



Everybody Learns - Everybody Cares

Bede Community Primary School

Pupil Premium (PP) Strategy Statement – 2022 – 23

Detail	Data
Number of pupils in school	192
Percentage of pupil premium eligible pupils	40%
Academic year / years that our current Pupil premium strategy plan covers	22-23 / 23-24
Date on which it will be reviewed	October 2022
Statement authorised by	Nick Anderson
Pupil Premium lead	Nicky Wright
Governor lead	Jaqui Ridley

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£123, 265
Recovery premium funding allocation this academic year	£6,937
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£130,202

Part A: PP strategy Plan

Statement of Intent

At Bede Community Primary School, a large proportion of our pupils are eligible for Pupil Premium funding. Many of these children have additional barriers to their learning. Our aim is to offer under-served pupils opportunities and high-quality resources so that learning and social gaps are closed in comparison with children from more advantaged backgrounds. We believe in an exciting, challenging and relevant curriculum that supports our vision of life-long learning.

Our PP strategy is based on data / trends and informal / formal observations. We know that we have to address an extremely low baseline on entry to our Reception class. We do this by prioritising staffing levels in all areas of the school to support quality first teaching), through interventions, including our ABC group, and a rich and varied curriculum underpinned by communication and language and the development of curriculum skills.

We prioritise quality first teaching across our school, which supports all children. careful planning, effective teaching and accurate assessments allow us to identify and support children who are at risk of falling behind their peers.

Challengers

Challenge number	Detail of Challenge
1	Communication and language skills are extremely low on entry into school.
2	Assessment, observations and discussions with staff highlight that disadvantaged children have a greater difficulties retaining basic skills (vocabulary, SPAG and basic number facts).
3	Lack of communication and lack of development around early language skills due to limited access to speaking and reading opportunities at home / pre-school groups.
4	Limited parental involvement with children's education, including home work and home learning not being supported by some families. Limited time spent reading out of school , and limited support with pupils' developing the basic learning and self help skills to be ready for school.
5	Multiple barriers to learning: some disadvantaged children also have SEND needs, emotional regulation needs, support from children's services.
6	High levels of SEND across school.
7	Levels of engagement during the pandemic varied. As a result, many children need focussed support and curriculum alterations to catch up to ARE.
8	High levels of mobility / increased number of non-English speaking children admitted to classes.
9	Emotional needs / wellbeing of pupils – targeted support and intervention is required.
10	Increasing support required for families including financial advice and signposting, children's services / Early Help for children and families' support.
11	Lower attendance in Reception / KS1 (disadvantaged pupils)
12	Limited opportunities for physical activity and development leads to many children who are not physically equipped to cope with school life, and their lack of physical development readiness affects their ability to learn.

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>All children make rapid entry from low starting points in Early Years through quality first teaching, appropriately matched interventions, quality resourcing and environment, and relevant visits that link tightly to the curriculum. <i>This outcome is still appropriate, especially with our youngest children missing large gaps of teaching time in their formative years.</i></p>	<ul style="list-style-type: none"> • High quality first teaching leading to active learning, high motivation and engagement across the school in all observations (formal / informal). • Children will be involved in high quality individual and small group interventions – which will focus on the needs / gap of the pupil.

	<ul style="list-style-type: none"> • Children will make progress in basic skills and apply this in their everyday lessons • Children with gaps in their learning will be prioritised to allow them to catch up. • Educational visits will be planned to compliment learning and enrich experiences.
Children develop their basic skills, including phonological awareness, speaking and listening, reading and number work.	<ul style="list-style-type: none"> • Children will have greater understanding of core basic skills. • ABC group children (KS1 and KS2) will receive structured daily personalised numeracy and literacy sessions targeting their individual needs allowing these children to close the learning and attainment gap. This will have a huge impact on quality-first classroom teaching as the range of abilities in the classroom is narrowed • Assessments evidence all children are making progress with their basic skills. • Children are able to utilise and transfer skills into all aspects of their learning. • Online reading apps to track progress and range of literature to have a positive impact on attainment and understanding of reading.
Children develop their emotional resilience to their challengers / barriers that they face on a day-to-day basis.	<ul style="list-style-type: none"> • Children to learn new mindfulness strategies and overcome barriers to learning. • Learning opportunities will improve as the children develop strategies of mindfulness to cope with new challenges.
Accelerate progress in reading for pupils eligible for PP funding.	<ul style="list-style-type: none"> • Quality first teaching, interventions and on-line resources lead to improved outcomes for reading.
Improve the attendance of PP pupils across the school.	<ul style="list-style-type: none"> • Pupils, including disadvantaged pupils, across the school to reach an attendance rate of at least 96%.

	<ul style="list-style-type: none"> • Sharp focus on attendance by attendance team and teachers. • Persistent absence is inline with national data for all pupils.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery funding) this academic year to address the challenges listed below.

