Bierton CE Combined School and Nursery

Pupil Premium Strategy Statement

2024 – 2027

Year 1 of 3

Contents

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Bierton CE Combined School
Number of pupils in school	425 (Year R to Year 6) 456 (including Nursery - EYPP)
Proportion (%) of pupil premium eligible pupils	12.9% (Year R to Year 6) 12.5% (Nursery to Year 6)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Mrs J Start
Governor / Trustee lead	Mrs S Sharp

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (April 2024 – 2025)	£84,270
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,270

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to provide an outstanding education for our children, enabling every child of Bierton CE Combined School to be the very best they can be. We strive to develop children's aspirations, their self-esteem and belief and their academic achievement in a safe and stimulating learning environment. It is vital that all learning opportunities are of a consistently high quality and therefore we work tirelessly to ensure that children attend school ready to learn.

At Bierton CE Combined School, our intention is that all pupils, irrespective of their background or their challenges, will make at least good progress and achieve high attainment across the curriculum. Background evidence shows that often children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. As a school, we acknowledge that these children do not lack aspirations but they may lack the route, tools, skills and resilience to get there. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve at least good progress and attainment. This includes children of all starting points, including those who are already high attainers.

As a school, we consider the needs of our individual pupils and make decisions accordingly. We use our knowledge of our children and assessment to determine our actions, rather than generic assumptions. Concurrently, we also consider the challenges faced by other children in our school, such as those who have a social worker or are young carers. The strategies outlined in our school's statement intend to support the needs of identified pupils, regardless of whether they are disadvantaged or not.

Through this strategy document, we outline the actions we will take to mitigate many know effects of socio-economic disadvantage. By using Pupil Premium Funding, we strive to ensure that children's primary needs are best met so they can successfully access our academic offer and make rapid progress from their starting points. Our ambition is to teach excellently, securing annually increasing attainment indicators so as to demonstrate that the children of Bierton CE Combined School are learning and meeting their potential due to an ambitious and rigorous curriculum that is worthy of emulation.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have chosen to adopt aim to complement each other in order to help pupils thrive and excel. Our ultimate objectives will provide the foundations for what we do within our school.

Our ultimate objectives are:

- o To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- o To ensure all pupils, irrelevant of their background or starting point, are provided with opportunities to make progress and strive towards their aspirations.
- o For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- o To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- o Ensuring that teaching and learning opportunities meet the needs of all the pupils. This includes ensuring all pupils, irrelevant of starting point are challenged in the learning they are given. This includes pupils who are identified as disadvantaged.
- o Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- o Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- o When planning and providing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- o We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- o Pupil Premium Funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals may be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- o We acknowledge that high-quality teaching is at the heart of this approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantaged gap, as well as also benefiting the non-disadvantaged pupils in our school. Our intention for using this approach is that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers. We will ensure

that all teaching is at least good in order to ensure that the quality of teaching and learning experienced by all children is improved.

o Our school will look at the starting points of our children and adapt classroom and holistic approaches accordingly. This involves having high expectations and aspirations of all pupils.

o Additional teaching and learning opportunities will be provided through trained teachers, specialist learning support assistants and classroom-based learning support assistants.

o Specialist support staff (for example, those trained in ELSA or Speech and Language) will be used throughout the school, with focus children being identified at the earliest possible time.

o Extra-curricular activities aim to support children's wellbeing and enable them to participate in a variety of experiences.

o Classroom-based activities strive to provide children with experiences and information they may require to access the learning and curriculum.

o On some occasions, our school may make contributions towards the payment of activities, educational visits and residentials. This is to ensure that children have first-hand experiences to support their learning within the classroom.

o Strategies and approaches will be adopted and used to promote positive relationships and behaviour.

o Within our school, we will use the Education Endowment Foundation (EEF) Guide to Pupil Premium. This includes consideration of the following 5 key principles of spending:

  ▪ A five point plan to sustain an effective Pupil Premium Strategy (2024) will be utilised: Diagnosis of pupils' needs; Using strong evidence to support the strategy; Developing the strategy; Delivering and monitoring the strategy; and, Evaluating and sustaining the strategy.

  ▪ A tiered approach to Pupil Premium (2024) spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.

  ▪ School leaders should 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 should be selected on the basis of strong external evidence. School leaders must consider a broad array of external evidence to inform their decision making, to enhance the expert knowledge they have of the pupils in their care.
- The pupil premium strategy should be embedded within a broader strategic implementation cycle (such as the one set out in the EEF Implementation Guidance Report).

