

The Bawburgh School Pupil premium strategy statement



2021/2022 – 2024-2025

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	104
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 2023-24
Date this statement was published	
Date on which it will be reviewed	Oct 2024
Statement authorised by	Governing body
Pupil premium lead	Emma Maudlin
Governor / Trustee lead	Colleen Sharpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,650
Recovery premium funding allocation this academic year	
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	£28,650

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 longterm 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Baseline assessments across in EYFS have highlighted that pupils' starting points in Reception are low across Communication and Language and Personal, Social and Emotional Development.</p> <p>Assessments indicate that early reading and phonics support is crucial to make a difference to disadvantaged pupils, this is particularly evident in the lower school.</p>

	Research concludes that disadvantaged pupils generally have greater difficulties with phonics than their peers This negatively impacts their development as readers.
2	SEMH needs across the school have increased post Covid-19. Pastoral support is needed to provide on-going support to disadvantaged and nondisadvantaged children.
3	Assessments indicate that writing support across the school is crucial to make a difference to all pupils. This is the area of the curriculum which was most affected by the pandemic. Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures. This has resulted in knowledge gaps, leading to pupils falling further behind in are-related expectations in phonics, reading and writing.
4	Attendance for the disadvantaged pupils is lower than non-disadvantaged, absenteeism negatively impacts on their progress.
5	The lack of enrichment, before and after school opportunities (during school closures) and peer interactions have affected all pupils including disadvantaged pupils and impacted on their overall attainment. More families are experiencing poverty which is significant factor since the pandemic.

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>Improved oral language skills in vocabulary skills and vocabulary among all pupils including disadvantaged pupils.</p> <p>To develop early language and vocabulary acquisition, strengthening phonic knowledge and early reading skills.</p>	<ul style="list-style-type: none"> • Monster Phonics scheme embedded throughout the school and track progress half termly. • Phonics screening results in line with or above local and national averages for disadvantaged pupils. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence: engagement, book scrutiny and formative assessments. • All staff are trained to deliver Monster Phonics, including intervention. • Phonics teaching is effective and that phonics progress is linked to progress in reading and writing. • Staff are trained in delivering interventions according to pupils targets, set internally and by other professionals.
	<ul style="list-style-type: none"> □ To introduce Wellcomm to identify chn requiring speech and language support and targeted intervention.

<p>Increased social, emotional mental health needs of children and families.</p> <p>To improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high levels of well-being, children are in a better place to learn and access the curriculum. • Clear pathways of external support for children and families. <p>This is demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • The percentage of pupils persistently absent has decreased.
<p>To support disadvantaged children to make accelerated progress in phonics, reading, writing and maths towards the end of year expectations.</p>	<ul style="list-style-type: none"> • Pupils will make accelerated progress in phonics, writing and maths towards end of year expectations. • Pupils will make accelerated progress from their starting points. • The gap between PP children and non-PP will decrease. • Attainment for disadvantage pupils will be in line with national data. • External and internal moderation including observations, formative assessment and summative demonstrates increased engagement and higher standards.
<p>To improve attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 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. • SLT/SENDCo to identify barriers to attendance and punctuality for pupils and families. • SENDCo to support families and signpost them to external and internal services that can support current barriers around attendance including pupils with emotional school based avoidance and absences linked to medical or SEN needs.
<p>To ensure that disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school.</p>	<ul style="list-style-type: none"> • All pupils in receipt of funding and those deemed vulnerable to attend all off site trips and have equal access to residential trips in KS2 • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Offering a broad and balanced curriculum which increases cultural capital.

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: £13,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for Reading, Writing, Maths.</p> <p>VNET moderation training and CPD: £2200</p> <p>Mentoring of ECT: £2000</p> <p>Book Audit: £2000</p> <p>Maths Mastery: £158</p>	<p>High quality CPD from English Lead</p> <p>Access to high quality external CPD through VNET</p> <p>Moderator Trainer Internal Writing Moderation/External Writing Moderation</p> <p>To embed the Pathways to Write approach across the school.</p> <p>EEF Improving Literacy KS1/KS2 Guidance report.</p>	3
<p>Progress over 22/23</p> <ul style="list-style-type: none"> • Whole class guided reading revisited and CPD provided. • Moderator trainer to lead to effective delivery of internal moderations. • External Local Authority moderation of Writing – this verified accurate teacher judgements. Greater understanding of requirements for Greater Depth which will impact forwards. • Continued phonics CPD and support with the delivery of reading sessions linked to phonological attainment. 		
<p>Quality first teaching for phonics and early reading.</p> <p>Monster Phonics £400</p>	<ul style="list-style-type: none"> • Support staff accessing school led CPD • Subscription to Monster Phonics • 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. • Mentoring for ECT, evidence shows outcomes improve when ITT is 	1, 2
	<p>reinforced with expert follow on support, coaching and mentoring.</p>	
<p>Progress over 22/23</p> <ul style="list-style-type: none"> • All staff and TAs have received CPD for Phonics. • Internal data of regular phonic assessment demonstrated pupils making progress. • 100% of PP children passed the phonics screening in 2023. • ECT mentoring from EYFS specialist 		

