

Pupil Premium Strategy Statement: 2021-2022

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	Bagthorpe Primary School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	15% (26 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	D. Walton Head Teacher
Pupil premium lead	Y. Pearse Deputy Head Teacher
Governor / Trustee lead	L. Kitts Vice-Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,935
Recovery premium funding allocation this academic year	£3,335
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	£37,270

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 2024/5 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 2024/25 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 • Family Support Teacher (FST) caseload monitoring confirms improvements in levels of children's wellbeing.
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 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 dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund CPD for Subject Leaders to work with an Education Improvement Adviser, including release time for development work.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, 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.	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
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-toolkit/teaching-assistant-interventions	2

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.	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 set out in the DfE's Improving School Attendance advice. This will be used by the Family Support Teacher and SLT 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.	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 2020 to 2021 academic year.

Overall attendance in 2020/21 was higher than the preceding year at 96.75%, which was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged children was 1.31% higher than their peers (attendance 95.68% cf. 96.99%), so closing this gap will continue to be a priority.

A key element of our strategy, to combat poor attendance, has been the employment of a Family Support Teacher (FST) to continue to mentor and support identified pupils using a regularly monitored triage system, always paying close attention to those children who are disadvantaged. The FST liaises closely with class teachers in terms of children's social and emotional needs, behaviour and attitudes, as well as attendance. The FST caseload is also driven by attendance and parental engagement, both of which have been crucial areas of need throughout the pandemic and which often required intensive work.

Deployment of TAs to provide support to small groups and individuals with low levels of confidence and engagement, including HA pupils, was put in place to improve the quality of feedback, including releasing class teachers to deliver more focused support. This decision was based on the EEF toolkit and discussions and observations confirm improved confidence and attitudes. However, these children also tended to be the ones most significantly affected by the disruption to education caused by the pandemic.

Partial funding was provided to ensure access an opportunity to school visits where financial barriers may have prevented children from participation in wider educational experiences. Whilst the wider program was curtailed due to Covid related restrictions, all disadvantaged children were able to participate in educational visits.

We employed an artist in residence to run weekly classes to raise the self-esteem of children by providing expert at tuition in a small group situation. Discussion with children and staff has confirmed that this activity has positively impacted their self-confidence.

Our assessments and 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 where required. We are continuing to build upon that approach with the activities detailed in this plan.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.