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment for disadvantaged pupils in Literacy across the school: Writing is a whole-school priority and we have found our children from disadvantaged backgrounds often find meeting age-expectations in writing particularly challenge. There are a number of contributing factors, including: understanding and application of fundamental skills, spelling, use and understanding of vocabulary and understanding how to adapt writing for a range or purposes and audiences. Reading is also a focus as this contributes to our children's writing. Early reading (word reading in EYFS and blending in phonics) is a priority as well as fluent reading. We understand that all children need to be competent and fluent readers in order to access all areas of the curriculum. Automaticity with reading also supports children's transition into secondary school and equips them with the tools required to progress.
2	Social, emotional and mental health – including, PSED (Early Years) and emotional regulation We are continuing to witness increased numbers of children who struggle with emotional regulation, which impacts on all areas of their life and learning. Many of these children would benefit from SEMH support. This incorporates their learning behaviours (such as resilience and growth mindset) as well as their personal identity, self-esteem and confidence. Additionally, some parents and carers have also noted SEMH as an area they would like to help their child develop. Additionally, observations have highlighted that many of our disadvantaged pupils are more passive learners in the classroom and require encouragement and strategies to help them engage within lessons, become more active learners and subsequently gain more from their experiences within school. Promotion of growth mindset, resilience aims to positively target and support all children, including those who are disadvantaged.
3	Language acquisition and use of vocabulary Language provides foundations for all learning. We have identified that many of our disadvantaged children have a poorer understanding of vocabulary compared to their peers. Consequently, this can hinder their engagement, understanding and progress in lessons.
4	Percentage of children who are also young carers or on send register as well as PP Within our school, the number of children in our school who are identified as disadvantaged and also on the SEND register and/or a young carer is increasing. As a result, as a school we need to consider other contributing factors when helping children to narrow the gap and make progress. We also need to be robust when analysing support and the subsequent impact. As of November 2024, • 42% of the children identified as disadvantaged within our school are also on the SEND register.

	• 8% of the children identified as disadvantaged within our school are Young Carers.
	• 4% of the children identified as disadvantaged within our school are a Young Carer and on the SEND register.
5	Retention of knowledge
	Retention and application of knowledge, in addition to learning more and remembering more, are a major focus within the curriculum. Within different curriculum areas, we are supporting children in this area; however, some of our children struggle to acquire, retain and recall the knowledge. Resultingly, children can struggle to apply this knowledge and this can inhibit their progress and understanding. We have identified that our children require strategies they can use to help them retain, recall and apply knowledge. Consequently, in many curriculum areas, we strive to help children keep-up, rather than catch-up.
6	Understanding of the world and accessing opportunities
	We promote high aspirations within all members of our school community, including children identified as disadvantaged. We understand that many of our disadvantaged children may have had fewer experiences compared to their peers and as a result their confidence and ability in meeting their aspirations may be affected. The lack of opportunities, cultural capital and understanding of the world can affect their engagement, enthusiasm, understanding and progress across the curriculum and subsequently affect their self-confidence and their perception of themselves as learners throughout their education.

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
To provide a rich culture for reading throughout the school. This will support: • Children identified as disadvantaged making good or better progress in reading. • Help vocabulary acquisition. • Understanding and progress throughout the curriculum.	• High-quality teaching will be evident in all classrooms. • Children will develop a love of reading. • Children will read fluently and with automaticity. • Children will be priority readers in school. • Incentives will be provided to promote reading at home. • Children in Year 1 (those have completed the Read Write Inc phonics scheme) – Year 6 will read more words than they did previously (monitored through Accelerated Reader). • Children in Year 1 (those have completed the Read Write Inc phonics scheme) – Year 6 will have a quiz average of 85% or above (on Accelerated Reader). • Children will experience a range of author visits throughout the year. • Children will be able to name authors of books that they enjoy reading. • Children will be able to discuss their favourite books and the books that have been shared in the classroom. • Children and families will have access to a book exchange, where they can take books to enjoy at home. • Key Stage 2 children will be able to access the school library at lunchtime. • Children will be able to access the school library with their family after school. • During termly PIRA assessments, children's performance will improve. • Children's reading age (on Accelerated Reader) will be at least in line with their peers.
To instil a passion for writing, which inspires children to write for a range of audiences and purposes. This will support:	• High-quality teaching will be evident in all classrooms. • Author visits throughout the school will inspire writing opportunities. • Children will write for a range of purposes. • Children will write for different audiences.

• Children identified as disadvantaged making good or better progress in reading. • An increased number of children to achieve at least the age-expected outcomes in writing. • Writing across different curriculum areas.	• Children will use an array of contextuality-appropriate vocabulary within their writing. • Within all lessons, children will speak in full sentences. This will help equip them with the skills needed to write. • Oracy will be a focus within all lessons; again, equipping children with the vocabulary needed when writing.
To improve outcomes for children who are on the SEND register or are a Young Carer and also identified as disadvantaged.	• High-quality teaching will be evident in all classrooms. • Assessment, not assumptions, will be used to identify areas of need and relevant interventions will be used. • Children will develop increased confidence within sessions. • Children will be engaging and contributing more in lessons. • Children who are identified as Young Carers will attend fortnightly sessions with the Young Carer lead within school. • Oracy will be a focus and will be used to support children to engage within lessons. • The Pupil Premium lead and SENDCo will work collaboratively to meet the needs of children throughout the school.
To equip children with the vocabulary and skills needed to access all areas of the curriculum. This will support: • Children's understanding within lessons. • Children's confidence to engage and contribute within lessons. • Children's ability to use appropriate vocabulary within a range of contexts and situations.	• High-quality teaching will be evident in all lessons. • All adults will model correct use of vocabulary. • All adults will use high-quality vocabulary. • Oracy will be a focus within lessons, with both adults and children speaking in full sentences. • Key vocabulary will be explicitly taught within lessons and reinforced in appropriate contexts. • Knowledge organisers (including key vocabulary) will be shared within phase newsletters so parents / carers are aware of the key vocabulary being taught within different curriculum subjects. • Identified children will participate in a speech and/or language intervention.
To improve children's fluency and automaticity in mathematics. This includes both recall of facts and efficiency when selecting and using appropriate methods. This will support:	• High-quality teaching will be evident in all lessons. • Oracy will be a focus, with children speaking in full sentences, when they share, explain and justify their ideas.

