

Pupil Premium Strategy Statement: 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bagthorpe Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	13% (21 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021 Updated September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body
Pupil premium lead	D. Walton (HT) Y. Pearse (DHT)
Governor / Trustee lead	L. Kitts Vice-Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,790
Recovery premium funding allocation this academic year	£3,770
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	£44,560

Part A: Pupil premium strategy plan

Statement of intent

We aim for excellence in achievement and personal development by having a broad, balanced curriculum, which promotes a love of learning and is underpinned by our seven core values; moral purpose, humility, compassion, integrity, accountability, courage and determination.

Our intention is that all our children, 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 children to achieve this goal, and to enable those who are already high attainers, to sustain their progress.

Our current pupil premium strategy plan works towards achieving these objectives by adopting a tiered approach, to help balance the elements of improving teaching, targeted academic support and wider strategies.

We focus on a small number of priorities each year, which are selected on the basis of strong external evidence, which we use to help us understand what is most likely to make the biggest difference for children from disadvantaged socio-economic backgrounds.¹

We then aim to put this to work by embedding it in a wider strategic cycle – with a constant focus on effective implementation.

Our primary focus is on **Quality-First Teaching**, because the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their children.² This includes both closing the gap between disadvantaged children and their peers, whilst simultaneously benefitting all other groups.

Secondly, we adopt **Targeted Academic Support** through specific interventions, again based on research evidence, our own evaluations and children's needs.

The third tier includes a number of **Wider Strategies**, each of which combine to provide a safe, secure and supportive context and foundation for learning. This also includes strengthening home-school links.

¹ The EEF Guide to the Pupil Premium – Autumn 2021

² <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning>

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oracy and vocabulary is more prevalent amongst disadvantaged children.
2	Progress in reading and writing has been impacted by the pandemic. Our reading assessments show a 1.0 scaled score gap between FSM/non-FSM children. In writing, FSM children outperformed their peers, but discussions with teachers, and observations identify writing attainment as a concern.
3	Parental capacity and engagement.
4	Social and emotional wellbeing.
5	Poor attendance and punctuality.
6	Limited wider or extended opportunities , for example: • visiting places beyond the local area; • develop artistic skills; • accessing clubs, visits, activities or extended provision.

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.

Challenge number	Intended outcome	Success criteria
1	Improved oracy and vocabulary amongst disadvantaged children.	Assessments and observations indicate significant improvements in oracy and vocabulary among disadvantaged pupils, as evidenced in work scrutiny, engagement in lessons and ongoing formative assessment.
2	Improved attainment and progress in reading and writing for disadvantaged children.	Monitoring activities confirm teacher expectations are high and that the children are making good progress. KS2 outcomes in 2025/6 show that more than 85% of disadvantaged children met the expected standard.
3	To improve engagement with the parents of disadvantaged children.	Parental surveys and discussions with parents confirm that: Parents are challenged and supported by school and in turn are equipped to challenge and support their own children. Parents feel involved in and part of the school.
4	To achieve and sustain improved wellbeing for all children in our school, and particularly our disadvantaged children.	Sustained high levels of wellbeing from 2025/26 demonstrated by:

		• Qualitative data from student voice, student and parent surveys and teacher observations • Staff are able to cite examples of how children's behaviour, social skills and attitudes to learning have improved • Staff feedback in Pupil Progress Meetings indicates improvements in levels of children's wellbeing. • Evidence of equity in selecting children for school leadership roles.
5	To improve levels of attendance and punctuality for all children, particularly our disadvantaged children.	Attendance of Pupil Premium children is in line with or above the national average for non-pupil premium children. Punctuality is not identified as an issue for disadvantaged children.
6	To provide wider or extended opportunities and enable access for disadvantaged children.	Increased participation in enrichment/wider activities particularly amongst disadvantaged children.

