**Batheaston Church School Pupil Premium Strategy Statement 2023-2024**

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.

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**School overview**

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| **Total number of pupils in school** | 190 |
| **Proportion of disadvantaged pupils** | 36/190 19% |
| **Proportion of disadvantaged pupils who have SEND** | 11/36 31% |
| **Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)** | 2023-24 |
| **Publish date** | October 2023 |
| **Review date** | December 2023, March 2024, June 2024 |
| **Statement authorised by** | Local Governing Committee |
| **Pupil Premium lead** | Sian Grindle |
| **Governor lead** | Dawn Skarset |

**Funding Overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £50,440 |
| Recovery premium funding allocation this academic year | £4,785 |
| 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 | £55,225 |

**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.

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| Challenge | Detail of challenge |
| 1 | Children eligible for Pupil Premium failed to reach EXP in reading, writing and maths. Teachers reported that the children were often unable to retain key facts for long periods of time and had difficulty connecting aspects of subjects together sequentially. |
| 2 | Some pupils eligible for pupil premium funding also have additional complex needs including SEND which can impact on their self-esteem and resilience. |
| 3 | A number of pupil premium (16/36) 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. |
| 4 | Some children have limited language and communication skills and their ability to communicate and understand at an age-appropriate level is generally significantly lower than their more advantaged peers. |

**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.

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| Challenge | Intended outcome | Success criteria |
| 1 | In all core subjects, pupil premium children are able to build on prior learning in every single lesson, showing an increase in confidence, willingness to contribute and retention of knowledge. | * Pupils can orally recall what they learnt in previous lessons and can confidently build on this knowledge in each lesson. * Children can confidently talk about their learning journey, using subject specific books / working walls as support. * Children contribute ideas and opinions more frequently in lessons. * Children are given support / challenge, and benefit from adaptive teaching methods in every lesson. * Pupils score well in formative assessments and can apply new knowledge into their learning independently. * Through pupil questionnaires, children report an increased confidence, enjoyment and understanding of learning in the core areas. * Pupils achieve EXP standard at end of KS1 and KS2 in maths, in line with or above national average. |
| 2 | All Pupil Premium children, including those with SEND, develop their self-esteem and resilience so that they are able to learn and develop skills at an age-appropriate level. | * Opportunities are provided for children to build self esteem and resilience, in and out of the classroom, in a range of contexts. * Children 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. * Children achieve standards in line with national expectation, and achieve ambitious personal targets. |
| 3 | Attendance in school improves so that children can access quality first teaching, full curriculum and targeted intervention where appropriate.  Pupil Premium children access enrichment offered through after school clubs and extra-curricular activities. | * PP families are kept informed about attendance levels, and are engaged in trying to keep them high. * Families engage with and understand the reasons why attendance impacts education. * Families feel well supported with attendance and through close tracking, pupils attendance is above 95%. * Class teachers, PP Lead and SLT monitor all PP children and engage regularly with parents about any support needed. * Pupils access QFT and interventions and therefore make good progress towards learning outcomes. * Pupils are provided with free places in after school clubs. * Teachers target PP children and specifically invite children to particular clubs. * PP and vulnerable children are supported with reading and h/w tasks weekly through ‘Homework Club’. * All PP children have attended at least one club during the academic year. |
| 4 | An emphasis on oracy, communication and widening vocabulary is further embedded into our school ethos. | * Pupils are more able to explain their thoughts, ideas and prior learning to different audiences in a range of contexts. * Every class teaches new vocabulary in an age-appropriate, meaningful and engaging manner throughout the curriculum. * Children are provided with meaningful platforms to use their voice, both within and outside of the classroom. * Reading lessons in KS2 continue to be conversation-led, prioritising “book talk” over written objectives. |

**Activity in this academic year 2023-2024**

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: £4,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance at all BWMAT training to enhance our maths provision further, throughout the school. | * 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 times tables rotations and ‘step count’ in KS2, Fluency Bee in Years 1 & 2 across school through release time.  Maths lead to analyse assessment data to see if key maths facts are being retained over time. SDM used to feed back findings to all staff. | * DFE Research supporting fidelity to a scheme. * EEF Research into effective teacher professional development | 1 |
| English leaders to check consistency and quality of writing, GPS and reading planning across the school, including homework tasks and home reading.  SDM used to feed back findings to all staff. | * DFE Research supporting fidelity to a scheme. | 1 |

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

**Budgeted Cost: £49,425**

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| 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   * Teaching Assistant interventions +4 months * Feedback +6 months | 1, 2, 3, 4. |
| Teaching Assistant- and Teacher-led interventions are monitored by SLT termly to ensure maximum impact. | EEF evidence   * Teaching Assistant interventions +4 months * Small group tuition +4 months * Feedback +6 months | 1 |
| School led Tutoring Programme in which teacher uses staff and materials familiar to children and consistent with whole class teaching (Little Wandle, etc.) | EEF evidence   * 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, 4. |

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

**Budgeted Cost: £1,800**

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| 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   * Parental engagement (+4 Months) * Social and emotional learning + 4 months * Behaviour interventions + 4 months | 2, 3 |
| Collaboration with WOLT to enable key children to access Forest School Provision off site. | EEF Research into metacognition and self-regulation   * +6 months progress, “with approaches in maths and science particularly successful.” * Social and emotional learning + 4 months * Behaviour interventions + 4 months   Well-being research with focus on being outdoors and physical activity. | 2, 4. |
| 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:   * Social and emotional learning + 4 months | 2, 4. |
| 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 |
| Continued monitoring of PP attendance at school and extra-curricular clubs.  Specific targeting of children to raise attendance of PP children to clubs. | EEF Evidence   * Parental engagement (+4 Months) | 2, 3. |
| Continue to subsidise for school trips and experiences. | * Well being research with focus on being outdoors and physical activity. | 2, 3, 4. |