• Children to retain, retrieve and apply key facts within maths lessons. • Children's understanding and efficiency when solving a range of mathematical problems. • Children's working memory – enabling them to retrieve necessary facts from their long-term memory will reduce cognitive overload on their working memory. • Children to make at least good progress in maths.	• Stem sentences and generalisations will be used to highlight and reinforce key facts and strategies. • Children will participate in maths lessons that are based on mastery approaches. • Children in Year 1 – Year 6 will follow the Maths No Problem scheme. • Children in Reception – Year 2 will participate in daily 'Mastering Number at Key Stage 1' sessions. These sessions focus on additive reasoning. • Children in Year 4 ad 5 will participate in daily Mastering Number at Key Stage 2 sessions, which focus on multiplicative reasoning). • Children in Year 3 and Year 6 daily fluency sessions. • Children will regularly access Numbots and/or Times Table Rock Stars (programme used will depend on age and current fluency targets). • Both maths lessons and fluency sessions will follow a small steps approach as part of teaching for mastery. This will help children to make connections and remember more. • Daily maths pre-teaching opportunities from Year 1 to Year 6 will be used to ensure that children 'keep up' rather than having to 'catch up'. • Children's weekly homework will provide opportunities to develop their fluency and mathematical understanding. • Half-termly (Key Stage 2) and termly (Reception and Key Stage 1) fluency assessments will highlight priorities. • Child and adult workshops (Reception and Key Stage 1) will showcase what we are doing in school. This will develop parents/carers confidence in supporting their child's learning and retention of facts at home.
To ensure children in Reception achieve a good level of development. This will support: • Children's transition into Key Stage 1. • Children's confidence when accessing the curriculum. • Children's understanding when accessing the curriculum.	• Early observations and assessments will quickly identify children who may benefit from additional intervention. • Autumn 1 baseline assessments will help identify pupils who may require additional support. Although National baselines are not received by the school, Reception teachers will complete their own baseline activities to identify the current needs of the children they teach.

• Children's engagement and contribution during lessons.	• The Early Years Framework will be followed to ensure all children receive a strong start.
	• The observation, assessment and planning cycle will be consistently used to form judgements and plan next steps.
	• Positive relationships amongst children and adults will be evident in the classroom.
	• High-quality teaching will be evident in all classrooms.
	• A range of support, approaches and interventions (including Speech and Language Link, Helicopter Stories and oracy opportunities) will be provided to these children.
To provide children with rich and varied experiences, which develop their awareness of the world. This will support: • Children's access to a range of opportunities. • Children to gain an understanding of their local community, the wider community and the world. • Children's confidence and engagement by providing activities that link to their interests. • Children's participation in extra-curricular activities, including school clubs, competitive sporting events, trips and residentials.	• High-quality teaching will make relevant comparisons between current learning and application in the wider world.
	• Extra-curricular clubs and activities will be offered. There will be a variety of clubs offered in order to cater to the needs of the children, as well as providing them with a range of opportunities.
	• Children in all year groups will enrich their knowledge of different subjects (e.g. science, humanities and religious education) by engaging with visitors to the school or by attending school trips.
	• Sparkle and enrichment activities will be offered to children and provide them with a range of opportunities and experiences.
	• Children in Key Stage 2 will attend careers assemblies, where parents and people from the local community share information about their careers and their learning journey.
	• Children in Year 4 and Year 6 will have the opportunity to participate in residential visits.
	• Children will attend talks and workshops by different authors.
	• Children will have opportunities to showcase their skills within school performances and competitions, local competitive activities and local/national performances.
	• Weekly Learning 4 Life lessons will support children to learn about themselves, the world around them and develop their confidence to participate in a range of activities and opportunities offered.

