

## 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	Bhylls Acre Primary
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Woodall, Headteacher
Pupil premium lead	Jane Woodall, Headteacher
Governor / Trustee lead	Justine Whitehouse

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,940
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38,000</b>

# 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 all pupils. 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, 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're 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
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The children have gaps and misconceptions and find it difficult to retain phonics knowledge.
2	Observations and discussions with pupils indicate that many disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps, they do not read regularly at home.
3	Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Children find it difficult to recall prior knowledge and apply this to their own writing.
4	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The children have gaps in their knowledge and are unable to recall prior knowledge or apply taught strategies.
5	Absence analysis indicates that the attendance of disadvantaged pupils is below non-disadvantaged pupils (85% compared to 92%). Punctuality is also below for disadvantaged pupils (1.74% compared to 0.65 for non-disadvantaged pupils).
6	Observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures This includes social and emotional issues.

## 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
Disadvantaged pupils and those who have 'fallen behind' make accelerated progress and catch-up or exceed prior attainment standards.	End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged pupils have made expected progress from the previous summer.
Ensure pupils receive targeted high-quality intervention monitored by the intervention leader.	End of summer data will also show that 10 – 20% of disadvantaged pupils will have made accelerated progress.  Analysis of interventions will show that interventions have had a positive impact on

	disadvantaged pupil's learning and has helped in accelerating their learning.
Disadvantaged pupils achieve the expected standard in the Y2 and Y1 Phonics Screen	Pupils achieve national average expected standard in PSC
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averaged for non-disadvantaged pupils.
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>Develop pupils social and emotional wellbeing through targeted interventions and whole class support.</p> <p>Provide enrichment activities for pupils to engage with the wider curriculum.</p>	<p>SENCo and Headteacher identify and support families and pupils and work to alleviate barriers to learning.</p> <p>Identified pupils are invited to Nurture and Cool Kids sessions with support staff.</p> <p>Vulnerable disadvantaged pupils are allocated a mentor who will meet with them regularly and provide support/alleviate barriers.</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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for additional teacher to provide cover for SENCo in order to run whole school coaching for teachers and teaching assistants.</p> <p>Provide targeted, structured interventions to pupils across the whole school using catch-up funding and Pupil Premium funding.</p> <p>Interventions to be monitored and evaluated by the Assistant Headteacher</p>	<p>Provision of Quality First Teaching, mastery curriculum and effective challenge for pupils identified as needing to catch-up.</p> <p><a href="#">School Improvement Planning/EEF</a></p> <p><a href="#">Small group tuition/EEF</a></p>	1, 2, 3, 4

Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school.		
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	Quality first teaching / at least good teaching in all classes every day. <a href="#">Using Pupil Premium effectively</a>	1, 2, 3, 4

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	Provision of interventions and challenge teaching for children identified as needing to catch-up. <a href="#">Using Pupil Premium effectively</a>  <a href="#">School Improvement Planning/EEF</a>  <a href="#">Small group tuition/EEF</a>	1, 2, 3, 4
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 of up to 12 weeks. <a href="#">Phonics/Toolkit Strand/Education Endowment Foundation/EEF</a>	1, 2
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts.	Quality first teaching / at least good teaching in all classes every day. <a href="#">Using Pupil Premium effectively</a>	1, 2, 3,4
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.	DfE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. <a href="#">Maths Guidance/Ready to progress</a>	4

	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
--	---	--

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social worker student placement through University of W-ton: 70 day placement for student to work with pupils and their families to support social, emotional and well-being.</p> <p>SENCo to support and liaise with social worker and pupils/families.</p>	<a href="#">Social and emotional learning/EEF</a>	6
<p>Whole staff training on behaviour management and strategies to improve pupil behaviour, particularly during break and lunchtimes.</p>	<p>Targeted interventions and universal approaches can have positive overall effects.</p> <p><a href="#">Behaviour interventions/EEF</a></p>	5, 6
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance officer to monitor and liaise with Headteacher in order 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

**Total budgeted cost: £38,000**

## 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 non-disadvantaged pupils in key areas of the curriculum, specifically in key stage one.

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, was aided by the use of online resources such as those provided by Oak National Academy.

Our 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 when required. Forest Schools significantly supported pupil's social and emotional wellbeing.

### 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
Times Tables Rockstars	TT Rockstars
Literacy Shed +	Ed Shed
Espresso	Discovery Education

## Further information (optional)

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 also commissioned a pupil premium review to get an external perspective.

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.