

# 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	Bidford on Avon C. of E. Primary
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils (Oct 2020)	15.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	Oct 2022 – mid term March 2021.
Statement authorised by	Mr A Simms
Pupil premium lead	Miss R Hickman
Governor / Trustee lead	Mrs P Moore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82262
Recovery premium funding allocation this academic year	£7540
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	£89 802

# Part A: Pupil premium strategy plan

## Statement of intent

At Bidford on Avon C. of E Primary School we are committed to providing the very best quality of education for all children and believe that this can be achieved through an inclusive, engaging and creative curriculum that promotes pupils wellbeing; through developing excellent relationships with our stakeholders and through a reflective and responsive approach to the needs of our most vulnerable learners. We aim to improve the academic and pastoral outcomes of our disadvantaged pupils so that they engage fully in school life, develop their experience of the wider cultural life of the community, develop their own aspirations and ambitions and make progress across the curriculum in line with their peers.

Our strategy for quality of education has a tiered approach focusing firstly on high quality teaching and learning, followed by targeted support through individual or group interventions and finally whole-school strategies. We focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation. The approaches adopted are embedded within a broader strategic implementation cycle and selected on the basis of strong evidence from school self-evaluation and best practice research.

## Challenges

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

Challenge number	Detail of challenge
1	Security of basic skills in core subjects – maths / writing/ phonics
2	Learning behaviours – resilience, aspiration, expectation, concentration
3	Attendance
4	Family financial resources and cohesion; home learning support
5	Confidence with language skills, thinking skills, problem solving and reasoning.

## 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
Pupils make good progress in key skills	<ul style="list-style-type: none"> <li>Pupils read regularly, from suitable texts and make good progress in their use of comprehension skills.</li> <li>Identified pupils reach expectations in the statutory phonics test.</li> <li>Pupils make good progress in their use of number and calculation in maths.</li> <li>Pupils make good progress in their use of sentence structure, grammar and spelling.</li> </ul>
Pupils engage actively and take ownership of their learning	<ul style="list-style-type: none"> <li>Pupils work is well presented, demonstrates their productivity and follows school policy on feedback.</li> <li>Pupils able to work independently and for extended periods of time.</li> <li>Curriculum and enrichment activities develop pupil's cultural capital.</li> </ul>
Pupils attend school regularly.	<ul style="list-style-type: none"> <li>Attendance reports evidence the close monitoring and reporting of pupil absence.</li> <li>Individual pupils improve their level of absence to achieve set targets.</li> </ul>
Finances or social issues are not a barrier to pupil's engagement in school life.	<ul style="list-style-type: none"> <li>Pupils have access to the resources they need to engage in school e.g. uniform, food.</li> <li>Pupils are supported to engage in enrichment activities e.g. music, trips.</li> </ul>
Pupils able to communicate their ideas, think confidently about issues and apply these skills to discuss or solve problems.	<ul style="list-style-type: none"> <li>Pupils respond positively to discussion and questioning in class and group activities.</li> <li>Pupils able to describe their emotions and thoughts in support of positive behaviour responses.</li> <li>Pupils able to think critically and systematically in order to understand a problem and/ or suggest solutions.</li> </ul>

## 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: £ 5525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing professional development (CPD) provision from Gateway Alliance	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Effective continuing professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes, particularly for vulnerable pupils. A yearly timetable of CPD for core and foundation subjects ensures teaching staff are effective in maintain the quality of education.	1, 2, 5
Subject leader monitoring	Regular, reflective monitoring of standards including classroom engagement and pupil work ensures teaching and learning is effective in ensuring high standards for vulnerable pupils and supports our cycle of self-evaluation and school improvement.	1, 2, 5

Teaching Assistant (TA) continuing professional development (CPD)	Research on TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). These positive effects are only observed when TAs work in structured settings with high quality support and training. A programme of TA CPD ensures that staff are well prepared to support vulnerable pupils effectively.	1, 2, 5
-------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

