

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bierton CE Combined School
Number of pupils in school	422 (Year R to Year 6) 444 (including Nursery - EYPP)
Proportion (%) of pupil premium eligible pupils	14.6% (Year R to Year 6) 14.1% (Nursery to Year 6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Mrs Joanne Start
Governor / Trustee lead	Mrs Louise Gattward

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (April 2023 – 2024)	£71,945
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<b>Total budget for this academic year</b>	£42,935

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Bierton CE Combined School, our intention is that all pupils, irrespective of their background or their challenges, will make 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 good progress and attainment, including those who are already high attainers.

As a school, we will consider the needs of our individual pupils and make decisions accordingly. We will use our knowledge of our children and assessment to determine our actions, rather than generic assumptions. Concurrently, we will 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. Furthermore, our strategy is also integral to wider school plans for education recovery, as a school we will also provide targeted support through the National Tutoring Programme and School-Led Tutoring.

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:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

### **We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils. This includes ensuring disadvantaged pupils are challenged in the learning they are given.

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- 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.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- 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.
- 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:

- 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 for 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.
- Our school will look at the starting points of our children and adapt classroom and holistic approaches accordingly. This involves having high expectations of all pupils.
- Additional teaching and learning opportunities will be provided through trained teachers or learning support assistants.
- The National Tutoring Programme and School-Led Tutoring will support pupils whose education has been worst affected, including non-disadvantaged pupils.
- 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.
- Extra-curricular activities will be re-introduced in order to support children's wellbeing and enable them to participate in a variety of experiences.
- 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 use in their learning within the classroom.

- Strategies and approaches will be adopted and used to promote positive relationships and behaviour.
- 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 tiered approach to Pupil Premium 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	<p><u>Progress and attainment for disadvantaged pupils in Literacy across the school:</u></p> <p>There is a significant difference between the progress and attainment of our disadvantaged pupils in Literacy compared to our overall cohort. We acknowledge that children's reading ability and enjoyment has a direct impact on not only their writing but all areas of life and the curriculum.</p> <p>Although 88% of our Year 1 cohort (2021 – 2022) passed the phonic screening check in Summer 2022, there are still some children in Year 2 (Autumn 2022) and higher year groups (including those identified as disadvantaged) that have not met the expected standard. As we believe reading is the foundations of all learning, we are also striving to develop reading skills, in addition to their motivation to read for pleasure and enjoyment.</p>
2	<p><u>Progress and attainment for disadvantaged pupils in Maths across the school:</u></p> <p>There is a significant difference between the progress and attainment of our disadvantaged pupils in Maths compared to our overall cohort.</p>
3	<p><u>Percentage of children identified as disadvantaged in key year groups: (as of November 2023)</u></p> <p>15% of our Year 1 cohort</p> <p>21.7% of our Year 2 cohort</p>

	15% of our Year 3 cohort 17.7% of Year 6 cohort
4	<u>Children's social, emotional and mental health throughout the school</u> Over recent years we have noticed an increase in the amount of children who 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.
5	<u>Awareness and understanding of the world:</u> An increasing proportion of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have, meaning knowledge of the world and vocabulary acquisition is limited. Additionally, due to COVID-19, the experiences children may have previously been provided with in school have also been limited. We acknowledge that this can at times also impact on their aspirations.

## 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
Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition, as well as support understanding and progress throughout the curriculum.	<ul style="list-style-type: none"> <li>• Children will develop a love of reading.</li> <li>• Children will be priority readers in school.</li> <li>• Incentives will be provided to promote reading at home.</li> <li>• 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)</li> <li>• 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).</li> <li>• Children will be able to name authors of books that they enjoy reading.</li> <li>• Children will be able to discuss their favourite books and the books that have been shared in the classroom.</li> <li>• Children and families will have access to a book exchange, where they can take books to enjoy at home.</li> <li>• Children will be able to access the school library with their family after school.</li> </ul>
Pupil premium children will develop their fluency skills and this will support their progress and attainment in Maths (primarily within arithmetic style questions).	<ul style="list-style-type: none"> <li>• Children will participate in maths lessons that are based on mastery approaches.</li> </ul>

