

# Pupil premium strategy statement 2022-2023



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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	26.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	21 <sup>st</sup> November 2022
Date on which it will be reviewed	1 <sup>st</sup> March 2023
Statement authorised by	Mrs Rachel Stroulger
Pupil premium lead	Mrs Rachel Stroulger
Governor / Trustee lead	Mr Chris Beek

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7021
Recovery premium funding allocation this academic year	£3770 + £2997 Tutoring
Pupil premium (and recovery premium) funding carried forward from previous years	£16,910
<b>Total budget for this academic year</b>	<b>£30,698</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, from all backgrounds, should make progress from their starting points and that this includes the most able children also.

At our school, we are aware that common barriers to learning for disadvantaged children, are less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there are therefore a number of strategies to put into place to accommodate all needs.

It is important to note that at BMPS, 30% of SEND are also PPG and as a whole school, 12 % are PPG + SEND. We must consider our 'double disadvantaged' children as a priority.

Our ultimate objectives are:

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To give the disadvantaged children a broad spectrum/range of extra-curricular activities.

## Challenges

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

Challenge number	Detail of challenge
1	SATs analysis and detailed subject analysis shows that there are gaps between disadvantaged and non-disadvantaged children throughout the school, in all areas of learning, for all year groups – especially Phonics, Reading, Writing and Maths.
2	Baseline assessment shows we need to develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1. 37% of Year 1 are working below expected expectations of RWInc in October 2022 assessments, 40% of Year 2 working at below expected level in Phonics in October 2022 assessments. October 2022 Year R baseline assessments show only 25% of children can hear and say initial sounds & only 37% can listen to others in small groups or 1:1. Wellcom

	assessments show only 25% at age-related expectations and 19% significantly behind.
3	Analysis of end of year assessments following the challenging year of 2021-2022, shows we need to provide support for KS2 pupils in Writing, Reading and Maths so that gaps can be filled. SATs and gaps analysis shows a need for focus on calculations for Year 6 as children were not fluent in making links and mental calculation strategies (see QLA analysis). Focus on extended writing at KS2 also as only 40% PPG achieved EXS.
4	Assessments show that we have a greater proportion (26%) of our families are disadvantaged compared to the National Average (25%). We need to support families of our disadvantaged children, who have poor literacy/numeracy skills themselves and a lack of resources at home. We need to support families to engage more with their child's learning journey.
5	Data analysis of attendance data shows that there must be a focus to continue to improve/maintain attendance for PPG children at NA (94.6%) or better. 2022 attendance was 92.8% for PPG.
6	Assessments, observations and discussion with pupils show that there are a number of social and emotional issues for disadvantaged families, notably lack of enrichment activities. To give the disadvantaged children a broad spectrum/range of extra-curricular activities.

## Intended outcomes

**Teaching priorities for current academic year – 3 PPG children in Year 6 (21% of the cohort) 33% of PPG (1/3) is also SEND.**

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
Increased attainment at the end of Key Stage 2 by disadvantaged pupils. Children will have increased knowledge of being able to summarise and gain meaning from texts.	Achieve NA Progress Scores in KS2 (0 or better). 100% of PPG at KS2 achieve EXS+ (NA 64%, therefore above).  Gaps analysis will show that more children have answered the questions correctly. All children throughout the school will have engendered more of a passion for reading after attending events and being immersed in books.
Increased attainment in Writing by the end of Key Stage 2 by disadvantaged children. Children will have increased stamina for writing and will have	Achieve NA Progress Scores in KS2 (0 or better). 100% of PPG at KS2 achieve EXS+ (NA 67% therefore in-line).  Star Write books will be completed for all children. Teachers will have a better knowledge of children and will be able to assess the children against the frameworks in the books.

completed a range of genres across the school.	
Attainment will be higher in Maths at the end of Key Stage 2. Children will be fluent in arithmetic.	Achieve NA Progress Scores in KS2 (0 or better). 100% of PPG at KS2 achieve EXS+ (NA 67% therefore in-line). SATs analysis and gaps analysis will show that children are more fluent with the 4 calculations. SATs analysis will show that the children have answered the high value questions.
Higher attainment in Phonics check in Years 1 and 2. Children will be able to decode and blend words.	Achieve 63% (NA 82%) at the Phonics (only 8 children (50% SEND) Check for Year 1. PPG = 3, aiming for 33% of PPG (1/3) to achieve Year 1 phonics (2/3 PPG are SEND). Achieve 80% (NA 92%) at the Phonics Check for Year 2 (12/15 children, 3x SEND – significant need, only 1 to achieve).
To achieve and sustain improved attendance for all pupils, especially the disadvantaged pupils.	Continue to improve/maintain attendance for PPG children to NA (94.6%) or better.
More children will achieve GLD at the end of EYFS.	75% of cohort (12/16) to achieve GLD (NA 65%) Currently 2 PPG children in Year R, 50% to achieve GLD. Children will be confident and ready to move into KS1.