To create a whole school well-being ethos, which promotes growth mindset, resilience and self-worth. This will support: - Children's growth mindset and subsequently their confidence and resilience when attempting a range of challenges. - Children to improve their self-belief and self-esteem and as a result help them develop positive perceptions of themselves, as learners and as citizens in the local, wider and global community. - Children's enthusiasm and motivation to participate in a range of opportunities.	- Positive interactions between all members of the school community will promote a feeling of belonging for all children. - Children will participate in weekly Learning 4 Life sessions. These sessions cover a range of topics, including: belonging, emotions, mental health, growth mindset and life skills. - ELSA sessions will provide necessary support and intervention for identified children. This may be through 1:1 or group sessions. - Children will be able to identify which 'zone' they are in (Zones of Regulation). - Children will be able to suggest strategies to help them manage when in different zones (Zones of Regulation). - Children's growth mindset will develop (monitored through baseline assessments). - Children's emotional well-being will improve (based on half-termly Stirling questionnaires). - Children will be supported through transition periods to ensure they build secure relationships.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to embedding dialogic activities across the school curriculum. *These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.* This will be achieved by: • each class having discussion guidelines in their classroom • each class using different talk tactics to support their discussions and explanations • sentence stems provided to support children • adults modelling speaking and responding in full sentences • children continuing to learn how to speak in full sentences, supported by the inclusion of sentence stems in different curriculum areas • across the curriculum, pupils being taught explicit vocabulary and being supported in explaining and justifying their ideas • subject leaders across planning for progression in vocabulary. This will support children's understanding and supplement their discussions. • parents and carers being made aware of the	There is strong evidence base that suggests oral language activities, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high-impact on reading. **Evidence source:** Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF	1 2 3 4 5 6

vocabulary being used through the sharing of subject knowledge organisers. • in a chosen subject (science), children will complete an oracy project and complete a task based on oracy outcomes. Two teaching staff will continue to participate in the Voice 21 approach and will then disseminate the training to all members of staff. Staff will participate in CPD opportunities linked to this.		
All classroom-based staff (class teachers, HLTAs, LSAs and SLT) will participate in regular (usually weekly) CPD sessions.	Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. **Evidence source:** Effective Professional Development **(**Promote, deliver, and design high-quality learning opportunities) (2021)	1 2 3 4 5 6
Children in Reception, Year 1, Year 2, Year 4 and Year 5 will follow the NCETM's Mastering Number approach. These approaches focus on additive reasoning (Reception and Key Stage 1) and multiplicative reasoning (Year 4 and 5). They support fluency, as well as retention and application of facts and methods.	Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. In terms of procedural fluency and conceptual understanding, one should not be prioritised over the other. Learning is most effective when the two are fully integrated. **Evidence source:** https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ Memory overload: working memory is finite; often students are dealing with too many ideas and pieces of information; they can't process it all and things don't make sense or stick .	3 4 5

	Solution: break concepts and tasks into smaller practisable steps and elements.	
	Insufficient fluency of recall: very often a learning issue is simply a question of practice. Students haven't yet had or taken the opportunity to practise retrieving and applying their knowledge with enough frequency, intensity or variety to have developed the fluency and confidence expected or needed to move to the next stage.	
	Solution: increase the range, intensity and frequency of practice tasks so that students gain confidence and fluency.	
	Evidence source: A model for the learning process and why it helps to have one (Tom Sherrington, 2020) : A model for the learning process. And why it helps to have one. – teacherhead	
	In some schools, the curriculum in the Reception Year and key stage 1 emphasised both understanding and quick recall of addition facts. The NCETM's Mastering Number programme was particularly helpful. In these schools, pupils were successful and received lots of praise.	
	Evidence source: Ofsted: Coordinating mathematical success: the mathematics subject report (2023) Coordinating mathematical success: the mathematics subject report - GOV.UK	
Maths Lead participating in Enigma Maths Hub 'Sustaining Teaching for Mastery' workgroup. *Although the cost of the programme is free, funding has been used to provide cover during the half termly workgroup sessions.* *All school staff also receive CPD based on what is covered in these sessions.*	The workgroup sessions cover elements of a maths mastery approach and are supported by the DFE and National Centre for Excellence in the Teaching of Mathematics (NCETM). The five big ideas are explored and reflected upon. The sessions also look at other supplementary resources, such as the Prioritisation Materials and Maths Guidance for Key Stage 1 and 2. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf) **Evidence source:** The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3 4 5

	Networks of support, such as the Maths Hubs, provide regular and highly useful training. This helps teachers to adopt new and improved ways of explaining and modelling concepts. **Evidence source:** Ofsted: Coordinating mathematical success: the mathematics subject report (2023) [Coordinating mathematical success: the mathematics subject report - GOV.UK](#)	
Leaders, teachers and support staff who teach phonics participating in Read Write Inc development days. *Staff also have access to the Read Write Inc portal to access on-going training.*	This training has been chosen as systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. **Evidence source:** The EEF Improving Literacy in Key Stage 1: Recommendation 3	1 2 3 4
Children in Reception, Year 1 and a proportion of Year 2 (those who didn't pass the phonics screening) will receive daily phonics teaching based on this approach. In addition, children in Key Staged 2 who require additional support in phonics will receive daily interventions based on this approach. Their reading books will match their current phonics level. *Children also take home a Read Write Inc book bag book that matches the current text (sounds) they have been learning.*	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). **Evidence source:** EEF: Phonics: High impact for very low cost based on very extensive evidence	1 2 3 4
HLTA will undertake training to become a Communication Champion. As part of our subscription to Infant and Junior Speech and Language Link, one of our HLTAs (who delivers speech and language interventions) is training to become a 'Communication	Key findings from EEF research: • Communication and language approaches typically have a very high impact and increase young children's learning by seven months. • Positive effects have been identified on early language and literacy skills. When selecting strategies it is important to consider outcomes. • Staff are very likely to benefit from training or professional development to	1 3 4

