



Batheaston Church School Pupil Premium Strategy Statement 2022-2023

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	184
Proportion of disadvantaged pupils	29 (16.3% of 184)
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)	2022-23
Publish date	October 2022
Review date	December 2022, March 2023, June 2023
Statement authorised by	Local Governing Committee
Pupil Premium lead	Sally Jefferies
Governor lead	Dawn Skarset

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£40165
Recovery premium funding allocation this academic year	£4640
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	£44805

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	Several pupils eligible for pupil premium failed to reach the EXP standard in maths, especially in Y3-5 and in the KS2 SATs examinations. Children demonstrated an under-developed sense of number, lacked in confident recall and fluency, and were unable to remember key methods to solve calculations.
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 particularly in reading, spelling, writing or maths.
3	Some pupils eligible for pupil premium funding also have additional complex needs including SEND.
4	Children eligible for Pupil Premium failed to reach EXP in some foundation subjects. Teachers reported that the children were unable to retain key facts for long periods of time and could not connect aspects of subjects together sequentially.
5	A number of pupil premium pupils have attendance below 90%. They are less likely to attend after school clubs due to a lack of parental awareness, funding issues or the child's low confidence in working with new children / staff.
6	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 are low and non-attendance at events such as workshops for parents is evident.

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	Through effective use of 'White Rose' and 'No Nonsense' maths, QFT and effective in-class support, pupil premium pupils are able to develop their mental mathematical skills (recall and fluency) and strategies to solve calculations, and work more confidently and efficiently in all areas.	<ul style="list-style-type: none"> Pupils participate more confidently in daily maths lessons and 'No Nonsense' sessions. Pupils score well in the maths unit assessments, showing an increase in understanding and memory. Through pupil questionnaires, children report an increased confidence, enjoyment and understanding of maths. Pupils achieve EXP standard at end of KS1 and KS2 in maths, in line with or above national average.

2	<p>A whole school focus on Growth Mindset leads to an increase in PP children's confidence and self-belief.</p> <p>Improved approach and outcomes in all core subjects: maths and GPS in particular.</p>	<ul style="list-style-type: none"> • School staff reflect that children are beginning to take more risks in their learning, and approach tasks with more confidence and independence. • Data shows PP 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 in all areas, particularly maths and GPS. • Children achieve standards in line with national expectation in Year 1 phonics check, and KS1 & KS2 assessments.
3	<p>Highly effective interventions delivered by experienced TAs/class teacher are linked to individual pupil's needs.</p> <p>Interventions use resources from current schemes (Little Wandle, White Rose, No Nonsense maths) and are consistent throughout the school.</p> <p>In class support is placed at the right level.</p>	<ul style="list-style-type: none"> • Children and teachers report that intervention resources are consistent with lesson materials and proving effective. • 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. • Behaviour and attitudes in all lessons are at least good and pupils are engaged with their learning. • Evidence from book scrutinies show pupils are being challenged and work set is at the right level and caters for their individual needs.
4	<p>Teaching in foundation subjects is designed to support children to learn more and remember more.</p> <p>Children learn through a series of sequential, progressive lessons and previous learning is revisited often.</p>	<ul style="list-style-type: none"> • In lessons and written work, children demonstrate a more in-depth understanding of foundation subjects and can connect their learning and build on previous knowledge. • Assessment data throughout year groups demonstrates an improvement in the understanding and retention of key information in foundation subjects.

		<ul style="list-style-type: none"> • Through pupil questionnaires and conferences, children reflect on their improved understanding and can demonstrate recall of key pupils knowledge following the completion of a unit/topic.
5	<p>Improved attendance in school, involvement with after school clubs and extra-curricular activities.</p> <p>Teachers target PP children and invite children to particular clubs.</p> <p>Homework Club for invited, vulnerable children continues weekly throughout the year.</p> <p>Attendance for all pupil premium pupils is above 90% and most pupil premium pupils are attending an after-school club</p>	<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. • PP and vulnerable children are supported with reading and h/w tasks weekly. • Families feel well supported with attendance and through close tracking, pupils attendance is above 95%
6	<p>Improved parental engagement and support in school.</p> <p>Staff work closely with PP families to <u>empower</u> parents of vulnerable children rather than merely engage.</p>	<ul style="list-style-type: none"> • High uptake of disadvantage parents attend workshops, parents evenings and open classrooms. • Parents attend Open Classrooms more regularly and view their child's classroom as an inviting and celebratory space. • 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.