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

Budgeted cost: £ 62979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions inc KS1, KS2 & Phonics	<ul style="list-style-type: none"> <li>Regular one to one or small group planned interventions by trained staff are effective in raising the progress of pupils in reading, maths, speaking and listening and writing. Interventions include regular one to one sessions for pupils with specific learning needs; group sessions for pupils just below age related expectations; group pre –teaching activities to prepare pupils for new units of work; monitoring sessions to review pupil progress and productivity. A timetable of DFE funded school tutoring sessions within and outside the school day focusing on vulnerable pupils is also in place.</li> </ul>	1, 2, 5
Year 6 SATs support	<ul style="list-style-type: none"> <li>To prepare pupils for their SAT assessments in Year 6, we split the Year 5/6 class over the Spring term into separate year groups so that the Year 5 pupils can focus on the Y5 curriculum whilst the Y6 pupils can focus on the Y6 curriculum and preparation for the assessments. This provides ensures a consistency across the classes, ensures that our most vulnerable pupils are sufficiently supported and impacts positively on pupil confidence and resilience and on end of Key Stage standards.</li> </ul>	1, 2, 5
Additional resources inc online for home & school; Phonics/Spelling	<ul style="list-style-type: none"> <li>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. It can be particularly engaging and motivating for vulnerable pupils and increase retention of key ideas and knowledge.</li> <li>Teaching children to read as well as possible produces advantages for the individual. Being unable to read significantly narrows the range of work and life opportunities a person can access. Providing a broad range of effective reading resources so that pupils become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances whatever their socio-economic background. We are currently updating our synthetic phonic scheme and our approach to spelling.</li> </ul>	1, 2, 4, 5
Liaison with outside agencies supporting specific needs	<ul style="list-style-type: none"> <li>Engagement with specialist services or agencies ensures that provision for our most vulnerable pupils is based on the best professional advice ensuring that they receive bespoke support and guidance</li> </ul>	1, 2, 3, 4

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

Budgeted cost: £ 21298

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND/Pastoral support inc meet & greet, breakfast	<ul style="list-style-type: none"> <li>Around a third of PPG pupils also have special educational needs and a larger percentage require individual pastoral support. Financial support for our SENCo and wellbeing team ensures that the school is able to respond to pupils needs ensuring their full engagement in school life. Our SENCo delivers interventions at our school to the most vulnerable pupils through implementing Education passports and plans and delivers targeted group interventions or individual support as line manager for a team of teaching support assistants.</li> </ul>	2, 3, 5
Counselling, Play Therapy, Educational Mental Health support	<ul style="list-style-type: none"> <li>Complex social, mental and emotional needs can be a significant barrier to future success. Targeted individual and group sessions aim to support pupils wellbeing and mental health</li> </ul>	1,2
Nurture provision	<ul style="list-style-type: none"> <li>For some children playtime can be a challenge. Nurture provision provides a structured environment in which children can develop the confidence and social skills needed to support positive relationships.</li> </ul>	2, 3, 5
Attendance monitoring	<ul style="list-style-type: none"> <li>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. By monitoring attendance daily we are able to look at trends in pupil absence and communicate with parents/ carers regularly to ensure improvements.</li> </ul>	3
Family support inc Early Help, Foodbank, financial aid, clubs.	<ul style="list-style-type: none"> <li>Poverty has a lasting impact on the future life chances of children and can create barriers to education. By providing family support, access to professional guidance and children's activities supports family cohesion and pupil's full integration into school life.</li> </ul>	2, 3, 4
Wellbeing activities inc after school clubs; forest school; additional music provision & Moves	<ul style="list-style-type: none"> <li>Wider school activities beyond the National Curriculum enrich pupils experience and their interaction with other children. Providing a broad timetable of extra curricular activities and prioritising PPG involvement ensures pupils benefit from this provision. Additional well being activities including Moves supports pupils holistic development – Moves is a program of physical activities designed to address coordination, motor and organisational difficulties.</li> <li>The DFE states that 'The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school'. Music helps bind pupils into the wider life of the school helping with behaviour and confidence and encouraging the creativity and learning skills that can be used across many subjects.</li> </ul>	2, 3, 5

