

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	316 (Oct 2022 census)
Proportion (%) of pupil premium eligible pupils	20.3%
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	Dec 2022
Date on which it will be reviewed	Oct 2023 – mid term March 2023.
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	£103064
Recovery premium funding allocation this academic year	£10005
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	£113069

# 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 – Y6 progress in line with Other pupils/ most meet targets.</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 – use age appropriate strategies.</li> <li>Pupils make good progress in their use of sentence structure, grammar and spelling - use age appropriate strategies.</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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing professional development (CPD) provision focussing on behaviour, coaching, curriculum development and standards in basic skills	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. Consistent, supportive behaviour strategies ensure pupils inclusion in learning. A well developed curriculum ensures pupils curiosity and engagement in learning.	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	1, 2, 5

	improvement. Reflective monitoring ensures the school responds rapidly to identified areas for development, ensuring consistent high standards in all subject areas.	
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. The EEF identifies the positive contribution of appropriately deployed and trained TAs on the quality of learning.	1, 2, 5
Behaviour management CPD		

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

Budgeted cost: £ 86443

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. Outcomes from our SAT support demonstrates the impact on pupil standards.</li> </ul>	1, 2, 5
Additional resources Phonics/Spelling	<ul style="list-style-type: none"> <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. Our new phonic scheme is demonstrating impact on KS1 standards. A redesign of our reading approach across KS2 support pupil engagement with literacy and reading for pleasure.</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: £ 20626

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. Daily support on entry to school ensures supportive dialogue with parents and a timely response to issues, ensuring pupil attendance. Daily breakfast provision ensures pupils are suitably prepared for the school day ensuring their engagement in class.</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 support pupils wellbeing and mental health.</li> </ul>	1,2
Break time support	<ul style="list-style-type: none"> <li>• For some children playtime can be a challenge. Break time provision provides a structured environment in which children can develop the confidence and social skills needed to support positive relationships. Individualised break time timetables and adult support all children can access our play provision, developing suitable relationships and maintaining a calm playtime experience for all pupils.</li> </ul>	2, 3, 5
Attendance monitoring	<ul style="list-style-type: none"> <li>• Missing out on lessons leaves children vulnerable to falling behind. DFE May 2022 report identifies that 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: £ 113069**

# 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 2021 to 2022 academic year.

### Standards

In 2021 - 2022 there were 64 PPG pupils during the Summer term. 18 27% ARE were on the SEND register. Pupils in each cohort, apart from Y1 made appropriate progress in reading, maths and writing as a result of well targeted quality first teaching and well targeted interventions. The majority of PPG pupils without SEND attained the year group standard in reading and maths.

The introduction of a new phonic scheme is ensuring that most PPG pupils achieve the expected standard by the end of KS1, supporting their engagement with reading and their wider literacy skills:

- 5/12 42% PPG Year 1 pupils made the expected standard in the Year 1 phonic test.
- 9/10 90% PPG Y2 pupils achieved the expected standard for phonics at KS1.

Whilst there was a 14% - 18% difference between PPG/ Other pupil's attainment, Y6 PPG progress measures were above national benchmarks and inline or above Other pupils:

- Y6 SATS Reading: 5 63% achieved the standard, with an average scaled score of 102/ progress score of 1.9
- Y6 SATS Maths: 5 63% achieved the standard, with an average scaled score of 101/ progress score of 4.9
- Y6 SATS Writing: 5 63% achieved the standard, with a progress score of 2.6
- Y6 combined score 50% was above national 43%.

The majority of PPG pupils at KS2 made accelerated progress following participation in intervention or tuition groups:

- 23 KS2 pupils PPG pupils took part in reading interventions/ tuition; Y6 progress 2.2 (national measure) was above all pupils and national benchmarks. Pupil in Y5 and Y4 made accelerated progress.
- 15 Upper KS2 Pupils received maths tuition: Y6 progress 4.9 (national measure) was above all pupils and national benchmarks. 7 pupils in Y5 made accelerated progress.
- 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.

Overall, across the school, PPG pupils made improved progress by the end of the year with the exception of Y3 and Y1. Standards in reading and maths were particularly strong (5 is expected progress – school measure):

All pupils	No	Maths Progress	Reading progress	Writing progress
Y6	8	5.4	5.1	5.5
Y5	15	5.6	5.5	4.2
Y4	8	5.1	7	5.5
Y3	6	4.7	3.4	3.3
Y2	10	7	5.3	5.2
Y1	12	2.3	2.4	2

Y1 and Y3 progress was limited by the higher number of SEND pupils within the PPG cohorts. Writing following the pandemic remains a more challenging subject, but revision of the English curriculum and robust teaching and assessment strategies is improving standards.

### Attendance

- Although COVID significantly impacted attendance over the second half of the Spring term whole school attendance for all pupils during 2021 -2022 was 93.9% above national FFT benchmarks,.
- Regular monitoring of PPG pupil attendance ensured it was at 91.7% again above national FFT benchmarks. 37/66 56% PPG pupils had an attendance record inline with the whole school figure. 9 14% PPG pupils had persistent absence (90% or below).
- Whilst we recognise the gap between PPG/ non PPG pupils the majority of absence of our PPG pupils was mainly due to illness or in a smaller number of cases external issues managed through our engagement with external agencies such social care.
- We maintain a robust attendance monitoring programme through daily and periodic monitoring of data, supported by regular contact with parents to ensure improved attendance figures.

### Pastoral support

- Food hampers were provided to 11 families (16 children). Parents commented on the value of this support in managing their domestic life over the current financial hardships and the wellbeing of their children.
- Clothes, including school uniform was provided for 9 children supporting their confidence in school and integration within the wider school community.
- SEND Supported helped 10 children
- 2 pupils received specialist one to one support and an adapted curriculum, including managed break times ensuring their

- consistent engagement in learning and social situations.
- Counselling was provided for 19 children and 1 attended Play therapy. 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.
- 22 KS2 PPG pupils took part in after school clubs.
- 1 pupil took additional music lessons.

## 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
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
Accelerated Reader	Renlearn
Times table rockstar	Maths Circle
Twinkle phonics	Twinkle

## Service pupil premium funding (optional)

Measure	Details
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%+.