

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	311
Proportion (%) of pupil premium eligible pupils	19.6% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025 – mid term March 2025.
Statement authorised by	Mr A Morris
Pupil premium lead	Miss R Hickman
Governor / Trustee lead	Mrs P Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,100
Recovery premium funding allocation this academic year	£0
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	£109,100

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	Limited long-term retention of basic skills and knowledge in core subjects – reading/ maths / writing/ phonics
2	SEMH needs impact on learning behaviours: resilience, aspiration, expectation, concentration and engagement
3	Persistent absence impacting on confidence, friendships and access to curriculum
4	Financial resources and family cohesion limits home learning support
5	Communication, language and thinking skills below expectations limit access to teaching and learning.

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"> 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. Identified pupils reach expectations in the statutory phonics test. Pupils make good progress in their use of number and calculation in maths – use age appropriate strategies. Pupils make good progress in their use of sentence structure, grammar and spelling - use age appropriate strategies. Pupils develop the knowledge and disciplinary skills supporting their achievement in the wider curriculum.
Pupils engage actively and take ownership of their learning	<ul style="list-style-type: none"> Pupils work is well presented, demonstrates their productivity and follows school policy on feedback. Pupils interviews demonstrate the aspiration, pride and ownership pupils have for their learning. Pupils able to work independently and for extended periods of time. Curriculum and enrichment activities develop pupil's cultural capital.
All groups of pupils attend school regularly.	<ul style="list-style-type: none"> Attendance reports evidence the close monitoring and reporting of pupil absence. Individual pupils improve their level of absence to achieve set targets. Targeted pupil groups improve their absence levels
Finances or social issues are not a barrier to pupil's engagement in school life.	<ul style="list-style-type: none"> Pupils have access to the resources they need to engage in school e.g. uniform, food. Pupils are supported to engage in enrichment activities e.g. music, trips.
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"> Pupils respond positively to discussion and questioning in class and group activities. Pupils able to describe their emotions and thoughts in support of positive behaviour responses. Pupils able to think critically and systematically in order to understand a problem and/ or suggest solutions.

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing professional development (CPD) provision focussing on 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.	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. Reflective monitoring ensures the school responds rapidly to identified areas for development of PPG provision, ensuring consistent high standards in all subject areas.	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. The EEF identifies the positive contribution of appropriately deployed and trained TAs on the quality of learning.	1, 2, 5
Curriculum development and Design	A well developed curriculum ensures pupils curiosity and engagement in learning. Structured schemes of work providing a clear focus on key learning, key vocabulary and disciplinary knowledge ensures pupils long term retention of knowledge.	1,2,5
Behaviour management CPD	Consistent, supportive behaviour strategies ensure pupils inclusion in learning. The EEF identifies the impact of teaching learning behaviours, the implementation of positive classroom management strategies and the development of targeted approaches for pupils with more challenging behaviour.	1,2,3,5
Development of metacognition and self regulation strategies	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The EEF identifies that the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	1,2,5

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

Budgeted cost: £ 78974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions inc KS1, KS2 & Phonics	<ul style="list-style-type: none"> 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. The EEF has identified that 1 to 1 or small group teaching can add 4+ months progress to a pupils learning. 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. 	1, 2, 5
Year 6 SATs support	<ul style="list-style-type: none"> 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 	1, 2, 5

	our SAT support demonstrates the impact on pupil standards.	
Additional resources Phonics/Spelling	<ul style="list-style-type: none"> 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 and where required additional support 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. Investigate a new phonics scheme to build on pace within phonics and consider resources/training for staff. A redesign of our reading approach across KS2 supports pupil engagement with literacy and reading for pleasure. The EEF identifies that phonic teaching has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds 	1, 2, 4, 5
Liaison with outside agencies supporting specific needs	<ul style="list-style-type: none"> 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. 	1, 2, 3, 4

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

Budgeted cost: £ 23126

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND/Pastoral support inc meet & greet, breakfast	<ul style="list-style-type: none"> 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. Well established relationships with external expertise allows the provision of individualised support packages and CPD to staff improving classroom provision and impacting positively on learning. 	2, 3, 5
Counselling, Play Therapy, Educational Mental Health support	<ul style="list-style-type: none"> 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 ensuring that improvements in their social and emotional understanding support positive relationships. 	1,2
Break time support	<ul style="list-style-type: none"> 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 	2, 3, 5

