



South Baddesley CE Primary School: Pupil premium strategy statement 2021-22

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	South Baddesley CE Primary School
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Autumn term 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Anne Moir Headteacher
Pupil premium lead	Katharine Simkins Deputy Headteacher
Governor / Trustee lead	Clare Holly Sue Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19, 800
Recovery premium funding allocation this academic year	£1880
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	£21, 680

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils are able to flourish at our school; achieving our school vision to 'strive and believe to shine.'

The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to feel confident to shine by:

- closing any gaps in pupil learning and/or extending pupil's learning*, whilst also
- supporting pupil's positive mental health and wellbeing.

*For the use of this funding, we are focusing particularly on reading, writing and mathematics as core academic skills.

This strategy outlines how we use additional funding to provide equity of experience and outcomes for disadvantaged and vulnerable pupils. Our strategy is also integral to wider school plans for education recovery and continues the work we commenced in 2021 related to the 'Recovery Curriculum' and the five levers of: relationships, transparency, metacognition, community and space.

The evaluation of the Recovery Curriculum 2020-21 can be found here:

[SBS Recovery Curriculum](#)

This Pupil Premium Strategy sits firmly within the aims of our whole school development plan 2021-22;

VISION:

- To ensure curriculum vision is evident in implementation of all subjects.
- To ensure positive pupil and staff wellbeing through staff THRIVE project and social and emotional learning curriculum.

SYSTEMS:

- To continue to develop use of Google Classroom and Arbor specifically for assessment, SEND and pupil records.
- To ensure effective induction and training for staff across the school.
- To continue to build on the successes of the implementation of GROW plans for all staff.

CURRICULUM and LEARNING:

- To continue to provide high quality provision for SEND and vulnerable pupils.
- To ensure any gaps in learning caused by school closure are addressed and rapidly closed.
- To further develop innovative ways to track and assess pupil progress across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in oracy and early childhood experiences noticeable in EYFS through observations and assessments.
2	Gaps in educational achievements; sometimes related to challenges related to home-learning during school closure and also as a consequence of increasing levels of SEND pupils across the school. There are currently 33 pupils recorded as having SEND (22% of school population); there are currently 6 pupils with EHCP plans and two pending assessments (current levels of EHCP 4.1%) 36.4% of pupils on SEND register recorded as having a 'specific learning difficulty.'
3	Difficulties with metacognition and self-regulation relating to both academic achievement and emotional wellbeing.
4	Emotional wellbeing and mental health difficulties, sometimes related to the covid-19 pandemic, or increasing numbers of SEND pupils presenting with 'social, emotional and mental health' (SEMH) and in a few cases related to adverse childhood experiences. 33.3% of pupils on the SEND register recorded as having SEMH needs.
5	Attendance and punctuality issues are greater for pupils who are both disadvantaged and vulnerable. This includes SEND learners.

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
Improved oral language skills and vocabulary among disadvantaged and vulnerable pupils in EYFS curriculum.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved independence and positive characteristics of effective learners in EYFS.	Assessments and observations indicate increased independence and problem-solving skills across the curriculum for pupils in EYFS.

<p>Improved progress in phonics and reading attainment among disadvantaged and vulnerable pupils.</p>	<p>Increased numbers of year 1 and year 2 pupils meeting the phonics screening checks.</p> <p>Increased numbers of pupils achieving secure in end of year reading assessments in years 3.</p>
<p>Improved progress in reading, writing and maths KS2.</p>	<p>Rapid rates of progress for pupils identified as having specific gaps in reading, writing and maths.</p>
<p>Improved metacognitive and self-regulation skills for most vulnerable learners.</p>	<p>Observations and progress across the curriculum indicate that pupils are able to self-regulate for learning and have increased confidence and independence for learning.</p> <p>Increased volume of recorded learning in pupils' books.</p> <p>Observations indicate increased contributions to class</p>
<p>Achieve and sustain improved wellbeing and positive mental health for all pupils in our school, particularly our disadvantaged and vulnerable pupils.</p>	<p>Observations of pupils in class indicate children are more likely to self-regulate for learning.</p> <p>Positive feedback from pupil extra-curricular activities at lunchtime.</p> <p>Low levels of class disruption and red card behaviour.</p> <p>Engagement with external agencies supports positive outcomes for pupils.</p>
<p>Achieve and sustain improved attendance for all pupils, particularly our vulnerable and disadvantaged pupils.</p>	<p>Reduced lateness for these groups of pupils.</p> <p>Reduced unauthorised absences for these groups of pupils.</p> <p>Positive parent engagement to support children's attendance in school.</p> <p>Robust systems for monitoring attendance managed by both leadership staff and class teachers.</p>