<p>Children will make at least good progress in maths.</p>	<ul style="list-style-type: none"> <li>• Children in Year 1 – Year 6 will follow the Maths No Problem scheme.</li> <li>• Children in Reception – Year 2 will participate in daily ‘Mastering Number’ sessions.</li> <li>• Children in Year 4 and 5 will participate in daily Mastering Number at Key Stage 2 sessions (focusing on multiplicative reasoning).</li> <li>• Children in Year 3 and Year 6 daily fluency sessions.</li> <li>• Children will regularly access Numbots and/or Times Table Rock Stars (programme used will depend on age and current fluency targets).</li> <li>• 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.</li> <li>• 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’.</li> <li>• Children’s weekly homework will provide opportunities to develop their fluency and mathematical understanding.</li> </ul>
<p>Children in Reception will meet their ELG.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A range of support, approaches and interventions (including Speech and Language Link, Helicopter Stories and oracy opportunities) will be provided to these children.</li> </ul>
<p>Children will develop their awareness of the world and have opportunities to learn and discuss things of interest to them.</p> <p>This includes receiving rich and varied experiences and school and inviting parents into school to complete enrichment activities.</p>	<ul style="list-style-type: none"> <li>• At least once each half term parents and carers will be invited into school to complete activities with their children.</li> <li>• Children in Key Stage 2 will have a designated mentor. They will complete a range of activities to support both their social development as well as their academic progress and understanding.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sparkle and enrichment activities will be offered to children and provide them with a range of opportunities and experiences.</li> <li>• 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.</li> </ul>
<p>Children's self-perception and growth mindset will improve.</p>	<ul style="list-style-type: none"> <li>• Children will participate in weekly wellbeing sessions.</li> <li>• When necessary, children will participate in 1:1 or group ELSA sessions.</li> <li>• A group of children have received training from the Mental Health Support Team and are now peer mentors. They support the children throughout they school at lunch times.</li> <li>• Children will be able to identify which 'zone' they are in (Zones of Regulation).</li> <li>• Children will be able to suggest strategies to help them manage when in different zones (Zones of Regulation).</li> <li>• Children's growth mindset will develop (monitored through baseline assessments).</li> <li>• Children's emotional well-being will improve (based on half-termly Stirling questionnaires).</li> <li>• Children will be supported through transition periods to ensure they build secure relationships.</li> </ul>



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: £7,226.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding dialogic activities across the school curriculum.</i></p> <p><i>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> <li>• each class will have discussion guidelines in their classroom</li> <li>• each class will use the different talk tactics to support their discussions and explanations</li> <li>• sentence stems will be provided to support children</li> <li>• adults modelling speaking and responding in full sentences</li> <li>• children are learning to speak in full sentences and are provided with sentence stems in different curriculum areas</li> <li>• across the curriculum, pupils are taught explicit vocabulary and are supported in explaining and justifying their ideas</li> <li>• subject leaders across the school have planned for progression in vocabulary. This will support children's understanding and supplement their discussions.</li> <li>• in a chosen subject (science), children will complete an oracy project</li> </ul>	<p>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.</p> <p>Evidence source: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1, 2, 3, 4,</p>

<p>and complete a task based on oracy outcomes.</p> <p>Two teaching staff will continue to participate in the Voice 21 approach will then disseminate the training to all members of staff. Staff will participate in CPD opportunities linked to this.</p> <p>(£2,250)</p>		
<p><i>Lead teachers in Year 4 and Year 5 will attend Mastering Number at Key Stage 2 training. This information will then be shared with the other teachers in the year group.</i></p> <p><i>Although the cost of training for the approach is free, funding has been used to provide cover during the training and workgroup sessions.</i></p> <p>(£204.48 for cover)</p>	<p>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.</p> <p>Evidence source:  <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></p>	2, 3
<p><i>Maths Lead participating in Enigma Maths Hub ‘Sustaining Teaching for Mastery’ workgroup.</i></p> <p><i>Although the cost of the programme is free, funding has been used to provide cover during the half termly workgroup sessions.</i></p> <p><i>All school staff also receive CPD based on what is covered in these sessions.</i></p> <p>(£300 for cover)</p>	<p>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.</p> <p>(<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a>)</p> <p>Evidence source: The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2, 3
<p><i>Leaders, teachers and support staff who teach phonics participated in a Read Write Inc development day.</i></p>	<p>This training has been chosen as systematic phonics approaches explicitly teach pupils a comprehensive set of letter-</p>	1, 4