Activity in this academic year 2022-2023

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment and training in 'No Nonsense Maths' daily sessions from Y1 – 6 , in addition to daily 'White Rose' maths lessons and 1:1 / small group intervention.	<ul style="list-style-type: none"> • DFE Research supporting fidelity to a scheme. • EEF Research into effective teacher professional development • Oral intervention +6 months 	1
Maths leader to check consistency and monitor impact of 'No Nonsense Maths' across school (lessons and interventions) through release time. SDM used to feed back findings to all staff.	<ul style="list-style-type: none"> • DFE Research supporting fidelity to a scheme. • EEF Research into effective teacher professional development 	1 and 3.
English leader to check consistency and quality of GPS across the school, including homework tasks addressing statutory spellings, through release time. SDM used to feed back findings to all staff.	<ul style="list-style-type: none"> • DFE Research supporting fidelity to a scheme. 	3
All subject leaders to have release time for monitoring and CPD to help support QFT in all year groups. Strong focus on progression of lessons and retention of knowledge.	EEF Evidence <ul style="list-style-type: none"> • Feedback +6 months EEF Evidence <ul style="list-style-type: none"> • Small group tuition +4 months • Teaching Assistant Interventions + 4 months • Oral language interventions +6 	1, 3 and 4

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

Budgeted Cost: £38805

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, 3 and 5
Teaching Assistant- and Teacher-led interventions are monitored by SLT termly to ensure maximum impact.	EEF evidence <ul style="list-style-type: none"> • Teaching Assistant interventions +4 months • Small group tuition +4 months • Feedback +6 months 	1, 2 and 3
School led Tutoring Programme in which teacher uses staff and materials familiar to children and consistent with whole class teaching (Little Wandle, No Nonsense maths etc.)	EEF evidence <ul style="list-style-type: none"> • Small group tuition +4 months • Feedback +6 months • “studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes” 	1, 2 and 3

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

Budgeted Cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased monitoring of EEF 'Excellence, Equity and Engagement' in vulnerable and PP children on Whole School document and Individual Tracking Sheets with high expectations of highlighting areas of concern and making change.	EEF evidence <ul style="list-style-type: none"> • Parental engagement (+4 Months) • Social and emotional learning + 4 months • Behaviour interventions + 4 months 	1, 2, 5 and 6.

Raising the profile of metacognition and positive growth mindset across the school with introduction of new awards and structures.	EEF Research into metacognition and self-regulation <ul style="list-style-type: none"> +6 months progress, “with approaches in maths and science particularly successful.” 	1, 2, 3, 4 and 5.
Collaboration with Bath Rugby on ‘Bath School Partnership Programme’ (Engage package) with focus on growth mindset and emotional well-being, alongside physical movement.	EEF Research into metacognition and self-regulation <ul style="list-style-type: none"> +6 months progress, “with approaches in maths and science particularly successful.” Social and emotional learning + 4 months Behaviour interventions + 4 months 	1, 2, 3, 4 and 5.
Expose PP and vulnerable children to memorable experiences and opportunities (e.g. Bikeability, music tuition, drama workshops, swimming lessons), offering financial support and encouragement/advice when needed.	EEF evidence: <ul style="list-style-type: none"> Social and emotional learning + 4 months 	2, 5 and 6.
THRIVE practitioner to attend updates in training to help support identified pupils with social and emotional difficulties.	EEF evidence: <ul style="list-style-type: none"> Social and emotional learning + 4 months Body of research from THRIVE based on relational approach to relationships with children: <p>“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.</p> 	2 and 3.
Workshops designed for parents to help support children at home with early reading and Maths.	EEF Evidence <ul style="list-style-type: none"> Parental Engagement +4 months 	1 and 6.
Continued monitoring of PP attendance at school and extra-curricular clubs.	EEF Evidence <ul style="list-style-type: none"> Feedback +6 months 	5 and 6.

