

Pupil premium strategy statement 2021- 2022

This statement details Bucklesham Primary Schools 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.

School overview

Detail	Data
School name	Bucklesham Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Emma Lea
Pupil premium lead	Emma Lea
Governor / Trustee lead	Sarah Squirrel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,175
Recovery premium funding allocation this academic year	£ 1920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 22,095

Part A: Pupil premium strategy plan

Statement of intent

At Bucklesham Primary school we recognise the extra challenges that pupils in receipt of pupil premium funding face. As a school we use the pupil premium fund to mitigate against these challenges. This may be in the form of extra academic tuition, access to nurture and wellbeing support or continuing cultural capital opportunities and extra support in preparation for the school day.

Our ultimate goal is for all disadvantaged pupils to achieve their full potential and maintain progress in line with their peers or to make better progress. These pupils will be focus in our developmental review meetings to ensure they are on track for meeting their end of year target. Those identified as at risk of falling behind will have structured academic support put in place to prevent this.

Challenges

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

Challenge number	Detail of challenge
1	In some cases disadvantaged pupils are not meeting age related expectations in reading, writing and maths (sometimes this is the case on entry to the school)
2	Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning.
3	Access to consistent support and opportunities (breakfast, homework completion, volume of reading at home)
4	Spoken language skills and breadth of vocabulary needs developing in some cases.
5	In some cases there is poorer access to resources and also sporting and cultural life experiences.

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
<p>More pupils in receipt of pupil premium funding will have reached the end of year expectations for their age.</p>	<p>School data shows that at the end of the year, pupils in receipt of pupil premium have reached age related expectations.</p>
<p>To ensure classroom teaching is effective to meet the needs of the disadvantaged pupils so that they make progress in line with or greater than national expectations.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>SLT monitoring of lessons, book studies and end of year data show that pupil premium pupils are making progress in line with or greater than national expectations.</p> <p>Class teachers are able, in developmental reviews, to easily identify pupils who are at risk of underachievement.</p> <p>The pupils who have been identified receive targeted teaching.</p> <p>The targeted teaching address misconceptions / enables them to bridge the gap to achieving their full potential.</p>
<p>To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<p>Pupils are more engaged with their learning.</p> <p>Pupils and parents report a noticeable difference with pupils who spend time with the mental health first aider.</p> <p>There are fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on the learning of them and others around.</p>
<p>To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To sustain the range of cultural and sporting opportunities at school.</p> <p>To ensure that all pupils access trips and visits.</p>	<p>More pupils in receipt of pupil premium funding access trips and visits.</p> <p>The percentage of pupil premium pupils attending clubs / sporting activities remains in line or exceeding those of non-pupil premium pupils.</p> <p>No pupil will miss out on the opportunity of a trip due to funding.</p>

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: £ 5760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of phonics resources	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils.</p> <p>The early catastrophe research report shows significant differences in vocabulary acquired.</p>	1, 3 and 4
Purchase of Phonics books to accompany new phonics scheme		1, 3 and 4
Release of subject leaders to enhance provision of their subject across the school.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching	4 and 5
Support and CPD from PIXL associate and programme to improve knowledge of gaps and to improve quality of teaching.	DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.	1, 3 and 4

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

Budgeted cost: £ 11985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic intervention support through employment of an additional fully qualified teacher and teaching assistant.</p>	<p>All pupils in receipt of pupil premium funding will have targeted academic support either one-to-one or in small group. This includes those already working at age related expectation as evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils. PIXL Diagnostic test therapies to be used as interventions to support quality first teaching.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3 and 4</p>

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

Budgeted cost: £ 4350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Time for 2 fully trained TAs to work with pupils one-to-one or in a small group to support emotional wellbeing using the motional programme to measure impact.</p>	<p>Maslow's hierarchy of needs shows that basic needs must be met before learning can take place.</p> <p>A child with self -regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p>	<p>2</p>
<p>Fund trips and visits for pupils entitled to pupil premium funding. Pupils in receipt of pupils premium to be prioritised for trips that are not whole class trips including sporting opportunities.</p>	<p>It is an Ofsted requirement that:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>5</p>
<p>To fully fund breakfast club and after school extra-curricular provision for pupil premium children (Unlimited breakfast and after homework club tuition) and 1 other paid outsourced provider club in school. E.g. Piano, premier education.</p>	<p>Breakfast club will help to provide children with the opportunity to have routine and to ensure they are ready for the school day ahead.</p> <p>Both the NFER and EEF toolkit recognise this as an important strategy – overcoming barriers and extending school hours</p>	<p>3, 5</p>

Total budgeted cost: £ 22,095

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

At Bucklesham Primary school we identify pupils who are in receipt of a pupil premium funding. We look at each pupil on an individual basis to recognise any additional need they may have.

In the past year we have used the premium to support these pupils with their social and emotional needs as well as training all staff in the specific needs of pupils who have been adopted from care.

We have used our robust system of pupil progress and PIXL systems to identify the learning gaps of any pupils in receipt of additional funding. Teaching and teaching assistants have also carried out intervention groups around learners gaps. We also prioritised places in school during the January 2021 lockdown to pupils who were classed as vulnerable which included many of our pupils in receipt of pupil premium funding. Those pupils who were in school were also able to access small group teaching.

There is no end of year attainment and progress data at the end of the 2020/21 academic year as the statutory national assessments were cancelled due to the disruption in learning caused by Covid isolations nationally.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Motional	Step along the way LTD
PIXL	The PIXL Club Partners in Excellence