<p>Recruit a pupil premium champion who will lead and monitor the inclusive curriculum ensuring the best for all pupils.</p> <p>½ - £6708</p>	<p>Evidence shows that disadvantaged pupils have been worst affected by the impact of the pandemic. As a school we know that building leadership capacity is conducive to good and effective implementation of the strategy.</p> <p>This will enable the curriculum lead to quality assure the curriculum design and implementation for the school. The curriculum will be validated as inclusive and meet the needs of all pupils ensuring that disadvantaged pupils have the adaptations and scaffolding needed to make progress in line with their peers.</p>	<p>1,2,3,4</p>
<p>Progress over 22/23</p> <ul style="list-style-type: none"> • PP Lead in post for a year. • Leadership development is ongoing. • Use of EEF to ensure latest information and research supports planned activities in school. • Increased capacity of leader from Sept 23 which will further impact on outcomes. 		

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

Budgeted cost: £7,877

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support staff led interventions for phonics, early reading and writing. (HLTA) £3191</p>	<ul style="list-style-type: none"> • 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 	<p>1</p>

<p>Interventions:</p> <ul style="list-style-type: none"> • Monster Phonics – additional phonics sessions targeted at children requiring further support to ‘keep up’. Delivered in collaboration with EYFS/KS1 teachers and English Lead. • Pathways to Progress • WellCom – Delivery of a complete speech and language toolkit, from screening to intervention. • Accelerated Reader - £1680 	<p>regular sessions over a period up to 12 weeks.</p>	
<p>Progress over 22/23</p> <ul style="list-style-type: none"> • TAs to use Monster Phonics intervention. Chn identified in the lesson who are not ‘keeping up’ and same day intervention provided. • Chn working significantly behind are receiving weekly phonics interventions. • T and TAs are delivering reading sessions which follow the Monster Phonics scheme and children are reading books in these sessions which align to their phonological ability. 		
<p>Teacher led interventions. £3006</p> <p>Tutoring group:</p> <p>4 hours per week</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p>	<p>1,3</p>
<p>Progress over 22/23</p> <p>HLTA led interventions for Numicon/Pathways to progress and circle of friends. Pathway to progress purchased, need to provide training and arrange delivery. Would be best delivered as a teacher led intervention.</p>		

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

Budgeted cost: £6,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing timely access to pastoral support for children who need it. £3590	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. <ul style="list-style-type: none"> • Pastoral Support - SH • Working with Worries - HLTA • Restorative Conversations (training for TAs) 	2

Progress over 22/23

Appointment of new pastoral support practitioner. Working closely with her and SENCO in 2023/24 to review our tracking system for chn receiving pastoral support and measuring the impact.

Targeted support for disadvantaged children who are persistently absent (<90%) <ul style="list-style-type: none"> • Identify pupil who are falling behind national. • To provide support for families with low attendance. • Review attendance policy. 	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
---	---	---

Progress over 22/23

	All children	PPG	Non PPG
Total Present	95%	92.43%	95.6%
Authorised Absence	3.5%	5.05%	3.13%
Unauthorised absence	1.54%	2.52%	1.26%
Persistent Absentees	13.8% of whole cohort 15 children (out of 109)	32% of PPG 8 children (out of 25)	8.3% of Non PPG 7 children (out of 84)

A high proportion of PPG children had term time holidays, suffered illness, there were also fixed term suspensions.

<p>Build experiences to ensure our PP and vulnerable children have equal access to extra-curricular activities to raise aspirations for the future.</p> <ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural capital 	<p>Children have improved outcomes as their experiences are the same as their peers.</p>	<p>2, 4</p>
<ul style="list-style-type: none"> To support PP families with paying for residential To allow pupils to take part in visits: <p>£750 Resources: £1718</p>	<p>Children have improved outcomes as their experiences are the same as their peers.</p>	<p>2, 4</p>
<p>Progress over 22/23</p> <p>Evaluating the curriculum and what we are able to offer across the curriculum in relation to cultural enrichment. Tracking PP chn and our more vulnerable chn and supporting them to be able to access extra curricula activities.</p> <p>Cultural enrichment: Offered to all:</p> <ul style="list-style-type: none"> UKS2 Lion King workshop and theatre visit to London KS1 theatre trip Norwich Opera project including various workshops/trips/performance Lunchtime sport activities twice a week <p>Offered to all – only a specific number of places available:</p> <ul style="list-style-type: none"> Choir 1:1 piano lessons Guitar <p>Curriculum:</p> <ul style="list-style-type: none"> Garden Schools links John Innes links 		

Total budgeted cost: £28,650

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 Progress comments highlighted in yellow for 2022-23

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