



## The Bawburgh School 3-year long-term pupil premium strategy

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It can be used instead of, or alongside, a one-year strategy.

### **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

### **Barriers to future attainment**

<b>Academic barriers to attainment</b>	<b>Non-academic barriers to attainment</b>
Teaching and Learning is not yet consistently excellent across the school.	Lack of space to allow children access for break out activities/interventions
The approach to targeted intervention requires further embedding across the school.	Impact of small cohort numbers (especially where PP numbers are less than or equal to 5)
	Lack of focus and confidence due to poor mental health and wellbeing

## **Our implementation process**

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

### **Explore**

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

### **Prepare**

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

### **Deliver**

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

### **Sustain**

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

## **Our tiered approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality first teaching for all
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

### **Quality first teaching for all**

1. Encouraging self-led professional development: through research, participation in EEF recommended projects and developing middle and senior leadership
2. Professional development: working with external school improvement providers with bespoke support/CPD for individual teachers

## **Targeted academic support**

1. Structured interventions.
2. Small group tuition.
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

## **Wider strategies**

1. Thrive support for pupils.
2. CPD for all staff around SEMH and childhood development.

Full planning details for interventions are outlined in the '[Intervention planning in full](#)' section.

## **Our review process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of all pupils is regularly discussed with class teachers, once a term.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

## **Accountability**

A member of the governing body has the statutory responsibility to monitor and report back regularly to the full governing board, to ensure that PPG monies are appropriately used.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

## Our funding

Funding summary: Year 1					
Total number of pupils	101	Number of pupils eligible for PPG	11	Indicative PPG as advised in School Budget Statement	£15,070 + £2213 carry forward
				Total PPG	£17,283
				Total planned expenditure	£ 16,280
Funding estimate: Year 2					
Estimated pupil numbers	99				
Estimated number of pupils eligible for PPG	10				
Estimated funding	£16,415				
Funding estimate: Year 3					
Estimated pupil numbers	99				
Estimated number of pupils eligible for PPG	10				
Estimated funding	£14,070				

## Intervention planning in full

Category:	Quality first teaching for all		
Intended outcomes:	<p>1. Encouraging self-led professional development: through research, participation in EEF recommended projects and developing middle and senior leadership</p> <p>2. Professional development: working with external school improvement providers with bespoke support/CPD for individual teachers</p>	Success criteria:	The vast majority of teaching and learning is consistently excellent
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> <li>• Participation in the Nuffield Early Language Intervention (NELI)</li> <li>• NPQML and NPQSL available for teachers as appropriate</li> <li>• NASEN CPD for early career teacher</li> <li>• School improvement partner to offer coaching to aspiring leader</li> <li>• Greater access to additional CPD through virtual platforms (VNET)</li> <li>• Support staff costs for training and implementation of NELI</li> </ul>	<ul style="list-style-type: none"> <li>• NPQML and NPQSL teachers to lead school improvement projects.</li> <li>• Research based projects will develop focused aspects of quality first teaching.</li> <li>• Newly Qualified SENDCo to use acquired knowledge to ensure that provision for all children is appropriately mapped, monitored and evaluated.</li> <li>• Continued access to CPD through the LA and VNET</li> </ul>	<ul style="list-style-type: none"> <li>• Next cohort of teachers to access NPQML and NPQSL as appropriate. Greater accountability for middle and senior leaders.</li> <li>• Continued access to CPD through the LA and VNET appropriate to the needs of staff in school at this point in time.</li> </ul>

Light-touch review notes	Annual review notes: NELI – rolled out across EYFS and KS1 successfully, adults trained. Early career teacher successfully completed NASEN. Coaching sessions took place with VNET consultant. Impact affected by COVID-19 and lockdowns.		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£4000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
Actual expenditure	Year 1	£4349	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

	Total actual expenditure:	£
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Category:	Targeted academic support		
Intended outcomes:	<ol style="list-style-type: none"> <li>1. Structured interventions.</li> <li>2. Small group tuition.</li> <li>3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs</li> </ol>	Success criteria:	School provides high quality support and interventions to address identified specific needs.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> <li>Cost of National SEN qualification (£2000)</li> <li>Supply costs for attendance at NASEN (£1260)</li> <li>Purchase of additional AR and scheme books to support whole school reading interventions (£4000)</li> <li>Subscription to Monster Phonics, to support phonics teaching and interventions (£160)</li> <li>Participation in the government funded NELI project</li> </ul>	<ul style="list-style-type: none"> <li>Subscription to Monster Phonics, to support phonics teaching and interventions (£180)</li> <li>Training costs £600</li> <li>Contribution to TA salary for delivering high quality interventions 1/3 of salary (£4000)</li> <li>Continuation of NELI intervention (£500)</li> </ul>	<ul style="list-style-type: none"> <li>Subscription to Monster Phonics, to support phonics teaching and interventions (£200)</li> <li>Training costs £700</li> <li>Contribution to TA salary for delivering high quality interventions 1/3 of salary (£4200)</li> </ul>

Light-touch review notes	Annual review notes: Successful completion of NASEN, whole school audit of SEN practice and action plan created. Class provision maps in place. AR books purchased and used, children 'love' them. Monster Phonics subscription purchased, adults attended updated training, due to Covid-19 predicted screening results, 79% which is in line with National expectations.		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£ 7420	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
Actual expenditure	Year 1	£ 7345	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
			Year 2	£	Year 3	£

	Total actual expenditure:	£
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Category:	Wider strategies		
Intended outcomes:	<ol style="list-style-type: none"> <li>1. Thrive support for pupils.</li> <li>2. CPD for all staff around SEMH and childhood development.</li> </ol>	Success criteria:	Children's SEMH needs are met and as a result make appropriate progress
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> <li>• Subscription to Boxall Profile (£150)</li> <li>• Thrive yearly online subscription (£450)</li> <li>• Yearly training for Thrive Practitioner (£210)</li> <li>• Contribution to salary costs for Thrive practitioner (£4500)</li> <li>• Build experiences to ensure our PP children have equal access to extra-curricular activities to raise aspirations for the future (£750)</li> </ul>	<ul style="list-style-type: none"> <li>• Subscription to Boxall Profile (£150)</li> <li>• Thrive yearly online subscription (£450)</li> <li>• Yearly training for Thrive Practitioner (£210)</li> <li>• Whole school CPD from school counsellor (£400)</li> <li>• TA costs for additional time to attend training (£100)</li> <li>• Contribution to salary costs for Thrive practitioner (£4600)</li> <li>• Build experiences to ensure our PP children have equal access to extra-curricular activities to raise aspirations for the future (£750)</li> </ul>	<ul style="list-style-type: none"> <li>• Subscription to Boxall Profile (£150)</li> <li>• Thrive yearly online subscription (£450)</li> <li>• Yearly training for Thrive Practitioner (£210)</li> <li>• Whole school CPD from school counsellor (£400)</li> <li>• TA costs for additional time to attend training (£100)</li> <li>• Contribution to salary costs for Thrive practitioner (£4700)</li> <li>• Build experiences to ensure our PP children have equal access to extra-curricular activities to raise aspirations for the future (£750)</li> </ul>
Light-touch review notes	<p>Annual review notes:</p> <p>Thrive continues to support children who need it. Throughout lockdown, Thrive worker supported children and families remotely.</p> <p>£750 wasn't spent due to residential activities not taking place because of Covid-19.</p>	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£ 6060	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
Actual expenditure	Year 1	£5310	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	NOTES	New DfE Pupil Premium template being used as from September 2021, see new document.				