



Batheaston Church School Pupil Premium Strategy Statement 2021-2022

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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	193 (Sept 2021)
Proportion of disadvantaged pupils	29 (15.03% of 193)
Proportion of disadvantaged pupils who have SEND	14 (7.25% of 29)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022
Publish date	October 2021
Review date	December 2021, March 2022, June 2022
Statement authorised by	Local Governing Committee
Pupil Premium lead	Sian Grindle
Governor lead	Wendy Jacobs

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£42143
Recovery premium funding allocation this academic year	£4205
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	£46348

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

Dream...Aspire...Achieve

‘That they may have life, life in all its fullness’ John 10:10

We aim to achieve our vision in the following ways:

1. Our curriculum is rooted in the distinctive culture of our school which is inclusive and welcomes each child as a unique individual. We place a strong emphasis on our school Christian values to ensure children are provided with opportunities that embraces their spiritual, moral, social and cultural development and sets high expectations for children’s behaviour and attitudes towards their learning.
2. Our ambitious curriculum builds on children’s curiosity and provides flexibility in response to our children’s voice. The use of our outdoor space and environment is used creatively to maximise learning and encourage Community involvement. We endeavour to adapt our curriculum so that every child, regardless of additional learning needs and disabilities is able to become the best version of themselves and fulfil their dreams.
3. Excellent teaching and learning throughout the school gives children opportunities to communicate, collaborate, feel safe, take risks and experiment whilst contributing to their own learning journey. We enable our children to achieve well against National Benchmarks at the end of each key stage and be able to articulate their dreams and aspirations for their future. All the staff team work hard to prepare our children for life in modern Britain through encouraging a good understanding of our British Values and by placing a strong emphasis on Children’s mental health and wellbeing.

Key Objectives linked to our vision:

- Pupils identified as disadvantaged are happy and productive at school. They feel value and nurtured and are given the same opportunities and experiences as their peers. They form strong and effective relationships with adults and feel safe.
- Adults are highly knowledgeable about pupils identified as disadvantaged and set high expectations with an understanding of the support needed for disadvantage pupils to overcome any barriers to make expected progress and beyond.

Challenges

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

Challenge	Detail of challenge
1	Parents of pupils eligible for pupil premium funding are less likely to be engaged with school. Evidence shows these pupils are rarely listened to read at home, expectations for completing homework is low and non-attendance at events such as workshops for parents is evident.
2	Many pupils eligible for pupil premium funding suffer from low self-esteem and lack resilience. They are reluctant to have a go and learn from their mistakes, leading to frustration and a lack of confidence. This results in pupils not achieving their full potential in reading/or maths
3	Some pupils eligible for pupil premium funding also have additional complex needs including SEND.
4	A number of pupils eligible for pupil premium funding struggle to retain their understanding of phonics and are not able to decode. This not only impacts on their ability to read but on their ability to access the wider curriculum.
5	A number of pupil premium pupils have attendance below 90% which has been impacted more by the lockdowns in general and through isolation and illness. They are also less likely to attend after school clubs.

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.

Challenge	Intended outcome	Success criteria
1	Improved parental engagement and support in school	<ul style="list-style-type: none"> • High uptake of disadvantage parents attended workshops, parents evenings and open classrooms. • Parents feel confident to further support their child at home and homework is regularly completed. • Reading logs evidence pupils are listened to regularly and are motivated to read more independently.
2	Increase in Pupil's confidence and self-belief leading to improved outcomes in all aspects of early reading and early maths	<ul style="list-style-type: none"> • Data shows pupils are making good progress in line with their peers • Regular assessments show pupils are keeping up with their peers. • Through pupil questionnaires, pupils show an increase in confidence and resilience

		<ul style="list-style-type: none"> Pupils achieve the expected standard in their phonic screening in Year 2 and at the end of year 1
3	Highly effective interventions delivered by experienced TAs/class teacher are linked to individual pupil's needs. In class support is placed at the right level.	<ul style="list-style-type: none"> Behaviour and attitudes in all lessons are at least good and pupils are engaged with their learning. Evidence from book scrutinises show pupils are being challenged and work set is at the right level and caters for their individual needs. Class provision maps are detailed and show highly effective support has been put in place at the right time and pupils are able to keep up with their peers. Entry and exit levels on class provision maps demonstrate robust, secure progress in relevant skill or subject.
4	Through QFT in phonics and in class support, pupil premium pupils are able to decode, increasing their fluency and comprehension.	<ul style="list-style-type: none"> Pupils score well in the phonics screen tests and meet expected standards. Through pupil questionnaires, children report an increased love of reading in line with their development in fluency and comprehension.
5	Improved attendance in school, involvement with after school clubs and extra-curricular activities. Attendance for all pupil premium pupils is above 90% and most pupil premium pupils are attending an after-school club	<ul style="list-style-type: none"> Attendance has improved with school and family working closely together. Pupils are eager to attend after school clubs where finances are not a barrier with the support they receive from school. Clubs for Pupil premium pupils are offered for free, and uptake is high. Families feel well supported with attendance and through close tracking, pupils attendance is above 95%

