

Pupil premium strategy statement – Bitterne CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Andy Peterson Headteacher
Pupil premium lead	Liz Allen Deputy Headteacher
Governor / Trustee lead	Emma Iles lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127 645
Recovery premium funding allocation this academic year	£ 6017
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 133 662

Part A: Pupil premium strategy plan

Statement of intent

As a Church of England School, the Governors and Leaders of the school believe that every child is unique in God's eyes. Every child, regardless of their background or the challenges they face, should have access to a wide range of higher quality opportunities that develops them personally and academically. The core Christian values of 'Love, Trust and Forgiveness' underpin the ethos of equal opportunity for all. We believe that every child can and should 'Aim High'.

We strive to ensure that every child should be happy, safe and learning successfully during their time at Bitterne CE Primary. Children will be supported to achieve their very best in all areas of school life and make good progress. We are committed to working in partnership with parents and other agencies in order to achieve this.

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. In 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.

Our strategic approach for Pupil Premium funding provision focuses on the following:

- Whole school strategies where disadvantaged pupils are a focus group.
- Focussed support to target disadvantaged children.

The Senior Leadership Team (SLT) and wider staff ensure that funding and provision positively impacts on progress and achievement and provision is responsive to the needs of the children. Pupils are given an opportunity to share what they believe are their individual needs which feeds into the provision. An identified governor with the responsibility for Pupil Premium supports the Pupil Premium Lead in evaluating the impact of the provision.

Our priorities:

- Ensuring that developing High Quality Teaching is at the forefront of our approach.
- Raising achievement of pupils to at least age-related expectations.
- To reduce gaps in learning, through targeted intervention to accelerate progress.
- Providing targeted support for pupils who are not achieving the expected standards or are not making expected progress.
- Providing support for pupils who are already high attainers to further enhance their achievements.
- Identifying and addressing social and emotional needs which may form barriers to attainment.
- Enhance and improve cultural/social awareness by providing extra-curricular experiences

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and discussion with children indicates that PP/Disadvantaged life-experiences, communication skills and vocabulary choices are lower than their peers and this affects progress and attainment in writing in a negative way.</p> <p>In 2022, KS1 data difference of 11% between PP/Disadvantaged and Non- PP Disadvantaged children</p> <p>In 2022, KS2 data difference of 36% between PP/Disadvantaged and Non- PP Disadvantaged children</p>
2	<p>Assessments and discussion with children indicate that PP/Disadvantaged pupils have particular difficulties with phonics which has a negative impact on their progress and attainment in reading.</p> <p>In 2022, KS1 data difference of 18% between PP/Disadvantaged and Non- PP Disadvantaged children</p> <p>In 2022, KS2 data difference of 36% between PP/Disadvantaged and Non- PP Disadvantaged children</p>
3	<p>Assessments and discussion with children indicate that progress and attainment in maths is hindered by the PP/Disadvantaged children's basic arithmetic skills and their ability to apply these in various contexts.</p> <p>In 2022, KS1 data difference of 32% between PP/Disadvantaged and Non- PP Disadvantaged children</p> <p>In 2022, KS2 data difference of 42% between PP/Disadvantaged and Non- PP Disadvantaged children</p> <p>Year 4, 5 and 6 children will be high priority</p> <p>In the Multiplication Tables Check 20% of PP/Disadvantaged passed</p>
4	<p>Where pupils have multiple vulnerabilities, this impacts on their ability to work independently, build resilience and self-regulate.</p> <p>20% of PP children have SEND needs</p> <p>7% have Wave 3 behaviour needs</p> <p>20% have Wave 2 behaviour needs</p>
5	<p>Our attendance data shows that PP and disadvantaged children's attendance is low and negatively impacting on pupil progress.</p> <p>52% PP/Disadvantage children were below 95%</p> <p>20% PP/Disadvantage children were below 90%</p> <p>8% PP/Disadvantage children were below 80%</p>
6	<p>For some PP children, there are a number of home issues leading to a lack of access to wider and extra-curricular experiences including child protection concerns, which impacts on self-esteem and confidence.</p> <p>50% of PP/Disadvantaged children have had a social worker during their time at school.</p>

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
To improve writing attainment for PP/Disadvantaged	To increase attainment to be in line with PP/Disadvantaged nationally in KS2 and decreasing the gap between Non - PP/Disadvantaged in both KS1 and KS2.
To improve reading attainment for PP/Disadvantaged	To increase attainment to be in line with PP/Disadvantaged nationally, decreasing the gap between Non - PP/Disadvantaged.
To improve maths attainment for PP/Disadvantaged	To increase attainment to be in line with PP/Disadvantaged nationally decreasing the gap between Non - PP/Disadvantaged.
To increase attendance figures	Ensure attendance gap decreased to national by the end of 2022-23.
Increased access to wider curriculum activities and events for PP/Disadvantaged	Increased participation in clubs, music lessons and residential trips.