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: £7200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality provision for SEND and vulnerable pupils:</p> <ul style="list-style-type: none"> ● Staff training SEL and further developments to universal provision (self-regulation in all classes, class charters and on-going Special Me Day activities). ● Staff training in Autism and Processing – Autumn term ● Next step training in metacognition Autumn term and further development of whole school meta- cognitive strategies. ● Leadership training in metacognition – Spring term (Devon) ● Training and assessments in NELLI ● Continued development of Open Classroom and introduction of EHCP/ vulnerable pupils with complex needs review meetings ● Keyworker allocation for EHCP children or 	<p>EEF Social and Emotional Learning.</p> <p>The RULER approach - training from Charles Dickens Primary School.</p> <p>The Thrive Approach</p> <p>Transforming children's and young people's mental health needs: green paper</p> <p>Young Minds: coronavirus, autism and my mental health.</p> <p>Mindsensibility - introduction to Autism</p> <p>Mindsensibility - addressing processing difficulties</p> <p>Rosenshine's Principles</p> <p>Ofsted: Supporting SEND</p> <p>EEF metacognition and self-regulation</p>	<p>1,2,3</p>

<p>pupils with increasingly complex needs.</p> <ul style="list-style-type: none"> • Further training in a range of diagnostic assessments. • THRIVE training for mental health lead. 		
<p>Develop use of Arbor for tracking pupil progress:</p> <ul style="list-style-type: none"> • Training to develop use of Arbor for intervention tracking. • Allocation of support staff time to complete and record frequent assessments of SEND and vulnerable pupils in order to improve accuracy of interventions and classroom provision. 	EEF Guide to Pupil Premium	2

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

Budgeted cost: **£ 11, 980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure positive pupil wellbeing:</p> <ul style="list-style-type: none"> • Launch Acadian club (daily Nurture and self-regulation provision). • Increase pastoral support for pupils with social and emotional needs. 	<p>The Thrive Approach</p> <p>Transforming children and young people's mental health needs: green paper</p> <p>EEF Social and Emotional Learning</p> <p>EEF Reading Strategies</p> <p>EEF phonics</p> <p>The Reading Framework (DfE)</p>	1,2,4

<p>Closing gaps in learning:</p> <ul style="list-style-type: none"> ● Read, Write Inc: Fresh Start ● Year 3 phonics catch-up (Read, Write, Inc) ● Reading Journey (Just Imagine) ● Small group maths tuition after school KS2 ● Small group reading support KS2 ● EYFS language groups 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 2500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Systems for improving attendance and pupil wellbeing:</p> <ul style="list-style-type: none"> ● Introduction of lunchtime clubs and Sports Leaders. ● Enrichment activities, Explorer Days including: Calshot, Zoolab, Trailblazers and support for residential. ● Training for all staff to address attendance and punctuality issues. ● Allocate support staff time for regular attendance family contact. 	<p>DfE Improving School Attendance</p> <p>EEF Pupil Premium</p>	<p>5</p>

Total budgeted cost: £ 21, 680

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.

Improvements in phonics, transcription and reading EYFS and KS1:

Despite the challenges of school closure, phonics teaching continued throughout the year as daily live, face to face or recorded lessons. These resources were high quality and parent feedback was very positive.

In EYFS – 81% of the pupils achieved expected in reading and writing.

In year 1 – 72% of the pupils achieved expected or beyond in reading this was an increase of 39% from September.

In year 2 – 79% of the pupils achieved expected or beyond (with 42% of pupils achieving beyond) and 79% of pupils passing the phonics screener in year 2.

In KS1 all disadvantaged children were at least secure in reading and writing with 50% achieving beyond in reading. 100% of disadvantaged children passed the year 2 phonics screener test.

Improvements in reading:

During school closure children continued to read because they continued to have access to school reading books. This was either a selection of reading scheme books related to their individual stage in the phonic programme or a shared class book.

Achievements for KS2 reading at the end of the year were;

Year 6 – 84% of the pupils achieved expected or beyond.

Year 5 -74% of the pupils achieved expected or beyond.

Year 4 – 61% of the pupils achieved expected or beyond.

Year 3 – 84% of the pupils achieved expected or beyond.

In KS2, 60% of disadvantaged pupils were at least secure in reading, with one pupil achieving beyond.

Continue to develop high quality teaching:

The introduction of GROW plans (team performance management) and coaching related to these plans, enabled the teaching and support staff team to continually develop.

In EYFS and KS1 GROW plans were related to reading and phonics (see data above).

In KS2 GROW plan targets were related to mathematics and the introduction of learning pods for maths. End of year data:

In year 3 – 84% of the pupils achieved expected or beyond.

In year 4 – 61% of the pupils achieved expected or beyond.

In year 5 – 74% of the pupils achieved expected or beyond.

In year 6 – 84% of the pupils achieved expected or beyond.

Gaps in this data reflect growing numbers of pupils with SEND needs and these pupils will become the focus of the Pupil Premium Strategy for 2021-22. 80% of KS2 disadvantaged pupils scored close to in mathematics.

Wider curriculum opportunities:

We were able to offer a range of enrichment activities and support our most vulnerable pupils to access these:

- Swimming
- Camping
- Off-site residential
- Virtual meetings with historians from Roman Baths
- Visit to the Titanic museum

These activities help to build confidence as well as providing further opportunities to re-build relationships after the challenges of school closure.

Externally provided programmes

Programme	Provider
Sounds Linkage	Wiley/Blackwell
Talk About It	Scholastic

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.