

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	418
Proportion (%) of pupil premium eligible pupils	21.1%
Academic years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Jen Johnson 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	£ 123 675
Recovery premium funding allocation this academic year	£ 13 340
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 137 015

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. The school uses research-based evidence from the Education Endowment toolkit to support decision making.

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 discussions with children indicate that 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. 2023 data in writing KS1 showed a difference of 30.5% and in KS2 61.2% between disadvantaged and non-disadvantaged</p> <p>There is a need to close the gap between disadvantaged and non-disadvantaged in writing.</p>
2	<p>Assessments and discussions with children indicate that disadvantaged children are lacking in reading comprehension strategies, reading fluency and continuing with progress made in phonics. 2023 data in reading KS1 shows a difference of 28.3% and in KS2 39.7% between disadvantaged and non-disadvantaged.</p> <p>There is a need to close the gap between disadvantaged and non-disadvantaged in reading.</p>
3	<p>Assessments and discussion with children indicate that progress an attainment in maths is hindered by disadvantaged children's ability to apply fluency skills to problem solving in various contexts and reasoning. 2023 data in maths KS1 shows a difference of 30.6% and in KS2 55.3% between disadvantaged and non-disadvantaged. In the Multiplication Tables Check 17% of disadvantaged passed.</p> <p>There is a need to close the gap between disadvantaged and non-disadvantaged in maths.</p>
4	<p>Disadvantaged attendance data shows that attendance is low and negatively impacting on pupil progress and attainment.</p> <p>35% below 95% 25% below 90% 9% below 80%</p> <p>There is a need to increase attendance for disadvantaged children.</p>
5	<p>For some disadvantaged 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. 54% of disadvantaged children have had a social worker during their time at this school.</p> <p>There is a need to address and support family issues which impact on the child's ability to learn.</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 reading attainment	To increase attainment (to be in line with disadvantaged nationally in KS2) and decrease the gap between Non-disadvantaged and disadvantaged.
To improve writing attainment	To increase attainment (to be in line with disadvantaged nationally in KS2) and decrease the gap between Non-disadvantaged and disadvantaged.
To improve maths attainment	To increase attainment (to be in line with disadvantaged nationally in KS2) and decrease the gap between Non-disadvantaged and disadvantaged.
To increase attendance	Ensure attendance gap is decreased to in line with national disadvantaged.
Increased access to wider curriculum activities	Increased participation in clubs, music lessons, residential trips and support for mental health and wellbeing.

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: £ 57.015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Leader to further develop reading strategies for comprehension skills particularly in KS2 through CPD and coaching.	Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. <i>Reading Comprehension Strategies – EEF</i> <i>Effective Professional Development - EEF</i>	2
Maths leader to further develop mastery learning approaches, including CPA: applying fluency skills to problem solving and reasoning through CPD and coaching.	Targeted support for pupils with gaps in understanding in skills sessions. <i>Mastery Learning - EEF</i>	3
CPD throughout the year in areas identified through termly pupil progress for reading, writing and maths.	CPD targets quality first teaching to support disadvantaged: High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom <i>Effective Professional Development - EEF</i>	1, 2, 3
Extend whole school day including before and after school clubs for targeted pupils.	Planned practise skills sessions across whole school. Before and after school club planning for practise skill sessions for maths and reading. Test technique for KS2 pupils supports learning and children can confidently show understanding.	2,3

	Girls are more confident in maths. <i>EEF – Extending school time</i>	
In year 6, reduction of class size to increase flexibility in addressing learning needs by working more intensively with smaller groups to close the gaps Teacher – 2 days HLTA – 3 days	Teachers to work with the greatest needs and HLTA/TAs to support. Smaller class sizes can have greater positive impact on disadvantaged pupils than their peers. <i>EEF – Reducing class size</i>	1, 2, 3

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

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for identified children. Release class teachers or HLTA to work with disadvantaged children – individual focus plug gaps – teacher release time	Identified children to work in smaller groups to support them with making academic progress and overcome barriers in learning. <i>Small group tuition - EEF</i>	1,2,3
Academic mentor 1:1 and small group tutoring for disadvantaged and 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

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

Budgeted cost: £65, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Family Worker time to meet and conduct home visits focus	Family support worker to liaise with families effectively to increase attendance.	4, 5

disadvantaged where attendance is a concern and create a breakfast club that will support children in coming to school and being fed.	Families are identified who may require additional support to improve outcomes of the child and referrals to children's services are made – e.g. Early Help <i>Parental engagement -EEF Toolkit</i>	
Support for self-regulation in implementing the school's new behaviour policy – Self-regulation training for new colleagues and rewards.	A school-level approaches to developing a positive school ethos, which also aims to support greater engagement in learning <i>Social and emotional learning - EEF Toolkit</i>	4, 5
ELSA training for 2 members of staff – schedule more disadvantaged children to ELSA support programmes (Part funding of) Counselling by a trained counsellor for more severe needs (Part funding of)	Specialised ELSA programmes and counselling are targeted at students with particular social and or emotional needs. <i>Social and emotional learning - EEF Toolkit</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> <i>School Uniform – EEF</i> <i>Aspiration interventions - EEF</i>	5

Total budgeted cost: £ 137 015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of disadvantaged pupils in the school during 2022/23 has been analysed using key stage 1 and 2 performance data, phonics check results, multiplication test and internal assessments.

Assessments show that the performance of disadvantaged pupils in KS2 is significantly lower than that of other pupils in the school in reading, writing and maths. The school is significantly lower than disadvantaged pupils locally and nationally in writing and maths. Reading is lower with a difference from the local authority of -15.4% and nationally -17.3%.

KS1 assessments show that the performance of disadvantaged pupils is below the local authority and national. The gap in writing is still decreasing from the local authority -4.8% and national -4.6%. In year 1 Phonics, 69% of disadvantaged pupils passed the screening which is an increase of 9%. Disadvantaged pupils in the school have performed better in phonics than LA + 1% and Nationally +2%. Both improvements are showing the inclusion of the 'Little Wandle' phonics scheme are beginning to have a positive impact.

EYFS disadvantaged pupils performed better than their peers both within the local authority (+7%) and nationally (11.5%) in the EYFS benchmark.

Although attendance for disadvantaged pupils has improved by 17% in children below 95%, pupils below 90% has increased by 5% and below 80% has increased 1%. Therefore, attendance is still an on-going area to be targeted.

The school has continued to focus on the wellbeing of disadvantaged pupils. The 2 ELSAs in school supported 25% of disadvantaged pupils and 8% were referred to Southampton Mental Health in Schools team for specialist support. 4% were supported by the Holy Saviour Church aspirational mentoring project. Pupil surveys at the end of the year showed 96% of children felt happy and safe in school which has increased by 2% 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 and residentials.