Teaching

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Ensure all staff receive high quality phonics, reading, writing and maths CPD	<ul style="list-style-type: none"> - Teacher subject knowledge 	1, 2, 3, 5 and 7
Additional curriculum resources purchased to support teaching and learning across the school	<ul style="list-style-type: none"> - Teaching approaches have strong evidence of positive impact on pupils (inc. disadvantaged). 	1, 2, 3 and 5
Reading and writing: develop teaching strategies and curriculum through action research – focussed on raising attainment. CPD for staff and curriculum development time	<ul style="list-style-type: none"> - Teacher subject knowledge 	1, 2, 3 and 5
ABC group for KS1 and KS2	<ul style="list-style-type: none"> - Our school-based evidence shows that smaller class sizes have an impact on learning (closes learning gap / teachers to focus on individual need). - Children get an educational diet that meets their needs. 	5, 6 and 7
Provision of high quality teaching and learning, consistently high curriculum standards throughout the school observed through formal and informal observations	<ul style="list-style-type: none"> - Delivering appropriate interventions to pupils at the earliest opportunity. - We will target high quality interventions to help diminish the difference in learning gaps. - Research indicates small group 	1, 2, 3, 4, 5 and 7

	interventions; 1:1 work accelerates progress; early interventions are proven to be more effective.	
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Targeted academic support (for example , tutoring, , one to one support structured interventions)

Budget cost: £6,937

Activity	Evidence that supports this approach	Challenge number (s) addressed
Use of known staff to support mentoring and school led tutoring for pupils whose education has been impacted by the pandemic.	Specific needs and knowledge gaps are targeted through tuition, and this is an effective method to support low attaining pupils or those who fall behind both in 1:1 learning and small groups.	1, 2, 3, 4, 5, 6 and 7
Targeted language intervention for EY to support catch up in early literacy.	Oral language interventions can have a positive impact on pupils' language skills. Approaches on S and L and a combination of the two show positive impacts on attainment.	1, 2, 3, 4, 5, 6 and 7
Targeted phonic intervention for EY and KS1.	Phonic approaches have strong evidence of positive impact.	1, 2, 3, 4, 5, 6 and 7
Targeted reading intervention / Reading Plus and 1:1 / small group sessions	Increase teachers' subject knowledge Phonics toolkit Reading comprehension strategies	1, 2, 4, 5, 7 and 8
Access to quality reading books at home	Reading scheme Library boxes Online library Reading Plus	1, 2, 4, 5, 7 and 8

Wider Strategies (related to attendance, wellbeing and behaviour)

Budgeted cost: £52,995

Activity	Evidence that supports this approach	Challenge number (s) addressed
Family Support Worker to work closely with staff across the school to support families with attendance	Improving attendance Case studies	9 and 11

Ensure that PP children have equal access to extra curricular learning opportunities – including visits, clubs etc.	Breakfast club Evaluation reports Discussions with children, staff and parents	5, 10 and 11.
Support pupils with emotional needs through a range of support groups to improve resilience (CYPS, EWBT, etc.)	Changing the mindset will allow children to tackle problems with greater confidence and resilience.	9 and 10

Total budget cost £130,202

Part B: Review of outcomes from the previous year's PP strategy

This details the impact that our PP activity had on pupils in the 2021 – 2022 academic year.

The desired successful outcomes from the last academic year's PP strategy were:

- A. All children make rapid entry from low starting points in Early Years through quality first teaching, appropriately matched interventions, quality resourcing and environment, and relevant visits that link tightly to the curriculum.
- B. Children develop their basic skills, including phonological awareness, speaking and listening, reading and number work.
- C. Children develop their emotional resilience to their challengers / barriers that they face on a day to day basis.

Early Years

- Reception aged children made good progress from very low starting points. 60% achieved a good level of development (our highest ever). There were changes to the structure of the school day and staffing levels were prioritised to ensure that teaching was regular, pointed and effective. The curriculum leader and EYFS leader worked on a strategy to ensure that gaps in learning were quickly addressed.
- Early Years classrooms were set up to support emotional resilience of the pupils. Pupils with additional needs were carefully supported throughout the year.
- There was a careful focus within the Early Years curriculum, to give children the opportunities to make strong and meaningful relationships and dealing with conflict with their peers.

Key Stage 1

- The KS1 teachers, curriculum leader and English leader designed a timetable to make maximum use of staff to support phonic teaching and interventions. Gaps in children's learning were identified and further support was put in place.
- Increased staff ratios across KS1 allowed bespoke focussed teaching for pupils with attainment gaps.

- Children were carefully supported around their emotional resilience and well-being. The curriculum leader led work and training on our super learning powers. Children were noticeably more confident, motivated and resilient by the end of the academic year.
- The attendance team worked tirelessly to carefully monitor attendance.
- CPD was completed by all staff using training provided by our EP service. This looked at ADHD, ASD, bereavement, etc.

KS2

- Attainment at Key Stage 2 was above national averages for combined scores attainment. Progress at Key Stage 2 was at least very good and in some cases outstanding. We were able to target children (78% of this class were disadvantaged) children through 1:1 and small group teaching.
- Reading Plus was purchased to support the fluency, comprehension, stamina, vocabulary of our Key Stage 2 children.
- Children were carefully supported around their emotional wellbeing and resilience. Referrals into EWBT/CYPS/ etc. supported children who required further emotional support or specialist input.

The HT, SBM and FSW carefully monitored attendance. We were disappointed that the attendance figure for the whole school did not meet our target (93.75%); however, this figure was the highest attendance in our cluster.

Breakfast Club for all pupils started at 7:45am and was available for all children free of charge.