Champion'. This training will further support the provision and interventions we provide our children within school.	use programmes and approaches successfully. • There are many communication and language approaches. High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills. Closing the disadvantaged gap: The small number of studies that have taken place in settings with a higher proportion of children experiencing socio-economic disadvantage tended to have above average effects suggesting that this is likely to be a beneficial approach for this group. There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities. **Evidence source:** EEF: Communication and language approaches	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children receive 1:1 phonics tutoring.	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. **Evidence source:** EEF: Phonics: High impact for very low cost based on very extensive evidence – Closing the disadvantaged gap.	1 3 4 5 6
Identified children in focus year groups will participate in weekly Book Club sessions. These sessions promote enjoyment for reading, while also helping children embed the skills and strategies they require in order to become fluent, lifelong readers.	Research from EEF: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. **Evidence source:** EEF : Reading comprehension strategies.	1 3 4 5 6
Qualified teacher employed to provide year group focused maths tuition for a group of Year 6 children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups. **Evidence source:** Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	4 5
Speech and Language Link: Assessment	Developments in the past twenty years have highlighted the importance of early language development, the	1 3

	range in individual variation, and the sensitivity language development has to environmental input.	4 5
Children within the school are being screened and assessed for speech and language needs earlier. This means that support and interventions can be introduced sooner.	A number of intervention studies have been carried out, most of which have	
	positive outcomes for the intervention group although the quality of the evidence varies considerably. With one or two exceptions, interventions are best described as practices rather than programmes.	
	Evidence source: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	
Within the school, we use both Infant and Junior Speech and Language Link.	Communication and language approaches are a crucial part of provision in the early years. However, even with the promising average impact, implementation is important. In particular:	
	Carefully matching approaches with the needs of children – for example diagnosing whether a child is struggling with vocabulary or with social communication	
	Evidence source: EEF: Communication and language approaches	
	In summary, using a language screener can assist in accurately identifying language difficulties that may not be apparent through observation alone. These tools help ensure no child is overlooked by evaluating their understanding in a structured manner.	
	A robust, standardised language screen provides reliable results, allowing educators to pinpoint where support is needed, thus aiding in effective intervention and ensuring children do not miss out on crucial learning opportunities as they progress through school.	
	Evidence source: Speech and Language Link – Identification (Language Screeners - Identify Language Difficulties Faster)	
Speech and Language Link: Sessions	Developments in the past twenty years have highlighted the importance of early language development, the range in individual variation, and the sensitivity language development has to environmental input.	1 3 4 5
Speech and Language link is being used to support the development of children with identified needs. This support will hopefully impact on their ability to access,	A number of intervention studies have been carried out, most of which have	
	positive outcomes for the intervention group although the quality of the evidence varies considerably. With one or two exceptions, interventions are best described as practices rather than programmes.	
	Evidence source: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	

understand and make progress across the curriculum. *There are 4 trained support staff leading these sessions across the different phases.*	Communication is fundamental to learning, relationships and life chances (See Bercow: 10 years on). It is therefore vital to support and develop all pupils' speech and language skills, especially those who struggle. f the right level of support is provided at the right time students with speech, language and communication needs (SLCN) can do well in school, form and sustain better relationships and ultimately improve their life chances. **Evidence source:** Speech and Language Link – Intervention ([Language Interventions & Speech Interventions for Schools](#))	
Daily maths pre-teaching sessions are used throughout the school. This is to help children 'keep up' rather than 'catch up'. *In order to provide this daily support, each class (from Year 1 to Year 6) has been assigned a designated learning support assistant to support the class while the sessions are occurring.*	It is expected that those children who will achieve well on a particular topic may not necessarily be the same children who achieved well on other topics. An additional daily short session of 10 to 15 minutes is provided for any pupils who do not fully grasp the lesson content, in order that they 'keep up' with the class. Our experience shows that it is not always the same pupils who require this form of intervention and this boosts the self-belief of previously low-attaining pupils. **Evidence source:** https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ Some of the more effective examples of additional help included pre-teaching and same-day interventions. This support gave pupils, including those with SEND, vital additional opportunities to review and practise core knowledge. **Evidence source:** Ofsted: Coordinating mathematical success: the mathematics subject report (2023)	3 4 5
The opportunity to use a school-funded laptop to access homework tasks will be available to children and families. *(£0)*	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. **Evidence source:** EEF: Working with parents to support children's learning	1 2 3 4 5 6
Termly assessments in reading (PIRA) and maths (Insights) will be used to identify	The findings of these (summative) assessments can be used to make informed decisions about how to support each individual pupil in succeeding and determine whether they have achieved the required learning objectives or content domains.	1 3 4 5