**Total budgeted cost: £ 89802**

# 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.

### Standards

- In 2020 -2021 there were 55 PPG pupils. 22 boys/23 girls; 20 36% on SEND register.
- It is important to note that this academic year was significantly impacted by COVID-19 and pupils experienced significant periods of remote learning during the second lockdown from January – March 2021.
- At the end of the Summer term all pupils were assessed against the national standards. The effect on attainment for PPG pupils with special educational needs and younger pupils was particularly marked, although a significant number were able to attend school.
- The effect of both lockdowns has also had a cumulative effect particularly in standards within writing, where staff were unable to provide the day to day feedback and expectations required to maintain expectations. However, despite these significant challenges pupils in each cohort, apart from Y1 made appropriate progress in reading, maths and writing as a result of the recovery timetable put in place over the Summer term and the majority of PPG pupils without SEND attained the year group standard in reading and maths.

Reading							Maths					Writing								
Year	No	S+	D	Progress (ex-pected 5+)	Year	No	S+	D	Progress (ex-pected 5+)	Year	No	S+	D	Progress (ex-pected 5+)						
Y6	8	3	38%	2	25%	5.6	Y6	8	4	50%	0	0%	8.9	Y6	8	2	25%	1	13%	5.2
Y5	9	4	44%	1	11%	5.9	Y5	9	4	44%	3	33%	7.6	Y5	9	1	11%	0	0%	6
Y4	15	10	67%	1	7%	7.1	Y4	15	8	53%	2	13%	6.4	Y4	15	8	53%	1	7%	6.8
Y3	7	3	43%	0	0%	5.6	Y3	7	5	71%	1	14%	9	Y3	7	1	14%	0	0%	5
Y2	6	3	50%	1	17%	5.8	Y2	6	2	33%	0	0%	4.7	Y2	6	0	0%	0	0%	5
Y1	10	3	30%	1	10%	3.5	Y1	10	2	20%	2	20%	3.5	Y1	10	1	10%	0	0%	3.1

- 9/10 90% of Year 1 pupils made the expected standard in the Year 1 phonic test.
- 28 KS2 PPG pupils were involved in reading/ maths interventions; 16 KS1 PPG pupils received phonic support. Pupils attending intervention groups commented in interviews on the confidence it has given them. As a result of this support they have developed the resilience to work independently in class, managed more challenging work and are able to identify the progress they have made in their learning.

### Attendance

- Whole school attendance during 2020 -2021 was 94.9%. PPG pupil attendance was 91.5%. However 47/55 85% were in line or above the whole school benchmark. The absence of those pupils below this were mainly due to illness, variations in their attendance over the lockdown or particular issues linked to support from social care.

### Pastoral support

- 19 families were provided with food hampers or vouchers; 8 families were supported with Christmas presents; 13 pupil were provided with school uniform or footwear. Parents commented on the value of this support in managing their domestic life over the pandemic and the wellbeing of their children.
- 5 pupils were provided with funding towards school music lessons.
- Pupils attending counselling, mental health or play therapy sessions comment that it has improved their relationships and helped them to develop a greater self-awareness and self-management skills. This was evidenced with their improved engagement and productivity in class.

## 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*

<b>Programme</b>	<b>Provider</b>
Numbots	Maths Circle
White Rose maths scheme	White Rose Maths hub
Education City website	Education software company
1 decision PSHCE/ SRE scheme	1 decision Ltd

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	The premium was used to provide personalised support with reading, maths and phonics.
What was the impact of that spending on service pupil premium eligible pupils?	As a result of the support provided pupils met national expectations. Attendance was at 98%+.