



South Baddesley CE Primary School: Pupil premium strategy statement 2022-23

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	146
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Autumn term 2022
Date on which it will be reviewed	March 2023
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	£21,790
Recovery premium funding allocation this academic year	£2030
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	£23,820

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 on our school website.

This Pupil Premium Strategy sits firmly within the aims of our whole school development plan 2022-23 that links to three core strands:

VISION: targets relating to the development of our school vision to 'strive and believe to shine'.

SYSTEMS: targets relating to processes and procedures to lead to a high-quality, well-organised learning establishment.

CURRICULUM AND LEARNING: targets relating to the growth of the SBS curriculum and opportunities for all learners.

This plan is based on a selection of evidence and research, including:

- EEF toolkits for Pupil Premium, SEND, metacognition, Literacy
- What Makes Great Teaching

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 are noticeable in EYFS through observations and assessments.
2	Potential gaps in educational achievements; sometimes related to lower expectations and reduced access to wider curriculum activities, as well as increased levels of SEND.
3	Difficulties with metacognition and self-regulation relating to both academic achievement and emotional wellbeing.
4	Potential for increased emotional and mental health difficulties and Safeguarding concerns.
5	Attendance and punctuality issues are greater for pupils who are both disadvantage and vulnerable.

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 progress in phonics, reading and writing attainment among disadvantaged and vulnerable pupils.	Increased numbers of year 1 and year 2 pupils meeting the phonics screening checks. Increased numbers of pupils achieving secure end of year reading and writing assessments.
Improved progress in mathematics for disadvantaged and vulnerable pupils.	Increased numbers of pupils achieving secure end of year mathematics assessments.
Improved metacognitive and self-regulation skills for most vulnerable learners.	Observations and progress across the curriculum indicate that pupils are able to self-regulate for learning and have increased confidence and independence for learning.
Achieve and sustain improved wellbeing and positive mental health for all pupils in our school, particularly our	Observations of pupils in class indicate children are more likely to self-regulate for learning. Positive feedback from pupil extra-curricular activities at lunchtime. Low levels of class disruption and red card behaviour.

disadvantaged and vulnerable pupils.	Engagement with external agencies supports positive outcomes for pupils.
Achieve and sustain improved attendance for all pupils, particularly our vulnerable and disadvantaged pupils.	<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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further implementation of the SBS Reading Strategy, including training for new staff and resources for classrooms.	<p>The SBS Reading strategy includes the development of reading strategies for comprehension and decoding: <i>Reading comprehension strategies are high impact on average (+6 months). (EFF Toolkit, Reading).</i></p> <p>The focused strategies are based on accurate diagnosis of need.</p> <p>The resources matched to the strategy enable opportunities for practise, deepening of skills and challenge: It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension. <i>(EFF Toolkit, Reading).</i></p> <p>High-level tracking.</p>	2
GROW plan TEAM target in EYFS to focus on further language development. This will include training for new staff in the use of NELI, as well as the further development of singing and storytelling sessions through 'Language Box' training and all staff vocabulary INSET.	<p>EFF Toolkit for Oracy: Oral language approaches have a positive impact on pupil progress, + 6 months. Training and development can ensure adults model and develop pupils' oral language.</p> <p>Language intervention tracking</p>	1
Whole school use of metacognitive tools for problem-solving in mathematics.	<p>EFF Guidance Report - Metacognition</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective (at least 7+ months).</p> <p>These approaches are more effective when they are applied to challenging tasks rooted</p>	2 & 3

	<p>in the usual curriculum content <i>and are modelled by the adults.</i></p> <p>This approach to learning is also supported by the EFF 'five-a-day' approach to developing quality first teaching, specifically for pupils with SEND.</p> <p>High-level tracking</p>	
<p>Focused use and development of 'learning pods' for phonics, English and maths in KS1</p>	<p>Report 'Great Teaching.' Early Excellence training and reports.</p> <p>End of year tracking data</p>	1 & 2
<p>Review and development of SBS Enquiry-Led Learning Policy.</p>	<p>EFF Guidance into metacognition:</p> <p><i>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</i></p> <p><i>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</i></p> <p>Schedule of wider curriculum monitoring and evaluation</p>	2 & 3
<p>Further development of the learning environment to ensure it facilitates inclusive strategies for learning.</p> <p>(Year 3 classroom and KS1 learning base).</p>	<p>Report 'Great Teaching.' Early Excellence training and reports.</p> <p>High-level tracking</p>	2 & 3