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: £18,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy across the school curriculum in order to support children to articulate key ideas, consolidate understanding and extend vocabulary. We will fund CPD for Subject Leaders to access relevant training, including release time for development work.	There is a strong evidence base that suggests oral language interventions including comprehension are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Employ teaching assistants to enable class teachers to provide improved, precise feedback to children.	Providing feedback is a well evidenced approach, which has a high impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Purchase Little Wandle, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children. Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF- Phonics High impact for very low cost based on very extensive evidence - +5 months Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices, through use of the Life Education SCARF curriculum and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £5,825 (+£3,335 Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional PE sessions led by sports coaches, instead of class teacher, and with emphasis on outdoor adventurous activity, enables class teacher to work alongside partner class teacher colleague, in a pair, to focus closely on quality first teaching and high-quality feedback. Disadvantaged pupils to be targeted for additional support in writing, phonics and mathematics, depending on priorities throughout the year. (Completed 2021/22)	Providing feedback is a well evidenced approach, which has a high impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Peer tutoring and metacognitive strategies will also be employed during these sessions, both of which are also well documented by EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 4
Reading Comprehension Strategies and Switch On Reading training for TAs in KS2 and commencement of tightly structured reading intervention programme.	Reading Comprehension Strategies EEF Individually tailored targeted support dependent upon the need of the child; fluency and decoding, or reading comprehension.	
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. For younger children, this will include an ECaR-led intervention. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Focused and purposeful TA-led interventions, using tailored programmes, where appropriate.	Gap analysis and teacher formative assessment informs teacher judgement about appropriacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	2

	toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Artist in Residence to run weekly art classes for children who will benefit from extension in art or social and emotional support through art. All our disadvantaged children participate in this programme. (Completed 2021/22) For 2022/23 the Artist in Residence is working with children in the context of their class in order to extend CPD opportunities and allow the Class Teacher to focus on the PP children.	There is a strong evidence base that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 4, 5, 6
Embedding principles of good practice as set out in the Trust's Attendance Self-Evaluation tool and the DfE's Improving School Attendance This will be used by SLT and Governors to enhance existing strategies in place.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. RAG rated Trust self-evaluation tool evidences improvement over time.	5
Financial support to enable disadvantaged children to access services, such as breakfast club, music tuition and school visits.	Access to services and participation in enrichment activities, including visitors in school and visits out of school, broadens children's horizons.	1, 6
Contingency fund for acute issues.	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: £37,270

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 2021 to 2022 academic year.

Challenge 1: Improved **oracy and vocabulary** amongst disadvantaged children.

In 2022:

- EYFS assessments indicated 73% children made expected progress in Communication and Language.
- In **phonics (Y1)** 100% PP children passed the screening compared with 71% non-PP children.
- In **reading (YR to 6)** 84% PP children made expected or better progress, compared with 85% non-PP.
- In **speaking and listening (YR to 6)** 96% PP children in YR-Y6 made expected or better progress, matching 96% non-PP.

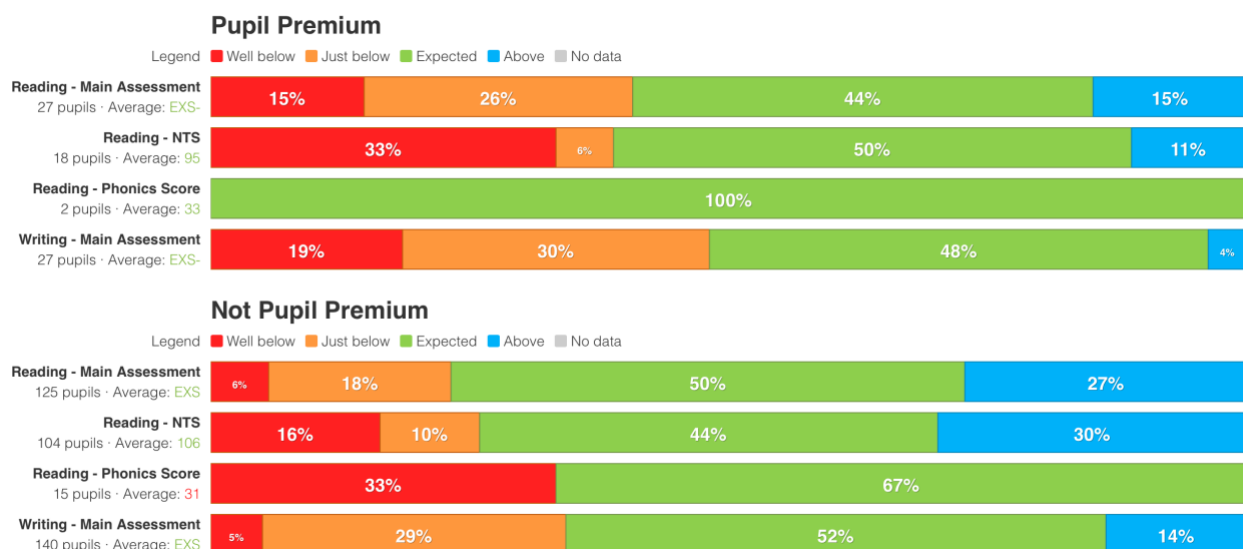
The development of children's vocabulary is a priority evident in children's work. This includes the learning and application of complex vocabulary in children's independent written work.