focus areas and focus children. This will also be supported by half termly (more frequently, if needed) assessments in phonics (using RWI) and Star Reader (Accelerated Reader).	**Evidence source:** Third Space Learning: What Is Summative Assessment: A Practical Guide For Teachers On When And How To Use It (2024) Inform instructional decisions: By analysing summative assessment data, teachers can identify trends and patterns in student performance. This information is crucial to plan future instruction, identify areas where students may need additional 1:1 support, and adjust teaching strategies to improve specific outcomes. **Evidence source:** Education Perfect: What are the Benefits of Assessment? (2024)	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children participate in ELSA interventions to support their emotional Literacy. *These sessions may be 1:1 or group work depending on the needs of the children. A range of topics will be covered.*	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): **Evidence source:** EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2 3 4 6
Children and their families receive support to purchase school uniforms During the academic year, a branded item of school uniform will be provided to children identified as disadvantaged. (Maximum: £17 per pupil – school jumper).	School uniform plays a key role in promoting pride, self-confidence, and a feeling of belonging within the student body. These factors contribute to students' wellbeing, removing the additional pressures of deciding what to wear and added stress of meeting the expectations of their peers. Uniform removes the points of difference between students, thus unifying the student body and providing a greater focus on academic work. **Evidence source:** The Schoolwear Association: The benefits of school specific uniform	2 4 6
Children will participate in enrichment opportunities, through engaging with internal visitors and attending school trips. *As we value a broad and balanced curriculum which promotes knowledge and understanding of the world, as a school we will make contributions to*	There's no denying the positive contribution made by out-of-classroom learning opportunities to children's education and life experience. Apart from the benefit of adding a new perspective to a classroom subject, getting children out of the classroom on a school trip allows them to experience the wider world, challenge themselves physically and emotionally, learn independence and engage with their peers and teachers in different ways, to encourage improved confidence and communication. **Evidence source:** Wildchild Adventure: Inspiring a lifetime of adventure: Realise the benefits of school trips to reinvigorate children's learning and reduce exam stress	2 3 4 5 6

participation on a school trip.		
Children will become more confident, resilient and reflective learners. This will be supported by developing their wellbeing and growth mindset. *As a school, we will be delivering weekly Learning 4 Life sessions.*	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. **Evidence source**: EEF Social and emotional learning (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) A fresh focus on social, emotional and mental health needs recognises behavioural links to mental health, with early intervention aiming to improve children's ability to learn and enhance life chances. The adoption of the SEMH term recognises the behavioural link to mental health – within the SEN Code of Practice, behaviour linked to mental health and emotional wellbeing underlying needs is a common theme. It also shifts the emphasis towards addressing the needs of children rather than attempting to subdue behaviours, which has led to the adoption of a more child-centred approach among practitioners and service providers. **Evidence source**: Children and Young People Now (https://www.cypnow.co.uk/features/article/special-report-social-emotional-and-mental-health-needs)	2 3 4 6
Children will receive a book from the author visits. When authors visit a key stage, a book is purchased for each pupil identified as disadvantaged. This is to expose them to a range of authors, genres and help develop their enjoyment of reading. A class copy of the book is also purchased to promote the love of reading.	There is some research evidence which suggests that reading for pleasure is important for both personal and academic development. **Evidence source:** EEF Literacy Catch-Up Projects (Dated 2013 but still relevant) (https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects) Embedding a school culture that values and supports reading for pleasure. This is a collective responsibility. Schools should also acknowledge pupils' developing interests and changing habits as they move from primary to secondary school. To nurture the reading habit, schools need a strategic approach rather than simply an	1 2 3 4 6

	eclectic mix of 'reading for pleasure' activities. Evaluation should take place regularly. Competitions, dressing up days and other promotional activities should be built into wider strategic activity, such as being used to launch a new initiative. However, these activities on their own are not enough to motivate all pupils to read regularly at home. **Evidence source:** The Reading Framework (DFE, 2023) Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income. Key outcomes are listed below. • Improvement in vocabulary in comparison to non-readers (Millenium Cohort Study) • Correlation between regularity of reading for pleasure and ability in reading each reinforcing the other as students get older (Cremin 2019, Torppa 2020) • Better performance in subjects other than English (Millenium Cohort Study) • Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background (OECD) • There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors (NLT 2018) • Reading improves a child's empathy skills (Oatly 2016) • Interventions developing Reading for Pleasure attitudes (offering book choice and time to read rather than instruction) have a greater influence on reading ability than reading lessons for older children/adults (Greenberg 2014) **Evidence source:** World Book Day (https://www.worldbookday.com/about-us/our-approach/the-evidence/)	
Children and their families will have access to a range of books, including different genres, poetry and non-fiction.	There is some research evidence which suggests that reading for pleasure is important for both personal and academic development. **Evidence source:** EEF Literacy Catch-Up Projects (Dated 2013 but still relevant)	1 2 3 4 5 6

A book exchange is being set-up at the school with children and their families allowed to take books to enjoy at home. *£0*	(https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects) Embedding a school culture that values and supports reading for pleasure. This is a collective responsibility. Schools should also acknowledge pupils' developing interests and changing habits as they move from primary to secondary school. To nurture the reading habit, schools need a strategic approach rather than simply an eclectic mix of 'reading for pleasure' activities. Evaluation should take place regularly. Competitions, dressing up days and other promotional activities should be built into wider strategic activity, such as being used to launch a new initiative. However, these activities on their own are not enough to motivate all pupils to read regularly at home. **Evidence source:** The Reading Framework (DFE, 2023) Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income. Key outcomes are listed below.	
Children identified as Young Carers will participate in fortnightly sessions with the school's Young Carer lead. Within our school, we have Key Stage 1 and Key Stage 2 Young Carers groups. Throughout the year, the county Young Carer representative also visits the school and completes activities with our Young Carers.	Ofsted have highlighted the needs of young carers as high priority and have looked favourably upon schools who work alongside charities and agencies to benefit pupils within schools. **Evidence source:** Carers Bucks	2 4 6
Sparkle Opportunities will be used to provide children with a range of experiences.	One of the best bits about childhood is doing the things you enjoy outside the classroom – joining a football team, learning to dance or playing the drums. Research shows too many young people from disadvantaged backgrounds never get the chance. As a result, they lose out on the	2 4 6