**Total budgeted cost: £** *55,225*

# Part B: Review of outcomes in the previous academic year 2022-2023

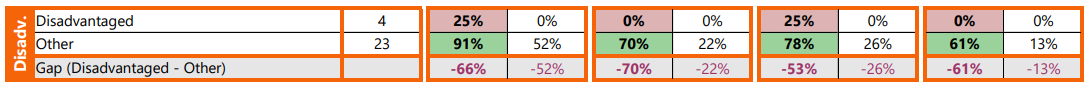
## Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

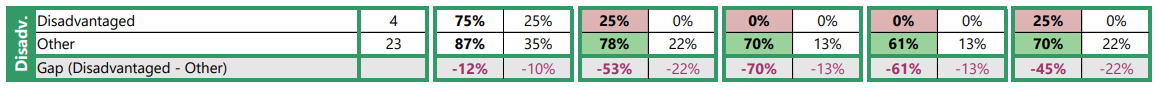
In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Batheaston Data

Key Stage 1 Reading Writing Maths RWM



Key Stage 2



Commentary and conclusions on outcomes including phonics:

Phonics data from Y1: 60% of PP (3/5) children passed, 1 was absent from school.

Phonics Y2 retake: 33% of PP (1/3) passed.

Areas that need to be developed and monitored closely

EYFS

* Gross Motor Skills sit below MAT and National Average at 86% compared to National 95% and MAT 92%
* Writing was the lowest scoring area in EYFS at 79% although this is higher than both National and MAT.

KS1

* Writing outcomes sit below MAT and National averages and fell by 13% in comparison to the previous year.
* Maths outcomes sit just below MAT and National averages and fell by 10% compared to previous year.
* % of pupils achieving RWM sits below National and MAT averages and is down by 13% compared to previous year.
* 0% of FSM pupils achieved expected in writing and RWM overall

MTC

* Only 17% of disadvantaged pupils (1/6) scored over 20 in the MTC

KS2

* Maths outcomes sit below MAT and National averages and fell by 2% compared to previous year. However, this is a fall of 18% when compared to data from 2019
* RWM outcomes fell for a third year in a row and sit below MAT and National averages. This is a fall of 5% compared to the previous year.
* Writing outcomes fell by 13% compared to the previous year but sit above National and MAT averages.

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| **Review of expenditure 2022 - 2023** | | |
| 1. **Teaching** | | |
| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | **Lessons learned**  (And whether you will continue with this approach) | **Cost £4000** |
| No Nonsense Maths has really developed pupil’s vocabulary in Maths and has led to a greater understanding of reasoning. This has resulted in stronger outcomes lower down the school.  Release time enabled the maths lead to look at the quality of teaching in maths and was able to see the impact of No Nonsense Maths through pupil conferences and book scrutinies.  New Grammar assessments 3 x a year has helped the Writing lead to monitor pupil’s progress across the school and identify gaps in learning, resulting in a review of the long term plan for the teaching of Grammar, spelling and punctuation. Subtle changes in this approach have helped pupils to moved forward in each of these areas as gaps are easily identified and addressed.  Learning walks, lesson visits, book scrutinies have supported subject leaders to gain a better understanding | Through analysis of KS2 data, it is clear to see that a priority for pupils is the consolidation of multiplicative automaticity, particularly in Years 5 and 6. Whilst No Nonsense maths has improved mathematical vocabulary and the understanding of reasoning, the focus now needs to target mental arithmetic skills and times table knowledge. The school will no longer use No Nonsense Maths at this time until pupils are secure with Number recall, multiplication and division facts.  Continue to release Maths subject lead to closely monitor the teaching of Maths across the school. SLT monitoring to be robust and vigorous, ensuring a consistency in the teaching of Maths with high expectations.  Continue to use the new assessments in SPAG to help teacher’s planning in teaching and learning. Teachers to follow the long term plan so that teaching is progressive across the school.  Expectation of all subject leaders leading at least one high-quality staff development meeting annually will continue. |  |
| **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) | **£38805** |
| 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).  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.  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.  School-Led Tutoring programme had positive impact on success of all PP and non PP children who were chosen. | Teaching Assistants continue to be well-matched to appropriate children in order to provide effective support.  A priority for teachers continues to be around communication. TA’s need to be aware of planning and their role before the lesson. This can be done through email to help TA’s support PP pupils effectively.  Fidelity to any scheme is crucial to ensure whole school consistency. This must be monitored over time.  Class teacher, subject leader and SLT Continue to scrutinise entry and exit data in order to assess the impact interventions have on every child concerned. A new approach must be adopted if intervention is not effective.  Repeat School-Led Tutoring in next academic year but use in a more intense way. – Starting later in the year, with more sessions throughout the week. |  |
| **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) | **£2000** |
| Through the use of the EEF ‘Excellence, Equity and Engagement strategy, the school was able to closely monitor areas such as attendance, engagement with after school clubs, attainment and engagement with parents. This highlighted areas that needed to be worked on and showed an improvement in scores as the year went on which was very positive.  Year 4 benefitted from the collaboration with Bath Rugby which helped pupils discover their more resilient side alongside their mental and physical wellbeing. Pupils were engaged and looked forward top each session.  PP children received financial support in order to access a range of enrichment activities (e.g. swimming lessons, residential trips, football coaching) | Continue with this approach.  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. |  |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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

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.*