## 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: £3,150 + £5,460 + £7,500 + £3,200 = £19,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional KS2 Maths/Writing Teacher (3.5 hours a week) <i>Maths/Writing teaching to 1:1 and small groups of Year 5 and 6 children.</i> 3.5 x £30 = £105 a week £105 x 30 weeks = <u>£3,150</u>	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> Research to support the intervention of Maths at KS2: <a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Additional Year 1/2 Teaching Assistant (7 hours a week) <i>Phonics Catch Up teaching, 1:1 and small groups of children</i> 7 x £20 = £140 a week £140 x 39 weeks = <u>£5,460</u>	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: <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Additional Year 1/2 Teaching Assistant (12.5 hours a week) <i>Catch Up teaching, 1:1 and small groups of children</i> 12.5 x £20 = £250 a week £250 x 30 weeks = <u>£7,500</u>	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Additional KS1/2 Teaching Assistant (5 hours a week) <i>SALT work: Catch up teaching, 1:1 and small groups of children for Wellcom work or follow up strategies from SALT therapist</i> 5 x £20 = £100 a week £100 x 32 = <u>£3,200</u>	Oral language interventions 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: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

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

Budgeted cost: £3600 + £700 = £4300

Activity	Evidence that supports this approach	Challenge number(s) addressed
6 x additional SALT days to address SALT challenges in EYFS. 6 x £600 = <u>£3600</u>	Oral language interventions 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: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
2x additional days of SLST assessments to address challenges across all year groups for specific children. 2 x £350 = <u>£700</u>	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Assessments from external SLST can provide guidance for teaching, families and additional support. <a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning/">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

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

Budgeted cost: £1200 + £1600 + £485 + £2500 + £1000 + £303 = £7,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of Fresh Start resources to support Phonics/SPAG teaching in Years 3 and 4 ( <u>£1200</u> )	It is vital to include parents in the learning journey of their children. By purchasing books and Phonics/Writing resources, we can engage parents in the teaching of these strategies at home.  <a href="https://educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Additional TA support on the bus journey to and from school to support the	Evidence shows that if children are self-regulated and are emotionally stable and resilient, they are more likely to flourish at	5

PPG children actually attending school. 2.5 hours a week £50 a week x 32 = <u>£1,600</u>	school. By having an adult to work with them to get them to school, this will provide this.  <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
To create whole school events which are a stimulus to writing for all, as well as events to develop and boost self-esteem. £485	Evidence shows that children engaged in the Arts, also develops their learning in other curriculum areas also. The SEMH qualities are developed alongside this as the children benefit from different stimulus events in school and this enhances their participation.  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1 - 6
Focus on wellbeing for disadvantaged children (uniform & music tuition). £1000 for uniform, £1500 for music ( <u>£2500</u> )	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4, 5, 6
Purchasing of assessment materials, CPG booster books and White Rose assessments to determine bespoke teaching for groups of children. ( <u>£1000</u> )	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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Contingency fund for acute issues. ( <u>£303</u> )	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.	All

**Total budgeted cost:** £19,310 + £4,300 + £7,088 = £30,698

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Target	Outcome 2022
Progress in Reading	Achieve NA Progress Scores in KS2 (0 or better). 85% of PPG at KS2 achieve EXS+ (NA 64%, therefore above)	60% of PPG achieved Reading, so in-line with NA.
Progress in Writing	Achieve NA Progress Scores in KS2 (0 or better). 67% of PPG at KS2 achieve EXS+ (NA 67% therefore in-line)	40% of PPG achieved Writing, below NA, just below target by 2 children.
Progress in Mathematics	Achieve NA Progress Scores in KS2 (0 or better). 67% of PPG at KS2 achieve EXS+ (NA 67% therefore in-line)	60% of PPG achieved Maths, in-line with NA.
Phonics	Achieve 87% (NA 82%) at the Phonics Check for Year 1. PPG = 3, aiming for 67% of PPG (2/3) to achieve Year 1 phonics. Achieve 73% (NA 92%) at the Phonics Check for Year 2 (10/14 children, 4x SEND – significant need).	Achieved 73% Year 1 Phonics Check. (1 PPG passed, 2 significant SEND). 67% of Year 2 passed Phonics Check. 0% of PPG (0/2)
Attendance	Continue to improve/maintain attendance for PPG children to NA (94.6%) or better	PPG attendance at 92.8% so above NA.
GLD	50% of cohort (4/8) to achieve GLD (NA 71%) Currently 1 PPG child in Year R, 100% to achieve GLD.	57% achieved GLD (NA 71%) 0 PPG did not.

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 check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Here are some of our findings for other year groups:



Year 2 – same % of PPG and Non-PPG achieved EXS in Reading. No gap.

Year 3 – More PPG children achieved EXS in Writing than Non-PPG (75% PPG, 50% Non-PPG).

Year 3 – 100% of PPG children achieved EXS in Maths, compared to 70% Non-PPG.

Year 4 – small gap of 10% between PPG (67%) and Non-PPG (77%) achieving EXS in Maths.

Year 5 – 100% PPG achieved EXS in Reading, compared to 56% of Non-PPG.

Year 5 – 100% PPG achieved EXS in Maths, compared to 70% of Non-PPG.

Year 5 – 100% of PPG achieved EXS in Writing, compared to 80% of Non-PPG.

This clearly shows that there still remains a gap between PPG and Non-PPG in some year groups, as well as significant higher levels of attainment in other year groups too. We need to continue to focus on Year 6 to make sure those 100% achieve well this year also in 2023.

With reference to Challenge 6, we need to continue to provide a broad spectrum/range of extra-curricular activities for our disadvantaged families. Monitoring from 2021-2022 shows that pupils and families really benefited from the support of the different events that were organised in school ie BMX challenge, climbing wall, visit to NCBC, subsidising the residential visit away. The focus on emotion coaching has given children the language to express their anxieties as well as express how much they enjoy and reflect on these events in school.

## Externally provided programmes

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional) – N/A

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

**Further information (optional)**

N/A
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