<p><i>Staff also have access to the Read Write Inc portal to access on-going training.</i></p> <p><i>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. Furthermore, their reading books will match their current phonics level.</i></p> <p><i>Children also take home a Read Write Inc book bag book that matches the current text (sounds) they have been learning.</i></p> <p><i>(£1410)</i></p> <p><i>Identified children also receive 1:1 phonics tutoring.</i></p> <p><i>(£3062)</i></p> <p><i>Total for activity: £4472</i></p>	<p>sound relationships for reading and sound-letter relationships for spelling.</p> <p>Evidence source: The EEF Improving Literacy in Key Stage 1: Recommendation 3</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,021.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Qualified teacher employed to provide year group focused maths tuition for</i></p>	<p>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.</p> <p>Evidence source: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>2</p>

<p>a group of Year 6 children (£3,237)</p>		
<p><i>Speech and Language Link: Assessment</i></p> <p><i>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.</i> (£330)</p> <p><i>Due to the developing needs of our cohort of children, the school has purchased Junior Speech and Language Link.</i> (£375)</p> <p><b>Total cost for activity: £675</b></p>	<p>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.</p> <p>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.</p> <p>Evidence source: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p>	<p>1, 3, 4, 5</p>
<p><i>Speech and Language Link: Sessions</i></p> <p><i>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, understand and make progress across the curriculum.</i> <i>There are three trained support</i></p>	<p>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.</p> <p>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.</p> <p>Evidence source: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p>	<p>1, 3, 4, 5</p>

<p><i>staff leading these sessions across the different phases.</i> (£9,204)</p>		
<p><i>Daily maths pre-teaching sessions are used throughout the school. This is to help children 'keep up' rather than 'catch up'.</i></p> <p><i>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.</i> (£4,905.83)</p>	<p>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.</p> <p>Evidence source: <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></p>	2
<p><i>The opportunity to use a school-funded laptop to access homework tasks will be available to children and families.</i> (£0)</p>	<p>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.</p> <p>Evidence source: EEF: Working with parents to support children's learning</p>	1, 2, 3, 4

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

Budgeted cost: £8,213.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Key Stage 2 pupil premium children to have a designated mentor.</i></p>	<p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p>As positive effects on attainment may not be sustained once the mentoring stops, care must be taken to ensure that benefits are not</p>	1, 2, 3, 4, 5

<p><i>They will complete a range of activities, including: creative / active tasks, reading and maths games.</i></p> <p>(£0)</p>	<p>lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour</p> <p>Evidence source:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	
<p><i>Children participate in ELSA interventions to support their emotional Literacy.</i></p> <p><i>These sessions may be 1:1 or group work depending on the needs of the children. A range of topics will be covered.</i></p> <p><i>Upon reflection of our children's needs, for the 2022 – 2023 academic year, two members of trained staff will provide these interventions.</i></p> <p><i>In 2023-2024, we have a trained ELSA and two other members (one of which is training in 'Understanding Young People's Mental Health) of staff providing ELSA support.</i></p> <p>(£4,407)</p>	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>Children and their families receive support to purchase school uniforms</p> <p>During the academic year, a branded item of school uniform will be provided to children identified as disadvantaged.</p>	<p>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.</p>	3, 4

<p>(Maximum: £17 per pupil – school jumper). Currently: £1,003</p>	<p>Evidence source: The Schoolwear Association: The benefits of school specific uniform</p>	
<p><i>Children will participate in enrichment opportunities, through engaging with internal visitors and attending school trips.</i></p> <p><i>As we value a broad and balanced curriculum which promotes knowledge and understanding of the world, as a school we will make contributions to participation on a school trip.</i></p> <p><i>Currently, we have provided funding for five Year 6 children and one Year 4 child can attend their year group's residential. We are paying for half of the visit.</i></p> <p><i>Currently:</i>  <math>5 \times £220 = £1100</math>  <math>1 \times £90 = £90</math>  <i>Current total: £1,190</i></p>	<p>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.</p> <p>Evidence source: Wildchild Adventure: Inspiring a lifetime of adventure: Realise the benefits of school trips to reinvigorate children's learning and reduce exam stress</p>	<p>3, 4, 5</p>
<p><i>Children will become more confident, resilient and reflective learners. This will be supported by developing their wellbeing and growth mindset.</i></p> <p><i>As a school, we will be delivering well-being sessions focusing on 'The Art of Brilliance' by Andrew Cope. The website states, "Most people are a million</i></p>	<p>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.</p> <p>Evidence source: EEF Social and emotional learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>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</p>	<p>2, 4, 5</p>