Specific targeting of children to raise attendance of PP children to clubs.		
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Total budgeted cost: £ 44805

Part B: Review of outcomes in the previous academic year 2021-2022

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.

BWMAT

Years 1 to 6 by SEN and PP	Relative Learning Attainment (Months+/-)	Batheaston			
		No.	Ma	Rd	Wr
	All pupils	163	-0.6	-0.6	-1.3
	Not SEN/PP	89	1.2	1.6	0.9
	SEN only	46	-1.4	-1.6	-2.7
	PP only	14	-2.6	-1.7	-2.3
	Both PP & SEN	14	-6.9	-9.7	-8.6

Relative Progress (Additional months progress)	Batheaston			
	No.	Ma	Rd	Wr
All pupils	145	1.2	1.0	0.9
Not SEN/PP	77	1.8	1.8	1.5
SEN only	44	0.6	0.3	0.6
PP only	12	0.7	1.3	2.0
Both PP & SEN	12	-0.2	-2.0	-3.3

Commentary and conclusions on outcomes including phonics:

Subject focus	Commentary on disadvantaged progress	Conclusions/actions
Phonics	<p>In Year 1, 0% of PP children (0/4) passed the Year 1 phonics screening test.</p> <p>100% (4/4) of (non PP) Year 2 children who retook phonics screening test passed.</p>	<p>Phonics teaching is generally effective as a whole-class and 1:1 intervention tool with 82% (23/28) of Year 1 children passing the phonics screening test.</p> <p>5 (4 PP, 1 non PP) children will need to continue with robust Little Wandle intervention programmes throughout Year 2.</p>
EYFS	<p>Reading: *66% of 3 PP children in EYFS working at EXP, 33% working at Emerging.</p> <p>Writing: *66% of 3 PP children in EYFS working at EXP, 33% working at Emerging.</p>	<p>The teaching and monitoring of reading, writing and maths in EYFS is strong. Successful approaches must be carried on into Y1, using LW scheme,</p>

	<p>Maths: *66% of 3 PP children in EYFS working at EXP, 33% working at Emerging/Expected.</p>	<p>T4W approach and WR maths in a consistent and progressive manner.</p> <p>One PP pupil must remain priority for tailored support.</p>
Reading	<p><u>KS1</u> *25% of 4 PP children in Y1 working at EXP, 75% working at WTS. *66% of 3 PP children in Y2 working at EXP and 33% working at GD.</p> <p><u>KS2</u> *50% of 4 PP children in Y3 working at WTS, 25% at EXP and 25% at GD. *42% of 7 PP children in Y4 working at WTS, 29% at EXP and 29% at GD. *75% of 4 PP children in Y5 working at WTS, 25% at EXP and 0% at GD. *75% of 4 PP children in Y6 working at WTS, 25% at EXP and 0% at GD.</p>	<ul style="list-style-type: none"> • PP children moving into Year 2 should be targeted for reading interventions. • A lower percentage of PP children are achieving EXP and GD in KS2, especially UKS2. Reading interventions and systems (home and school) need to be monitored closely, and children read with often if this is not happening at home.
Writing	<p><u>KS1</u> *100% of 4 PP children in Y1 working at WTS. *66% of 3 PP children in Y2 working at EXP and 33% working at WTS.</p> <p><u>KS2</u> *50% of 4 PP children in Y3 working at WTS, 25% at EXP and 25% at GD. *28% of 7 PP children in Y4 working at WTS, 57% at EXP and 14% at GD. *50% of 4 PP children in Y5 working at WTS, 50% at EXP and 0% at GD. *75% of 4 PP children in Y6 working at WTS, 25% at EXP and 0% at GD.</p>	<ul style="list-style-type: none"> • PP children moving into Year 2 should be targeted for high quality in-class support and additional writing interventions. • Numbers of PP children writing at GD level decrease as you move through the school in line with % of WTS increasing. Monitoring KS2 writing, particularly UKS2, interventions and PP provision within lessons is crucial going forward.
Maths	<p><u>KS1</u> *50% of 4 PP children in Y1 working at WTS, 50% at EXP. *100% of 3 PP children in Y2 working at EXP.</p> <p><u>KS2</u> *50% of 4 PP children in Y3 working at WTS, 25% at EXP and 25% at GD.</p>	<ul style="list-style-type: none"> • PP children in KS1 have achieved more highly in maths than in English. Intervention time for these cohorts must be designated to English. • Around 50% of PP children in KS2 working at WTS.

