

# The Bawburgh School 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	The Bawburgh School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Governing body
Pupil premium lead	Carla Stedman
Governor / Trustee lead	Chris Scott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,725 (+ £10,288 carry forward)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,013

# Part A: Pupil premium strategy plan

## Statement of intent

### Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring excellent teaching and learning is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as social, emotional and mental health needs (SEMH), attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

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.

## 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 early reading support is crucial to make a difference to disadvantaged pupils, this is particularly evident in the lower school.

2	SEMH needs across the school have increased post Covid-19, Thrive is needed to provide on-going support to disadvantaged and non-disadvantaged children.
3	Assessments indicate that writing support across the school is crucial to make a difference to all pupils. From the review of our remote learning provision and the subsequent return to school, this area of the curriculum was most affected by the pandemic.
4	Attendance for the disadvantaged pupils is lower than non-disadvantaged, absenteeism negatively impacts on their progress.

## 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
Improved phonics skills and reading attainment in KS1.	Outcomes are improved. This is seen through assessments and observations.
Children receive the appropriate SEMH support in a timely manner.	Sustained high levels of well-being, children are in a better place to learn and access the curriculum. This is demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
Improved writing skills and outcomes across the school.	Outcomes are improved. Assessments in school show progress over time. External and internal moderation including observations, formative assessment and summative demonstrates increased engagement and higher standards. More disadvantaged pupils meet the expected standards in 24/25.
Improved attendance of disadvantaged pupils.	The overall absence rate for all pupils is at least in line with National and the gap between disadvantaged and their non-disadvantaged peers is reducing. Targeted support in place.

## 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: £8800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for Writing</p> <p>£2000 VNET</p>	<p>High quality CPD from English Lead</p> <p>Access to high quality external CPD through VNET</p> <p>Internal Writing Moderation</p> <p>External Writing Moderation</p>	3
<p>Quality first teaching for phonics and early reading</p> <p>£1400 Monster phonics and training</p> <p>£1400 per year for 2 years</p>	<p>Support staff accessing school led CPD</p> <p>Subscription to Monster Phonics</p> <p>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.</p> <p>Mentoring for ECT, evidence shows outcomes improve when ITT is reinforced with expert follow on support, coaching and mentoring.</p>	1, 2
<p>Recruit a pupil premium champion who will lead and monitor the inclusive curriculum ensuring the best for all pupils.</p> <p>£4000</p>	<p>Evidence shows that disadvantaged pupils have been worst affected by the impact of the pandemic.</p> <p>As a school we know that building leadership capacity is conducive to good and effective implementation of the strategy.</p>	1,2,3,4

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

Budgeted cost: £ 10,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff led interventions for phonics, early reading and writing.  £8238	Research from EEF shows that 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	1
Teacher led interventions. £2000 (12x 1:3 tutoring groups @£500 per 3 groups)	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	1,3

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

Budgeted cost: £ 5915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing timely access to Thrive and pastoral support for children who need it.  £4629 £150 Boxall £386 Thrive training	Children have improved outcomes when their SEMH well-being is stable and catered for. Both targeted interventions and universal approaches can have positive overall effects.	2
Targeted support for disadvantaged children who are persistently absent (<90%)	Children who attend school, regularly and on time, have better outcomes. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Build experiences to ensure our PP children have equal access to extra-curricular	Children have improved outcomes as their experiences are the same as their peers.	2, 4

activities to raise aspirations for the future (£750)		
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**Total budgeted cost: £ 25,043**

## 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.

See Reviewed Pupil Premium Strategy 2020-21.

### 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