<p><i>miles away from feeling as great as they could. We specialise in training and development to make you a more positive, motivated and brilliant person. In short, we will remind you how to be your best self.”</i></p> <p>£499</p>	<p>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.</p> <p>Evidence source: Children and Young People Now  <a href="https://www.cypnow.co.uk/features/article/special-report-social-emotional-and-mental-health-needs">https://www.cypnow.co.uk/features/article/special-report-social-emotional-and-mental-health-needs</a>)</p>	
<p><i>Children will receive a book from the author visits.</i></p> <p><i>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.</i></p> <p><i>Currently:</i></p> <p><u><i>Early Years and Key Stage 1</i></u></p> <p><i>Snowball Bandit (£242.73)</i></p> <p><i>The Thing at 52 (£363.72)</i></p> <p><u><i>Key Stage 2</i></u></p> <p><i>The Dog Squad (£225)</i></p> <p><i>Kevin and the Vampire (£282.75)</i></p> <p><i>Beastland (£282.75)</i></p>	<p>There is some research evidence which suggests that reading for pleasure is important for both personal and academic development.</p> <p>Evidence source: EEF Literacy Catch-Up Projects (Dated 2013 but still relevant)  <a href="https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects">https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects</a> )</p> <p>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.</p> <p>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.</p> <p>Evidence source: The Reading Framework (DFE, 2023)</p> <p>Reading for pleasure is the single biggest indicator of a child’s future success – more than their family circumstances, their parents’</p>	<p>1, 3, 4, 5</p>



<p><i>Current total: £1,396.95</i></p>	<p>educational background or their income. Key outcomes are listed below.</p> <ul style="list-style-type: none"> <li>• Improvement in vocabulary in comparison to non-readers (Millenium Cohort Study)</li> <li>• Correlation between regularity of reading for pleasure and ability in reading each reinforcing the other as students get older (Cremin 2019, Torppa 2020)</li> <li>• Better performance in subjects other than English (Millenium Cohort Study)</li> <li>• Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background (OECD)</li> <li>• There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors (NLT 2018)</li> <li>• Reading improves a child’s empathy skills (Oatly 2016)</li> <li>• 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)</li> </ul> <p>Evidence source: World Book Day (<a href="https://www.worldbookday.com/about-us/our-approach/the-evidence/">https://www.worldbookday.com/about-us/our-approach/the-evidence/</a>)</p>	
<p><i>Children and their families will have access to a range of books, including different genres, poetry and non-fiction.</i></p> <p><i>A book exchange is being set-up at the school with children and their families allowed to take books to enjoy at home.</i></p> <p><i>£0</i></p>	<p>There is some research evidence which suggests that reading for pleasure is important for both personal and academic development.</p> <p>Evidence source: EEF Literacy Catch-Up Projects (Dated 2013 but still relevant) (<a href="https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects">https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects</a> )</p> <p>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.</p> <p>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</p>	<p>1, 3, 4, 5</p>

	<p>launch a new initiative. However, these activities on their own are not enough to motivate all pupils to read regularly at home.</p> <p>Evidence source: The Reading Framework (DFE, 2023)</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Improvement in vocabulary in comparison to non-readers (Millenium Cohort Study)</li> <li>• Correlation between regularity of reading for pleasure and ability in reading each reinforcing the other as students get older (Cremin 2019, Torppa 2020)</li> <li>• Better performance in subjects other than English (Millenium Cohort Study)</li> <li>• Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background (OECD)</li> <li>• There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors (NLT 2018)</li> <li>• Reading improves a child’s empathy skills (Oatly 2016)</li> <li>• 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)</li> </ul> <p>Evidence source: World Book Day (<a href="https://www.worldbookday.com/about-us/our-approach/the-evidence/">https://www.worldbookday.com/about-us/our-approach/the-evidence/</a>)</p>	
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**Total budgeted cost: £33,744.26**

## 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 2022 – 2023 academic year.

#### Attainment in Reception (2021 – 2022 cohort)

There were twelve children identified as pupil premium in Reception in 2021 – 2022.

#### Attainment at the end of Key Stage 1 (Year 2 cohort 2021 – 2022)

There were seven children identified as pupil premium within the 2021 – 2022 Year 2 cohort.

