

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Bierton CE Combined School
Number of pupils in school	346 (Year R to Year 6) 365 (including Nursery – Autumn) 375 (including Nursery – Spring)
Proportion (%) of pupil premium eligible pupils	11.6% (Year R to Year 6) 11.7% (Nursery to Year 6 – Spring 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Miss Joanne Mayer
Governor / Trustee lead	Mrs Lorna Fisher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,865
Recovery premium funding allocation this academic year	£5822 (budgeted £3190 for RP and £3190)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,687
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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 residential. 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>
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 Reception:</u></p> <p>21% (12/58 of our Reception cohort (2021 – 2022) children are socially disadvantaged.</p>
4	<p><u>Impact of COVID-19 on key year groups:</u></p> <p>Our current Year 2 and Year 3 cohorts have been impacted the most due to the COVID-19 pandemic. Our Year 4 cohorts have also had a lot of disruption to their learning (their last full academic year was Year 1). As 16% of the Year 4 cohort are identified as disadvantaged (7/44), this may pose additional challenges.</p>

5	<p><u>Awareness and understanding of the world:</u></p> <p>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 time also impact on their aspirations.</p>
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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
<p>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.</p>	<ul style="list-style-type: none"> • Children will develop a love of reading. • Children will be priority readers in school. • Incentives will be provided to promote reading at home. • Children in Year 2 – Year 6 will read more words than they did previously (monitored through Accelerated Reader) • Children in Year 2 – Year 6 will have a quiz average of 85% or above (on Accelerated Reader).
<p>Pupil premium children will develop their fluency skills and this will support their progress and attainment in Maths (primarily within arithmetic style questions).</p> <p>Children will make at least good progress in maths.</p>	<ul style="list-style-type: none"> • 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’ sessions. • Children in Year 3 – Year 6 will participate in 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 will be used to ensure that children ‘keep up’ rather than having to ‘catch up’.
<p>Children in Reception will meet their ELG.</p>	<ul style="list-style-type: none"> • Autumn 1 baseline assessments will help identify pupils who may require additional support. Although National baselines are not received by the school, Reception

	<p>teachers will complete their own baseline activities to identify the current needs of the children they teach.</p> <ul style="list-style-type: none"> • A range of support, approaches and interventions (including Speech and Language Link and Helicopter Stories) will be provided to these children.
<p>Gaps in attainment caused by absence during COVID 19 to be addressed quickly so that pupils are back on track in line with baseline data and their starting point.</p>	<ul style="list-style-type: none"> • Identify pupils that would benefit from participation in interventions within each year group. • Ensure all class teachers and LSAs are aware of the gaps in learning for PP pupils – use strategies in class to support rapid progress • Engage with outside tuition companies to offer additional, external support for identified pupils (e.g. National Tutoring Programme)
<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 (current risk assessments permitting).</p>	<ul style="list-style-type: none"> • National circumstances permitting – parents will be invited into school to complete activities with their children. • 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. • 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.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2960

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"> • every class having a weekly oracy session in Literacy. • Children are learning to speak in full sentences and are provided with sentence stems in Maths. • Across the curriculum, pupils are taught explicit vocabulary and are supported in explaining and justifying their ideas. <p>Two teaching staff will participate in the Project 21 approach will then disseminate the training to all members of staff. Staff will participate in CPD opportunities linked to this. (£1250)</p>	<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><i>All EYFS lead practitioners (two Reception teachers and Nursery lead) have been trained to implement 'Helicopter Stories' with the classroom.</i></p> <p>(£360)</p>	<p>In its simplest form, Helicopter Stories lets children dictate their stories which are written down verbatim, exactly as they are told, by an EYFS or Key Stage 1 practitioner. The children then gather around a taped-out stage and the stories are acted out.</p> <p>Alongside the simplicity of this approach is an ethos that is child-centred, creating a</p>	<p>1, 3</p>

	<p>culture of curiosity and wonder at the dexterity of children’s imaginings during both the telling and the acting out of their stories.</p> <p>This holistic approach uses the power of storytelling to develop key curriculum areas such as creativity, communication and language, personal, social and emotional skills in the Early Years and Key Stage 1 classroom, giving children's stories a voice in a safe space.</p> <p>Evidence source: https://www.makebelievearts.co.uk/helicop-terstorieslettingimaginationfly (also supported by the EEF research mentioned above)</p>	
<p><i>Key teachers from Reception, Year 1 and Year 2 are undertaking training for the ‘Mastering Number’ fluency approach.</i></p> <p><i>This information is then shared with the three other teachers within the phase.</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>(£810 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: https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>2, 3, 4</p>
<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>(£360 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. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>Evidence source: The EEF guidance is based on a range of the best available</p>	<p>2, 3, 4</p>

	evidence: Improving Mathematics in Key Stages 2 and 3	
<p><i>Year 3/4 teacher participating in focused year group sessions as part of the 'Sustaining Teaching for Mastery' programme.</i></p> <p><i>Although the cost of the programme is free, funding has been used to provide cover during the workgroup sessions.</i></p> <p><i>Topics covered within these session will also be shared within staff CPD sessions.</i> (£180 for cover)</p>	<p>These sessions will look at key areas of the curriculum, as well as exploring the five big ideas.</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, 4

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

Budgeted cost: £22358

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Qualified teacher employed to provide additional maths tutoring for a group of Year 6 children (Part of the School-Led Tutoring) (£4104)</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>	2
<p><i>National Tutoring Programme will be used within our school to support the development of Literacy skills in Key Stage 2.</i></p> <p><i>9 children to receive 3:1 catch</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>	1, 4