Activity in this academic year 2021-2022

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: £4467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP Lead participation in the Education Endowment Foundation (EEF) Research Network project</p>	<ul style="list-style-type: none"> • “The Research Schools Network aims to lead the way in the use of evidence-based teaching, building affiliations with large numbers of schools in their region, and supporting the use of evidence at scale”. • One major characteristic of disadvantaged children identified so far in Research Project include a lack of aspiration with specific links to metacognition and self-regulation. EEF evidence indicates intervention in this area can increase progress by +7 months. This will be a focus throughout project. 	<p>1, 2, 3 and 4</p>
<p>Whole staff training on Phonics with support of the English Hub, using the ‘Little Wandle Approach’ Purchasing of Decodable books for Guided reading and home reading. Use of parent resources for Little Wandle to help parents access support at home</p>	<ul style="list-style-type: none"> • DFE Research supporting fidelity to a scheme. • EEF Research into effective teacher professional development • EEF Research evidence on parental engagement (+4 Months) 	<p>1, 2, 3 and 4</p>
<p>Involvement with Trust Maths Network for Maths lead to work collaboratively with other schools sharing good practice.</p>	<ul style="list-style-type: none"> • EEF Research into effective teacher professional development • EEF Research into metacognition and self-regulation show +6 months progress, “with approaches in maths and science particularly successful.” 	<p>2 and 3</p>
<p>Embed the Talk For Writing approach to support the teaching of reading into writing.</p>	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Oral intervention +6 months • Reading comprehension strategies + 6 months 	<p>2, 3 and 4</p>

Workshops designed for parents to help support children at home with reading and Maths	EEF Evidence Parental Engagement +4 months	1, 2, 3 and 4
Internal monitoring and support for QFT in maths, reading and phonics	EEF Evidence <ul style="list-style-type: none"> • Feedback +6 months 	2, 3 and 4
All subject leaders to have release time for monitoring and CPD to help support QFT in all year groups. Subject leaders in English and maths to have release time to monitor quality and effectiveness of small group tuition and TA interventions in all year groups.	EEF Evidence Feedback +6 months EEF Evidence Small group tuition +4 months Teaching Assistant Interventions + 4 months Oral language interventions +6	2, 3 and 4

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £40881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders ensure the right adult is placed in front of the right pupil to deliver targeted academic support	EEF evidence <ul style="list-style-type: none"> • Teaching Assistant interventions +4 months • Feedback +6 months 	2 and 3
Precision teaching embedded and used on the same day to support pupils with phonics	The English Hub	2, 3 and 4
School led Tutoring Programme	EEF evidence: “studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes”	2 and 3

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for TA's to help deliver targeted support for pupils with a diagnosis of ASD, ADHD	EEF evidence: <ul style="list-style-type: none"> • Social and emotional learning + 4 months • Behaviour interventions + 4 months 	2 3 4 5
Support from CMEO in relation to families needing support	EEF Evidence <ul style="list-style-type: none"> • Parental Engagement +4 months 	1 2 3 4 5
THRIVE practitioner to attend updates in training to help support identified pupils with social and emotional difficulties	EEF evidence: Social and emotional learning + 4 months Body of research from THRIVE based on relational approach to relationships with children. “Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.” Education Endowment Foundation.	2

Total budgeted cost: £ 46348

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes (Teacher Assessed)

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

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.***

BWMAT

Years 1 to 6 by SEN and PP	Relative Learning Attainment	Batheaston				BWMAT					Relative Learning Progress	Batheaston				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr			No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
	All pupils	170	-1.0	-1.1	-2.2	6653	-2.7	-2.6	-4.2		All pupils	169	1.5	1.1	0.8	6653	-0.8	-0.7	-1.5
Not SEN/PP	110	1.2	1.0	0.6	4591	-0.4	-0.3	-1.3	Not SEN/PP	109	2.3	2.2	1.9	4556	0.3	0.4	-0.1		
SEN only	31	-4.1	-3.1	-6.6	660	-9.8	-10.3	-13.5	SEN only	31	0.6	0.0	-0.6	657	-4.0	-3.8	-5.8		
PP only	15	-2.4	-2.4	-1.3	957	-3.4	-3.4	-4.9	PP only	15	-0.2	0.0	1.2	952	-1.6	-1.4	-2.4		
Both	14	-9.1	-12.3	-14.6	444	-13.4	-14.2	-18.0	Both	14	-1.5	-4.7	-6.0	440	-5.8	-6.4	-8.2		

Commentary and conclusions on outcomes including phonics:

Subject focus	Commentary on disadvantaged progress	Conclusions/actions
Phonics	<ul style="list-style-type: none"> In Year 1, 66% of PP children (2/3) passed the Year 1 phonics screening test. PP children scored average of 77% in end of year spelling assessment (common exception words). 	<ul style="list-style-type: none"> Phonic interventions were effective and supported the children to improve sounding out and blending real and 'alien' words. In-class, discrete teaching of common exception words was also effective as words were also being written down within extended writing pieces. Interventions to carry on into Year 2, in line with 'Little Wandle' keep up sessions, for all children and to focus on child who failed and other disadvantaged children who require it.
EYFS	<ul style="list-style-type: none"> 	

Reading	<ul style="list-style-type: none"> • 20% of PP children in Year 2 are sitting at ARE • All year groups show sign of progress for PP children but there continues to be more PP children sitting below ARE than above across the school. 	<ul style="list-style-type: none"> • PP children in Year 2 should be targeted for reading interventions. • Whole school record of reading interventions for the bottom 20% of children to be tracked, analysed and updated termly by reading lead.
Writing	<ul style="list-style-type: none"> • Pupils with both SEN/PP attain the least and make the least amount of progress. • PP children are showing signs of catching up. Year 5 and 6 are back to pre-covid levels. 	<p>Teachers know their PP children well and are working hard to provide appropriate support within lessons. Continue to highlight PP and vulnerable children in planning and prioritise support/challenge to provide equity within lessons.</p> <p>Observe how PP children are learning within lessons (teaching, resources, support/challenge) and feedback good practice to staff.</p>
Maths	<p>PP children in every year group still need to catch up with their peers</p> <p>Year 3 PP children are significantly below their pre-covid level by nearly 30%</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PP children must remain priority for pre-teaching / follow-up work, effective feedback and interventions in all classes. • Y3 PP children to access key support with high quality resources available during lessons to help with mental approach to subject and gaps in understanding. • Whole school record of maths interventions for the bottom 20% of children to be tracked, analysed and updated termly by maths lead.

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (And whether you will continue with this approach)	Cost
<p>Staff CPD: All children have responded to Talk for Writing approach in writing positively. Disadvantaged children in particular are benefitting from a greater focus on and increased meaningful interactions with vocabulary.</p> <p>Thrive: Assessments and interventions continue to support our most vulnerable learners to deal with emotional issues which may form a barrier to their learning.</p> <p>Subject leadership: A huge increase in subject leaders taking ownership of their subjects and providing quality CPD to other teachers. Quality of teaching in foundation subjects and up to date, subject specific understanding throughout</p>	<p>Talk for Writing will continue to be our whole school approach to writing and all teachers will embed and develop their practice. Talk for Reading will work alongside this teaching approach and develop throughout this academic year and beyond.</p> <p>Use of the Thrive programme will continue in 1:1 and small group settings and will continue to develop in whole class settings.</p> <p>Expectation of all subject leaders leading at least one high-quality staff development meeting annually will continue.</p>	£0
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (And whether you will continue with this approach)	Cost
<p>Teaching Assistants have been used to support PP children in their learning in a variety of ways (pre-teaching, small group work, providing feedback, support with GPQ and working with non-PP children to allow all teachers to support PP children).</p> <p>Provision maps have been updated termly with entry and exit outcomes to demonstrate effectiveness of interventions provided. Teaching Assistants have provided feedback to teachers about progress of pupils in their interventions.</p>	<p>Teaching Assistants need to be allocated to a small group of children to focus on and support effectively.</p> <p>Support has been made more effective if TA is aware of planning and their role before the lesson, so teachers have been sharing and discussing planning with TAs to support them with their roles.</p> <p>Entry and exit data must be scrutinised by class teacher and SLT in order to assess the impact interventions have on every child concerned. A new approach must be adopted if intervention is not effective.</p> <p>Going forward, a questionnaire aimed at teaching assistants regarding their knowledge of PP children in their classes would be beneficial and help PP lead to further improve their role in supporting PP children.</p>	£25 144
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (And whether you will continue with this approach)	Cost
<p>Attendance: closely monitored by office staff and appropriate actions taken if children have prolonged or increasing rates of absence. Upon return to school, catch up deemed as a priority so that crucial knowledge gaps do not form.</p> <p>Pupil Premium and disadvantaged children to remain a priority and given financial support towards extra-curricular activities such as trips, residentials and after school clubs.</p>	<p>Continue with this approach.</p> <p>Attendance of Pupil Premium children at after school clubs needs to increase as rates were low last year. The possibility of mixing ages and seeing different teachers at clubs this year may help this but focussed work needs to be done (aiming clubs at specific groups of children, phoning parents, talking to specific children) to increase uptake.</p>	£1500

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
Talk for Writing	In-Finity Literacy

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.