#### Attainment and Progress at the end of Key Stage 2 (Year 6 cohort 2021 – 2022):

There were four children identified as pupil premium in Year 6 in the 2021 – 2022 cohort.

#### EYFS Attainment

70.2% of children achieved the ELG (increase of 6.2% compared to 2022).

#### Key Stage 1 Attainment

- Reading: 63% reached at least the expected standard (9% increase compared to 2022)
- Writing: 49% reached at least the expected standard (12% increase compared to 2022)
- Maths: 69% reached at least the expected standard (12% increase compared to 2022)

#### Key Stage 1 PP Attainment:

- 10 children identified
- 40% met the expected standard in reading
- 30% met the expected standard in writing
- 30% met the expected standard in maths

#### Key Stage 2 Attainment

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		
	2019	2022	National 2022	2023	National 2023	2019	2022	2023
English Reading	86%	83%	75%	82% (*84%)	73%	69%	71%	78% (80%)
English Writing (TA)	83%	81%	69%	87% (*89%)	71%		(59% National average)	(59% National average)
Mathematics	79%	90%	71%	84% (*86%)	73%			
SPAG	78%	81%	72%	78% (*80%)	72%			

\*Percentage removing the EBSA child.

### Key Stage 2 PP Attainment:

- 2 children identified
- 50% met the expected standard in reading
- 100% met the expected standard in writing
- 50% met the expected standard in maths

### Phonics in Reception in Key Stage 1

Following whole school (all classroom-based staff) Read Write Inc training, 88% of our Year 1 cohort passed the Year 1 phonics screening. This is an increase of 5% compared to the 2022 academic year. In addition, 8/10 children in Year 2 passed the phonics re-take.

### Year 4 Multiplication Check

In response to a whole school focus on fluency, 63.2% of children scored above 20 on the Year 4 multiplication check. This is an increase of 4.7% compared to the 2022 academic year.

### Continuation of Voice 21 and Oracy throughout the school:

Two of the school's class teachers have continued participating in the 'Voice 21' project during 2022 – 2023. Following participation in this project, the teachers introduced and implemented strategies in their classes and have also continued to disseminate the main principles throughout the school through CPD training to both teachers and support staff. Each class has oracy guidelines and both children and adults use talk tactics to scaffold their discussions. This is helping the children to become more articulate when verbalising their ideas and explaining their learning. Adults have continued to observe positive changes amongst the children: more children (including those who would previously be more passive in the classroom) are engaging in classroom discussions; children are acquiring skills to verbalise and explain their ideas and are learning to actively listen and respond during discussions. In order to develop the children's oracy skills further, this year (2023-2024) we are also looking at the different skill areas (e.g. physical, linguistic, cognitive and social and emotional). A skill area will be used as a focus when children complete an oracy project in their class.

Expansion and continuation of OPAL (Outdoor Play and Learning) throughout the school:

Since introducing the OPAL Primary Programme in February 2022 the structure of our lunchtime play has changed considerably. Through the introduction of different zones and agreed playtime charters, the engagement and enjoyment of children across the school has increased. The children's independence, communication skills and resilience are continuing to develop and as a school we have noticed a decline in the number of playtime disagreements. Children are provided with a range of opportunities and this has started to support them in developing a range of skills. We have also welcomed two school goats to our school environment and many children enjoy visiting them at lunch time.

ELSA interventions to support emotional Literacy:

Within the 2023 – 2023 academic year, class teachers continued to identify children who may benefit from ELSA support. Due to the needs of our children, as we move into the 2023 – 2024 academic year, there will be three members of staff providing ELSA interventions. In addition, every class has a weekly wellbeing session, which will focus on a range of areas, including zones of regulation, growth mindset, resilience, wellbeing and 'The Art of Brilliance'.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

As a school, we are gradually moving to two-form entry across the school (from 1 ½-form entry previously). Due to our increasing cohort size, we acknowledge that the needs of our children may change. Furthermore, [due to national economic changes, we understand that the needs of our children and families may change throughout the academic year.](#)

### **Additional Activities:**

Our pupil premium strategy will be supplemented by additional activities that is not being funding by pupil premium or recovery 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 extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. A range of activities will [continue to](#) be offered and will help to develop life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- training a group of Key Stage 2 children to become Anti-Bullying Champions. They will complete different tasks in order to earn badges and rewards. This is supporting not only children who have been trained as Anti-Bullying Champions but also ensuring that all children within the school are developing life skills and positive relationships.

### **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.