<p><i>up provision from NTP (£1732)</i></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></p> <p><i>(£330)</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: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</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></p> <p><i>(£6930)</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: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	<p>1, 3, 4, 5</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>(£9262)</i></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: https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>2, 4</p>

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

Budgeted cost: £8282

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Contribution made for a child in Year 6 to attend the end-of-year residential.</i> £188</p>	<p>As well as the physical health benefits, school residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and well-being.</p> <p>Even the down time of a school residential where children can relax, play and take stock is hugely important in allowing children to make their own decisions and discover who they are. For children, residential trips for schools offer a unique opportunity for them to claim their independence, make their own decisions and build new friendships. Undoubtedly, a school residential trip can bring about positive, long term change for pupils and teachers both in and out of the classroom.</p> <p>Evidence source: https://www.wildchildadventure.com/blog/school-residential-trips-taking-learning-outside/</p>	5
<p><i>Key Stage 2 pupil premium children to have a designated mentor.</i></p> <p><i>They will complete a range of activities, including: creative / active tasks, reading and maths games.</i></p> <p>(£0)</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 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 2, 3, 4, 5
<p><i>Children participate in ELSA interventions to support their emotional Literacy.</i></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>	5

<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>(3344)</i></p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p><i>OPAL (Outdoor and Play and Learning) project to be implemented in school to support children's physical literacy, self-confidence, relationships and behaviour.</i></p> <p><i>Although part of this project is funded by the school's Sports Premium funding, some resources and activities will be supplemented by Pupil Premium funding.</i></p> <p><i>(£4750)</i></p>	<p>Physical literacy is a growing concept which places individuals at the heart of a personal relationship with physical activity.</p> <p>It is unique because it:</p> <ul style="list-style-type: none"> Includes everyone, regardless of capability and age. Is underpinned by holistic philosophies. Focuses on providing purposeful, engaging, relevant and rewarding physical activity experiences. <p>Life-long participation will only be achieved if an individual had a positive attitude to physical activity, confidence in their physical competence and knowledge that endorsed the value of physical activity.</p> <p>An optimistic and enthusiastic perception of participation is fundamental to long term physical activity. In interactions with the world which are centred on embodied involvement it is essential that participations have rewarding and self-affirming experiences.</p> <p>www.youthsporttrust.org</p>	<p>3, 4, 5</p>

Total budgeted cost: £33,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Progress in Year 6:

There were 5 children identified as pupil premium within our 2020 – 2021 Year 6 cohort and they were subsequently classified as a focus group within teacher-led interventions. In response to this support, 100% of disadvantaged children met their progress target in Reading and 60% achieved their progress target in Maths.

Support in Year 3:

There were a high proportion of children identified as pupil premium in our 2020 – 2021 Year 3 cohort (our current Year 4 cohort) and as a result they became a focus for support and intervention. This includes in-person interventions and virtual interventions (provided via Zoom) during the school closure. These interventions were led by a qualified teacher (EH) and had a positive impact on their progress and attainment in reading, writing and maths.

	PP (6 pupils)	
	Attainment	Progress
Reading	100% (6/6)	83.3% (5/6)
Writing	83.3% (5/6)	50% (3/6)
Maths	50% (3/6)	66.6% (4/6)

Social and Emotional Needs:

As a school, we introduced 'The Sterling Wellbeing Scale' to assess and monitor children's wellbeing. In response to children's emerging support needs for wellbeing and emotional needs, discrete weekly 'Wellbeing' sessions were introduced across the school. During sessions (between Key Stage 2 pupil children and their allocated mentor), these themes and ideas were also reinforced. Conversations and feedback from the children demonstrated that the children enjoyed these sessions and found them useful.

Progress and Attainment in Maths:

Last year, we began to implement Maths No Problem from Years 1 to 6. This was in response to our school's focus on teaching for mastery. This approach was chosen due to evidence-based research.

- International Research: At Bierton CE Combined School, we have chosen to implement the Maths No Problem approach as it is based upon the Singapore Maths mastery approach, which has produced a world-class level achievement for many years. Singapore students scored first in the past three Trends in International Mathematics and Science Studies (TIMSS). These studies are conducted by the International Association for Evaluation of Educational Achievement (IEA). Singapore's 4th and 8th grade students scored top place for Mathematics in 1995, 1999, 2003 and 2007.
- UK Adoption: The Department for Education, the National Centre for Excellence in Teaching Mathematics (NCETM), the National Curriculum Review Committee and OFSTED have all emphasised the pedagogy and heuristics developed in Singapore. Today, maths textbooks based on the Singapore Maths approach are being used in thousands of schools across the UK and have been widely adopted by the Department for Education's Maths Hubs. Schools within the UK that have implemented this approach to the teaching of mathematics over a number of years to the teaching have seen a positive impact on the progress and attainment of their children. The NCETM have published case studies from schools who have implemented a mastery approach over many years. They write, "Elmhurst has had several years of successful maths results, but teaching for mastery is now seeing every year group excel. After 2017's maths results (end of KS2 data saw 89% of pupils at Expected Standard and 40% at Greater Depth)...[in 2018] because the Year 6 pupils had benefited from several years of teaching for mastery in maths, they exceeded expectations (41% of pupils achieved Greater Depth, and 97% of pupils met Expected Standard). Results for both Year 6 and across the school demonstrate several years of commitment to teaching for mastery, and show that Elmhurst's faith in the approach is well-founded."

Following the implementation of the scheme, as a school we have started to see development in children's understanding, as well as their ability to make connections and talk about their maths learning.

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
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Additional teacher employed to teach a small cohort of Year 6 children. This ensured that the Year 6 children received targeted support.	

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. This has been especially evident this year with our highest percentage of disadvantaged pupils being within the Reception cohort.

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 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.