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Leader to research, plan and deliver Phonics CPD to all staff – Little Wandle Reading Leader to monitor the impact of Phonics CPD.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skill, particularly for children from disadvantaged backgrounds. <i>Phonics Toolkit - Education Endowment Foundation (EEF)</i> <i>Effective Professional Development - EEF</i>	2
Reading Leader to further develop reading comprehension skills	Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction.	2

particularly in KS2 through CPD and coaching.	<i>Reading Comprehension Strategies – EEF</i> <i>Effective Professional Development - EEF</i>	
Coaching provision for teachers so that all children (including PP/Disadvantaged are exposed to quality first teaching particularly in writing and maths. A focus on developing scaffolding and differentiation to support writing composition and maths basic arithmetic skills application in various contexts.	Coaching to ensure all teachers are developing and delivering quality first teaching, leading to increased progress for PP/Disadvantaged in line with their peers. <i>Effective Professional Development – EEF</i> <i>Improving maths -EEF guidance reports</i> <i>Improving literacy – EEF guidance reports</i>	1, 3, 4, 6

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP/Disadvantaged HLTA x 2 employed to work with identified groups of children in KS1 - Little Wandle and catch up.	Identified children to work in smaller groups with HLTA to support them with making academic progress and overcome barriers particularly in Phonics. <i>Phonics Toolkit - EEF</i>	1, 2, 4, 6
Academic Mentor 1:1 and small group tutoring for Disadvantaged/SEN pupils	Identified children to work in smaller groups with HLTA to support them with making academic progress and overcome barriers in learning. <i>Small group Tuition - EEF</i>	1, 2, 3, 4, 6
Structured interventions for identified PP/Disadvantaged children HLTA to release class teachers to work with disadvantaged children, including greater depth – teacher release time	Identified children to work in smaller groups with class teacher to support PP/Disadvantaged children with making academic progress and overcome barriers in learning. <i>Small group Tuition - EEF</i>	1, 2, 3, 6

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

Budgeted cost: £ 33,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase EWO time to meet and home visit focus disadvantaged where attendance is a concern.	EWO support for families to increase attendance <i>Attendance interventions - EEF</i>	5
Review the attendance policy and implement changes that reflect current DFE guidance	<i>Working Together to Support School Attendance – DFE Guidance</i>	5
Access to extra-curricular activities developing experiences, engagement and motivation. <ul style="list-style-type: none"> • Peripatetic music lessons • Civic Award support • School clubs • Trips • Resources - uniform 	Lack of life experiences impacts on self-esteem, confidence and the development of vocabulary. Outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. <i>Outdoor Adventure learning - EEF</i>	5, 6
Whole school training on wave 2 and 3 behaviour and how mental health can affect it – MHST training. CPD – Zones of regulation for all staff to be implemented as a whole school approach.	Improve pupils' decision making and self-management of emotions can have a positive impact on academic outcomes. <i>Social and emotional learning - EEF</i>	4, 6

Total budgeted cost: £ 133,362

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of disadvantaged pupils in the school during 2021/22 has been analysed using key stage 1 and 2 performance data, phonics check results and internal assessments.

Assessments show that the performance of disadvantaged pupils is significantly lower than that of other pupils in the school in reading, writing and maths. However, the gap in year 2 writing is decreasing. In year 1 phonics 60% of disadvantaged pupils passed the phonics screen which was -8% difference than all other pupils. EYFS disadvantaged pupils performed better than their peers in the EYFS benchmark.

Data analysis this year was below our expectations and shows less impact than anticipated. A reason for this could be due to attendance as 52% disadvantaged pupils had attendance below 95%, 20% were below 90% and 8% below 80%. Therefore, increasing attendance will be a focus for the coming year.

The introduction of Edukey to record smart target progress for pupils who are disadvantaged and SEND was successfully in showing that the targeted children's progress was as expected and more than expected in year 4. This system will continue to be used and developed to monitor progress by teachers and particularly the academic mentor whose focus will address the needs of these children.

Wellbeing for disadvantaged pupils was a focus in 2021/22 as it showed it was a barrier to their learning. The school continued to fund 3 ELSAs and offer Drawing a Talking therapy. 44% of disadvantaged children received support from the school's ELSAs and 6% were referred to Southampton Mental Health in Schools team for specialist support. 6% of disadvantaged pupils were supported in nurture groups throughout the year to support their communication and interaction needs. Pupil surveys at the end of the year showed that 94% of children felt happy and safe in school which increased from the previous year.

Funding was partly successful in supporting disadvantaged pupils in access to wider curriculum activities and events. Funding was used to ensure all disadvantaged pupils attended curriculum trips. When analysing the uptake of extra-curricular clubs pupils stated that parents with larger families were having issues with collection times so this will be a barrier to focus on. 22% of disadvantaged pupils attended clubs.