1 of 2.
- High quality CPD for phonics has ensured that all staff in school remain well trained for delivering high quality interventions which make a difference.
- Internal evidence indicates that the support from behaviour specialists over the last year is having a positive impact on the behaviour of some of our children.
- Our Pastoral Lead has supported all disadvantaged children and families with persistent absence within the last year and attendance levels are improving.
- Our observations and assessments demonstrated that most pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain. The impact on some of our disadvantaged pupils has been particularly acute and support continues to be 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

Programme	Provider
IDL	Ascentis
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)

<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