Challenge 2: Improved **attainment and progress in reading and writing** for disadvantaged children.

The data below shows that although PP children outperformed their peers in phonics, we still need to continue to take action to narrow the gaps in both reading and maths in order to achieve our ambition for the outcomes of our PP children to match those of their non-PP peers. This is now being addressed through the use of NTP funding, which is targeted at PP children, combined with a tighter deployment of teaching assistant support, focusing on interventions to support the lowest attaining 20% of children.

Following training for all staff Little Wandle for Phonics is now being embedded across school, which has already led to an improvement in consistency.

Gaps between PP and non-PP children across the whole school



Challenge 3: To improve engagement with the parents of disadvantaged children.

As part of the consultation with parents regarding the proposal to join a multi-academy trust we asked parents what they particularly valued about the school and what they would like us to further develop. The overwhelming response of parents surveyed, including those of disadvantaged children, mentioned belonging, values and the sense of family that they felt was a strength; they felt involved in and part of the school family.

In terms of challenge and support, staff work hard to promote support for home including regular contact. The HT discusses attendance (detailed in Challenge 5) directly with parents as well as writing formally to challenge poor attendance. These discussions balance support and challenge, with a focus on the academic impact of absence and the fact that missed school days are irreplaceable.

School is proactive in following up any parents who do not attend Parents' Evenings in order to ensure that they receive a full update about their child's progress at school.

Whole school Let's GLOW! Days are organised in a way to make school and staff accessible and inviting to all parents and to maximise our engagement with them.

Challenge 4: To achieve and sustain improved wellbeing for all children in our school, and particularly our disadvantaged children.

Qualitative data from children's voice, parent surveys and teacher observations told us that the children are happy at school and this was particularly apparent in the research we undertook to gather their views about the future vision for the school.

Children said, they love their teachers, the woods, the trim trail, reading, Achievement Assembly, core values, sports coaches, uniforms and special days such as Let's GLOW! and Sport Enrichment, TTRS and laptops for everyone.

Children talked about the notion of equity, through comments such as, "...everyone being treated the same."

Staff are able to cite examples of how children's behaviour, social skills and attitudes to learning have improved, though we recognise the need to continue to prioritise the development of children's confidence, independence and resilience.

Children as leaders is an area to which we have given greater attention resulting in positive wellbeing, evident in children's attitudes, responses to and ownership of leadership.

Weekly sessions learning outside the classroom are built into timetables.

Annual Healthy Living Day as part of our Sport Enrichment Programme.

Next year we will be initiating the use of Leuven Scales as a means to gather qualitative data in terms of children's wellbeing and involvement.

Challenge 5: To improve levels of attendance and punctuality for all children, particularly our disadvantaged children.

Attendance of Pupil Premium children is in line with or above the national average for non-pupil premium children. Currently the position is as follows:

	2021-22	Sept - Dec 2022	Trend
Pupil Premium	91.83%	93.17%	+1.34%
Not Pupil Premium	94.92%	94.24%	-0.68%
Gap	3.09%	1.07%	

This indicates an increase in PP attendance and a narrowing of gaps between PP and non-PP children throughout school. Overall figures are much lower than the schools previous best of 97%+. Because the school is still recovering from the disruption caused by the pandemic and is still working hard to re-establish expectations in this area. Punctuality is not currently identified as an issue for disadvantaged children.

Current PA levels for PP children is 16.67% as opposed to 12.14% for non-PP children, so this gap will also be monitored and addressed through close regular contact with parents in order to provide the relevant support and/or challenge.

Challenge 6: To provide **wider or extended opportunities** and enable access for disadvantaged children.

Whether arranging educational visits, or inviting visitors in to school, staff act deliberately to seek out and plan activities that will provide children with access to opportunities that may otherwise lie outside of their experience.

The school's extensive grounds offer a wealth of opportunities, for learning outside the classroom, environmental education and outdoor adventurous activity, which staff build into their weekly provision. All children have a weekly session, learning outside the classroom.

School is attentive to the restrictions presented by finance and this is taken into consideration when planning events and is proactive in providing support where this is required. This also applies in terms of access to Breakfast Club.

Children show respect for their learning environment, both indoor and outdoor, so are given opportunities to take greater responsibility for their own learning. This means they are more confident, and have become increasingly independent.

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