These Sparkle Opportunities provide small groups of children with the chance to experience lessons / sessions that they may not normally engage in within the parameters of the curriculum. These may include different performing arts, sports, creative or digital literacy and technology-based activities.	benefits –increased confidence which helps social interaction, a real aspiration to go on to higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks –which those from affluent backgrounds often have ready-made. **Evidence source:** Gov.uk: An unequal playing field: extra-curricular activities, soft skills and social mobility (2019)	
Key Stage 2 children will attend career assemblies in order to gain an insight into different career paths they may aspire to take.	Evidence shows that children start to form ideas about their future as they start primary school and it is crucial that we help inspire them in doing so. **Evidence source:** The Education Hub: How we are helping to inspire primary school children about their future careers (2023). This piece of evidence also references: The term 'career-related learning' includes early childhood activities in primary schools designed to give children from an early age a wide range of experiences of, and exposure to, education, transitions and the world of work. **Evidence source:** The Careers and Enterprise Company (2018)	2 4 6
All children are invited to a range attend free-of-charge after school clubs throughout the year. A range of clubs are offered, including sporting clubs, creative clubs and curriculum clubs.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. **Evidence source:** EEF - Physical activity – Closing the disadvantaged gap	2 4 6
Children and their families will have increased access to the school library. The school library will be open for Key	<u>Why is reading for pleasure important?</u> When children and young people enjoy reading, they read more often, helping to build vital reading skills and bringing wider benefits for wellbeing, confidence and learning. In fact, our research shows that twice as many children and young people who enjoy	1 2 3 4 5 6

Stage 2 children at lunchtimes (each year group can attend on a different day) and the school library will be open to children and their families four days each week after school. This is in addition to all children's weekly library sessions.	reading in their free time have above average reading skills than children who don't enjoy it (34.2% vs 15.7%). Therefore, reading for pleasure is an important mechanism to encourage reading frequency which in turn is more likely to foster and improve a child's reading skills - something which is of fundamental importance at a time when children and young people's reading skills are cause for concern, particularly for those from disadvantaged communities. If we are able to encourage a culture of reading for pleasure and create a daily reading habit, children are more likely to build the vital literacy skills they need to thrive. There are many broader benefits that also come from a child's reading for enjoyment. **Evidence source:** National Literacy Trust – Reading Pleasure (2024) School libraries have been found to impact pupils' general academic attainment, reading and writing skills, plus wider learning skills, as well as their scores in history, mathematics and science. School libraries have also been found to have an impact on pupils' reading enjoyment, reading behaviour and attitudes towards reading. Motivation and attitudes in particular have been connected to school library use. *Teravainen, A & Clark, C. School Libraries : A literature review of current provision and evidence of impact. National Literacy Trust, 2017* **Evidence source:** School Library Association – Benefits and impacts of school libraries (2018)	

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 2024 – 2025 academic year.

Overview of data for Summer 2024

The data overview below shows results from the whole school cohort. Below this data there will be a specific reference to the attainment of pupil premium children.

EYFS

Year	2018	2019	2022	2023	2024
% GLD	78%	78%	64%	70.2%	65%

Key Stage 1

Year One Phonics Screen:

Year	2018	Nat	2019	Nat	2022	Nat	2023	Nat	2024	Nat
% Pass	98%	82%	85%	82%	83%	75%	88%	79%	91.8%	

Year Two Cumulative Phonics Screen: Number in Y2 cohort for retakes: 9

Year	2019	2022	2023	2024
% Pass	100%	84%	80%	77.8%

Year 4 Multiplication Check

Year	2022	Nat	2023	Nat	2024	Nat
Mean Average	19.8	19.8	19.8	20.2	19.7	
% of pupils who scored 25 (Full Marks)	24%	27%	21%	29%	14.5%	
% of pupils who achieved above 20 marks	58.5%		63.2%		61.3%	

Key Stage 2 SATs

Key Stage 2 Headlines Number in Y6 Cohort 2024: 62 (Only 45 in 2023)

Test Results / Teacher Assessment	% of pupils working at the Expected Standard + (inc at Greater Depth)						% of pupils working at Expected Standard (inc at Greater Depth) RWM Combined		
	2022	National 2022	2023	National 2023	2024	National 2024	2022	2023	2024
English Reading	83%	75%	82%	73%	76%	74%	71%	78% (80%)	58.1%
English Writing (TA)	81%	69%	87%	71%	72.6%	72%	(59 National average)	(59 National average)	(61 National average)
Mathematics	90%	71%	84%	73%	82%	73%			
SPAG	81%	72%	78%	72%	69%	72%			