	<p>*57% of 7 PP children in Y4 working at WTS, 29% at EXP and 14% at GD. *50% of 4 PP children in Y5 working at WTS, 50% at EXP and 0% at GD. *50% of 4 PP children in Y6 working at WTS and 50% at EXP.</p>	<ul style="list-style-type: none"> • Only 29% of PP girls achieved EXP, with 71% of PP girls working at WTS. • Monitoring KS2 (particularly PP girls) maths teaching, interventions and PP provision within lessons is crucial going forward. • Percentage of GD drops as you move through KS2 – SLT and class teachers to look closely at teacher judgements earlier in KS2 to check for consistency across year groups.
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Review of expenditure 2021 - 2022		
1. Teaching		
Outcomes and Impact	Lessons learned	Cost
Include impact on pupils not eligible for PP, if appropriate	(And whether you will continue with this approach)	£4467
<p>The teaching of phonics and early reading has been revolutionised through taking on the Little Wandle scheme and all teaching and support staff have received training in this programme to ensure a consistent approach. Nikki Macbeth, phonics lead, has taken on a coaching role to ensure all staff can ask questions and access CPD.</p> <p>Talk for Writing approach in writing has continued to develop and is now a consistent and effective approach to writing across the school. Elements of 'Talk For Reading' have also become more embedded in our teaching of Whole Class Reading.</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: An increase in subject leaders taking ownership of their subjects and providing quality CPD to other teachers.</p>	<p>Continue to embed new phonics scheme, monitoring impact of the teaching and learning as we wenter our first year of following the scheme from the very beginning of the academic year.</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> <p>Out of OFSTED report, subject leadership needs development in terms of knowledge retention, learning and remembering more and lesson sequencing. Subject Leaders didn't plan pwn release time so not enough monitoring was done. A different approach to planning release time would be recommended.</p>	
2. Targeted Academic Support		
Outcomes and Impact	Lessons learned	Cost
Include impact on pupils not eligible for PP, if appropriate	(And whether you will continue with this approach)	£40881

<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>Phonics interventions have become much more consistent and effective across the school following whole school training in the Little Wandle scheme. Children are benefitting greatly from fidelity to a scheme and improved standards of phonics intervention.</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>School-Led Tutoring programme had positive impact on success of all PP and non PP children who were chosen.</p>	<p>Teaching Assistants need to be well-matched to appropriate children in order to provide effective support.</p> <p>As discussed in recent training with Steve Bassett, support is more effective if TA is aware of planning and their role before the lesson, so teachers need to finding a way to share and discuss planning with TAs to support them with their roles.</p> <p>Fidelity to any scheme is crucial to ensure whole school consistency. This must be monitored over time.</p> <p>Entry and exit data must be scrutinised by class teacher, subject leader 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>Repeat School-Led Tutoring in next academic year.</p>	
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)	£1000
<p>Attendance at school closely monitored by office staff and appropriate actions taken if children have prolonged or increasing rates of absence.</p> <p>PP children received financial support in order to access a range of enrichment activities (e.g. swimming lessons, residential trips, football coaching).</p> <p>Enrichment activities provided for PP children (e.g. 2:1 piano lessons) as well as special opportunities to support academic motivation (e.g. free books from Travelling Book Fair).</p>	<p>Continue with this approach.</p> <p>Continue with h/w club.</p> <p>Ensure monitoring of PP attendance at after school clubs so that every PP child attends at least one club per year. Further increase the frequency of phone calls home to parents to invite/encourage specific children to clubs.</p> <p>year may help this but focussed work needs to be done (aim-</p>	

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
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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.