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

Budgeted cost: £12, 820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Thrive approach in KS1.	The Thrive Approach Transforming children and young people's mental health needs: green paper	2,3,4

	EEF Social and Emotional Learning High-level tracking	
Use of 1:1 and small group tutoring in maths.	EEF toolkit identifies tuition as having a positive impact on pupil progress: <i>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i> High-level tracking	
Use of Doodle Maths to close gaps and over-learn key strategies.	EEF Guidance Report: Using Digital Technology to improve Learning , identifies that technology can be used to support pupils to practice learning. High-level tracking	
Development of a shared 'attendance' strategy with other local schools. Increased community communication regarding attendance.	The shared strategy for attendance has used evidence based research, including EEF - attendance interventions rapid evidence assessments . The strategy uses: <ul style="list-style-type: none"> • responsive and targeted approaches to attendance, • support for meeting social and emotional needs Attendance tracking - HT reports	
Further expansion of Arcadian Club.	This provision is part of the school's universal approach to social and emotional learning. The school has implemented the 6 stages from the EEF guidance report, Improving Social and Emotional Learning in Primary Schools and Arcadian related to recommendation 1, explicit teaching of SEL. Behaviour tracking	

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP vouchers	DfE Improving School Attendance EEF Pupil Premium	5

	Pupil Feedback vouchers	
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Total budgeted cost: £

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 20201 to 2022 academic year.

Whilst the percentage of disadvantaged pupils at this school is steadily increasing, the numbers of disadvantaged pupils in each cohort varies significantly. Last year there were 14 pupils across the school, with 8 of these pupils being in just two cohorts.

The percentage of pupils registered as SEND at this school is also increasing, with 20% of the school population currently recorded on the SEND register. There are 6 pupils with EHCPs; 4.11% which is just above national.

There continues to be a strong correlation between pupils who are recorded as disadvantaged and pupils with SEND. 64% of the pupils who are in receipt of pupil premium funding are also recorded as SEND, with 7% of pupils having an EHCP.

Due to the low numbers of disadvantaged pupils, variations in cohorts and increasing SEND needs, it is challenging to identify patterns in this school's disadvantaged pupil achievement data.

Overall the school performed well in EYFS, with 85.7% of the pupils achieving a good level of development. Disadvantaged pupils also achieved well, achieving the expected levels in all areas, apart from 'self-confidence and self-awareness' and 'literacy.' The school has identified targets in the school development plan 2022-23, to further develop transition between phases in learning, this will provide additional support for disadvantaged pupils with SEMH SEND needs.

The school's phonics results were also strong, with 88% of year 1 pupils achieving the required level. Disadvantaged pupils not achieving the level have complex SEND needs.

In KS1 the outcomes were more varied, with 75% of the disadvantaged pupils recorded as having SEND. 50% of the pupils achieved the expected levels in reading with 25% of the pupils achieving beyond in reading, writing and maths. Closing the gaps in achievement identified are a priority in the school development plan 2022-23.

Outcomes in year 6 were strong and in-line with national. 100% of disadvantaged pupils achieved at least expected, with 100% achieving GDS in reading and writing.

In other year groups, 64% of disadvantaged pupils were also SEND. 64% of pupils in these year groups achieved at least expected in reading, 45% of these pupils achieved at least expected in maths and 36% of pupils achieved at least expected in writing.

Noticeably, 80% of vulnerable pupils receiving additional tutoring support for reading in these year groups achieved at least expected in end of year assessments. 66% of vulnerable pupils receiving additional support for phonics in KS1, achieved the expected level.

Attendance for disadvantaged pupils was 92.4%; however for the vast majority of disadvantaged children attendance was good and gaps in overall attendance were a consequence of specific difficulties for a small number of pupils.

Wider curriculum opportunities continue to be strong and 100% of disadvantaged pupils have been supported to take part in these activities. We were able to offer a range of enrichment activities and support our most vulnerable pupils to access these:

- Swimming
- Camping
- Off-site residential
- Off-site adventurous activities for KS2.

- Enrichment visits and visitors for KS1.

- A range of after school enrichment activities.

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.