Test Results / Teacher Assessment	% of pupils working at Greater Depth			% of pupils working at Greater Depth in RWM Combined		
	2022	2023	2024	2022	2023	2024
English Reading	36%	33%	27%	2%	2.2%	3.2%
English Writing (TA)	5%	6.6%				
Mathematics	38%	29%	31%			
SPAG	38%	33%	29%			

*One PP child did not sit the papers as they went on holiday. So, scored no marks.
NB. 39% of the cohort are considered Disadvantaged (PP or SEND)

	Cohort Average Scaled Score		
	2022	2023	2024
English Reading	107	106	105
Mathematics	107	107	106
SPAG	107	103	

		All	Started at Bierton before Year 5
Years 6	Cohort	62	41
% of pupils expected and above	Reading	74%	80.5%
	Writing	72%	70.1
	Maths	73%	78%

Early Years: Good Level of Development:

44.4% of our reception cohort identified as pupil premium achieved a good level of development. As a result, this will be a priority for our 2024 – 2025 cohort.

Year 1 Phonics Screening Pupil Premium:

75% of the Year 1 cohort identified as pupil premium passed the phonics screening.

Year 4 Multiplication Check:

	PP Status	
	PP (8 children)	Non-PP (54 children)
Number of children scoring 25	1 12.5% *14.3%	8 14.8%
Number of children scoring 20 or above	3 37.5% *42.9%	35 64.8%
Number of children scoring below 20	4 50% *57%	19 35.2%
Number of children scoring below 13 (less than 50%)	3 37.5% *42.9%	7 13%
Average score	16	20

*Due to identified needs, one child attempted but didn't complete the MTC.

Although our end of Key Stage 2 maths results are currently above national. Recall and fluency of multiplication facts remains a priority and as a result this will continue to be a focus next academic year.

Key Stage 2 Pupil Premium Data: School compared to national

* In the academic year 2022/23, we only had two pupils who were classed as disadvantaged so comparisons are not viable

% of pupil premium pupils reaching the expected standard				
	Bierton CE Combined School		Nationally	
	2022/23	2023/24 (based on 10 pupils)**	2022/23	2023/24
Reading	NA*	70%	60%	62%
Writing	NA*	50%	58%	58%
Maths	NA*	90%	59%	59%

** one of the ten disadvantaged pupils did not sit the tests due to a family holiday

It is also worth noting that 30% of our disadvantaged pupils achieved the higher score in reading and 20% in maths.

Oracy (supported by participation in Voice 21)

We are continuing to witness the impact of oracy throughout the school, especially in Key Stage 2. Children are more confident when participating in conversations and are now consciously building upon, challenging and exploring their ideas and the ideas and opinions of others. We believe that continued focus on oracy will further support our children in discussions but also help their understanding and progression across the curriculum.

OPAL

In April 2024, two years after beginning our OPAL journey, we received the OPAL Platinum Award. When visiting the school site, the OPAL reviewers were pleased with everything they witnessed, including all children being engaged in activities and imaginative play. As mentioned in previous years, OPAL has had a significant impact on our children at lunchtimes and also helped them to develop confidence, resilience and collaboration skills. In addition, our OPAL work is now having a wider impact, with other local schools viewing our provision to support their own learners.

ELSA

Emotional literacy and our ELSA provision remains a priority within our school. Our trained ELSAs have continued to support the mental health, wellbeing and regulation of many of our students. The work completed during these sessions is equipping the children with skills and strategies they can use within the classroom, the wider school community and their lives outside of school.

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
Read Write Inc	
Maths No Problem	
Voice 21	
Speech Link	
Language Link	
Widget	
Accelerated Reader	
Maths No Problem: Insights assessment	

Further information

Over the past few years, we have gradually moved to two-form entry across the school (from 1 ½-form entry previously). Due to our increasing cohort size, we acknowledged that the needs of our children may change. Additionally, due to national economic changes, we understand that the needs of our children and families may change throughout the academic year. We also understand that there may be some children from families who do not qualify for pupil premium funding but may be just below the threshold and therefore also benefit from support and intervention.

Additional Activities:

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium. This will include:

- continuing to develop our practice of effective feedback and marking, As a school we have adopted a live marking and feedback approach in order to support the needs of all of the children. EEF evidence demonstrates that this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. A range of activities continue to be offered and will help to develop life skills such as confidence, resilience and socialisation. Disadvantaged pupils will be encouraged and supported to participate.

Planning, Implementation and Evaluation:

As part of our pupil premium strategy, we will continue to use evidence-based research to influence the approaches and strategies we adopt. As a school, we are participating in the Buckinghamshire Challenge Project and will use these sessions to support the development of our pupil premium strategy and also take opportunities to reflect on the impact the chosen approaches are having.

We will continue to use the EEF's implementation guidance to help us develop our strategy. In addition, we will use triangulated evidence from different sources in order to identify the challenges faced by our disadvantaged pupils. Finally, we aim to develop a robust evaluation framework to secure better outcomes for pupils.