	and maintaining a calm playtime experience for all pupils.	
Attendance monitoring	<ul style="list-style-type: none"> 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. The use of data through the DFE and Fischer Family Trust provides daily reports allows support to be clearly targeted. 	3
Family support inc Early Help, Foodbank, financial aid, clubs.	<ul style="list-style-type: none"> 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. 	2, 3, 4
Wellbeing activities inc after school clubs; forest school; additional music provision & Moves	<ul style="list-style-type: none"> 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. 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. 	2, 3, 5
Behaviour support	<ul style="list-style-type: none"> Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Bespoke adaptations for targeted pupils ensure they engage readily in daily lessons and receive support in accessing learning or working with other pupils effectively. Coaching, counselling and adult support develops pupils social and relationship skills. Monitoring of playtimes and lunchtimes, and creative provision ensures an inclusive environment in which all pupils can feel secure. The EEF identifies that behaviour interventions can provide up to 4+ months progress to pupils learning. 	
Raising the Attainment of Disadvantaged Youth (RADY)	<ul style="list-style-type: none"> The RADY programme has been identified by the LA as raising the profile of PPG pupils in school and providing support to schools to identify the best strategies to impact on pupil progress and well-being. The program is being run across 7 schools within our consortium with regular coaching sessions and access to a wide range of resources and tutorials. 	

Total budgeted cost: £109,100

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 2023 to 2024 academic year.

In 2023 – 2024 there were 69 (22.3%) PPG pupils during the Summer term. 22 (32%) were also on the send register. We have analysed the educational performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The new phonic scheme continues to ensure that most PPG pupils achieve the expected standard by the end of KS1 supporting their engagement with reading and their wider literacy skills, although low prior attainment and SEND needs are a barrier with a small minority of pupils.

- 93% Y2 pupils achieved the expected standard in the phonics test by the end of KS1.

Overall KS1 attainment was below national benchmarks, although in school measures demonstrate expected progress in all subjects. Again, low prior attainment and SEND needs are the main barrier effecting the overall achievement of a minority of pupils.

Y6/ KS2

- Overall KS2 was above or broadly in line with the national attainment in all reading, writing, maths and GPS.

	Reading			Writing			Maths			GPS			RWM			Sc
	S	GD	SS	S	GD	S	S	GD	SS	S	GD	SS	S	GD	SS	S
School	34 75.5% +1.5	15 33% +13	106.5 +1.5	35 78% +6	7 16% +5		32 71% -2	8 18% +3	103.9 +0	32 71% -1	15 33% +11	105.7 +0.5	28 62% +1	4 9% -1		37 82% +1
National	74%	29%	105	72%	13%		73%	24%	104	72%	30%	105	61%	8%		81%

PPG

- Overall PPG KS2 data was above national

PPG 6 pupils

- Y6 SATS Reading: average scaled score of 106 (Nat 102.4)/ Standard 5 83% (Nat 60*)/ GD 3 50% (Nat 17%*).
- Y6 SATS Writing: progress score of Standard 5 83% (Nat 58%*)/ GD 0 0% (Nat 7%*).
- Y6 SATS Maths: average scaled score of 101.1 (Nat 101.3*)/ Standard 5 830% (Nat 59%*)/ GD 0 0% (Nat 13%*).
- Y6 SATS GPS: standard 5 83% (Nat 59%*)/ GD 0 0% (Nat 18%*)/ Average score 105.5 (Nat 102.1*)/ Average spelling 13 (Nat 11.3*).
- RWM 4 66.6% above national 44% standard;

Directed support and interventions overall has a positive impact, although some barriers, including SEND needs, LPA, social factors and the impact of COVID on pupils entering the school and progressing into KS1, impacts on their overall achievement.

We have also analysed our disadvantaged pupils’ wider development outcomes, drawing on our own assessments and observations.

20% of PPG pupils had persistent absence (90% or below) below the national figure 21.4% (DFE 2023) for all pupils. Analysis of the data identifies that most of the absence of PPG pupils was related to illness, SEND needs or in a smaller number of cases external issues managed through our engagement with external agencies such as social care. The introduction of targeted morning meet and greet provision, along with breakfast provision and breaktime nurture sessions has also supported pupils access to school.

We maintain a robust attendance monitoring programme through daily and periodic monitoring of data, supported by regular contact with parents to ensure improved attendance.

Timely communication with parents has improved participation at after school clubs.

Our evaluation of the approaches delivered in the last academic year indicate that the use of targeted interventions has a positive impact on the large majority of pupils, that regular communications with parents improves attendance and engagement and that our pastoral programme and behaviour management strategies improve pupil engagement and aspiration. We now need to look at how for a minority of

pupils these strategies can be enhanced, particularly where low prior attainment, SEND needs or wider social issues remains a barrier to progress.

Based on all the information above, the performance of the large majority our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The sections above provide more details about our planning, implementation, and evaluation processes.

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
Raising the Achievement of Disadvantaged Youth (RADY)	Challenge Education
1 decision PSHCE/ SRE scheme	1 decision Ltd
Accelerated Reader	Renlearn
Times table rockstars	Maths Circle
	Doodle
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 97%+.