

Pupil premium strategy statement



This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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	Bicton CE Primary School & Nursery
Number of pupils in school	117 (July 2024) + Nursery
Proportion (%) of pupil premium eligible pupils	13% at October 2023 Census
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was first published	April 2022
Date on which it was reviewed	August 2024
Statement authorised by	Natalie Johnson
Pupil premium lead	Natalie Johnson
Governor / Trustee lead	Juliette Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,425 2023/24
Recovery premium funding allocation this academic year	£ 2,465 2023/24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total expenditure for 2023/24:	£35,563 (supplemented from school budget)

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all of our pupils, regardless of their background or challenges faced, to make good progress and reach their full potential during their time with us. Overcoming barriers to learning underpins our PPG strategy and we recognise that needs and costs will differ according to the barriers which need to be addressed. Therefore, we do not allocate personal budgets per pupil who are in receipt of the PPG. As with all children at Bicton C.E. Primary and Nursery, the needs of children eligible for pupil premium are clearly identified to ensure maximum impact. Steps are taken to meet their individual needs and their progress is monitored closely throughout their time in our school. Where small group / 1:1 support is felt to be most beneficial, pupil premium funding is used to support this provision and budgets are allocated accordingly.

We aim to provide high-quality teaching, with a focus on the areas in which disadvantaged pupils require the most support. Evidence shows that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged pupils in our school.

Our principles

- We ensure that teaching and learning at Bicton C. E. Primary School and Nursery is designed to meet the individual needs of all pupils – challenge should be provided in the work set for all pupils.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children who are disadvantaged are in receipt of free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

Rationale for our Provision

- Internal analysis, research and impact from previous actions to develop effective use of the funding
- Using exemplary practice from outstanding schools and their proven outcomes in how they made use of the funding
- Reference to the EEF toolkit and particularly the high-impact approaches

Priorities for our School

To maximise the use of the PPG, our priorities are:

- Ensuring class sizes / structure are manageable and which enable high-quality learning experiences
- For all staff to take responsibility for disadvantaged pupils' outcomes and raise expectations for what they can achieve – challenge for all
- Closing the attainment gap between disadvantaged pupils and their peers, so that all identified disadvantaged pupils will reach their full potential
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment, including support for mental health and wellbeing

Challenges

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

Challenge number	Detail of challenge
	Academic barriers
1	Assessments, observations and daily communication with pupils shows poor oral language and communication skills and gaps in their vocabulary, among many of our disadvantaged pupils. These are evident from our youngest pupils through to KS2 and, in general, are more prevalent among our disadvantaged pupils than in their peers.
2	Assessments, observations and daily communication with pupils suggests that many of our disadvantaged pupils have greater difficulties with phonics than their peers. This has a negative impact on their reading development.
3	Assessments and teaching and learning observations show that maths attainment among some of our disadvantaged pupils is below that of their peers.
4	Assessments, and daily observations show that some of our disadvantaged pupils have a lack of real-life experiences to apply to writing skills.
5	Assessments (internal and external) show that SEND needs are affecting progress of some of our disadvantaged pupils.
	Non-academic barriers to attainment
6	Poor attendance / issues with punctuality – our attendance data shows that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils, with a higher percentage of disadvantaged pupils having been ‘persistently absent’ compared to their peers. Our assessments and observations show that absenteeism is negatively impacting disadvantaged pupils’ progress.
7	Poor home life / welfare concerns / lack of routine, leading to tiredness in school, low self-esteem, and poor attention / behaviour in lessons is evident among some of our disadvantaged pupils. There is more evidence of pupils’ behaviour resulting in them needing time out of class to self-regulate, which can lead to them missing lesson content.
8	More pupils are arriving at school hungry and not ready to learn.
9	Anxiety and self-esteem issues, needing nurture and support, are evident in more pupils. Extra support is required for more pupils, resulting in time out of lessons for small group interventions.
10	Support for parents from school leaders is increasingly required.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate that oral language and vocabulary is greatly improved among disadvantaged pupils. This will be evident when triangulated with other sources of evidence e.g., engagement in lessons, learning walks and ongoing formative assessment, book flick, contributions in Worship, pupil voice.
Improved attainment in reading among disadvantaged pupils	KS2 reading outcomes in 2023/2024 show that attainment of disadvantaged pupils is in line with non-disadvantaged pupils. All staff will be upskilled in teaching phonics and early reading – evidenced in improved outcomes in phonics screening check and less pupils needing additional interventions.
Improved attainment in maths among disadvantaged pupils	KS2 maths outcomes in 2023/2024 will show that attainment of disadvantaged pupils is in line with non-disadvantaged pupils. Quality first teaching evident across the school and all staff will have accessed and implemented approaches from high-quality CPD – teaching for mastery skills evident.
Improved attainment in writing among disadvantaged pupils	Lesson observations, learning walks, book scrutiny, moderation activities, pupil voice and ongoing assessments will show high levels of engagement and improved outcomes in writing. All teachers will have specialised skills in English.
Improved outcomes for SEND pupils	KS2 outcomes improved across all subjects in 2023/2024 for SEND pupils.
Improved attendance and less persistent absence for all pupils and especially for disadvantaged pupils	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being below national and the gap between disadvantaged pupils and their non-disadvantaged peers reduced.
Improved self-esteem and confidence, and increased focus in lessons will be evident among disadvantaged pupils	Pupils will show increased self-confidence and self-esteem. Attitudes towards school and learning will be improved – parents, teachers and pupils will report improvements. Fewer children needing nurture/support at start of the day and needing less time out of class. Improved wellbeing for all pupils. Attainment and progress will improve, with outcomes closer to national ARE.
Access to Breakfast Club provided for pupils at a reduced rate or free - pupils will not be hungry and will be ready to learn	Teachers will report improvements in pupils' readiness to learn. Less pupils arriving at school hungry and needing to be provided with breakfast.
Parents feel better equipped to support children at home and need less support from school	Parents are more confident in accessing the right support at the optimum time – evidenced through surveys. School staff are confident in providing the necessary support.

Activity in this academic year

This details how we spent our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Actual expenditure for 2023/24: £12,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional staff to allow smaller, more focused teaching groups £9,376	EEF toolkit Internal analysis	1,2,3,5,7,9
Purchase standardised diagnostic assessments and ensure all staff are trained to administer and interpret and assessments correctly. £158	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2,3,5
Provide ongoing high-quality staff CPD to secure stronger phonics teaching for all pupils using a DfE validated Systematic Synthetic Phonics programme £1,689	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Phonics Toolkit	1,2,4,5,10
Enhancement of our maths teaching and curriculum planning, in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub and NCETM resources. and CPD (including Teaching for Mastery training). This includes CPD for support staff to ensure consistency in our provision. £472	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: EEF Improving Mathematics in Key Stages 2 & 3	3,5
Professional development and training for staff to support them in improving pupils' wellbeing: Future in Mind monthly CPD, Drawing and Talking Therapy, No Worries, ELSA training (See page 7)	There is extensive evidence linking childhood social and emotional skills with positive outcomes at school and in later life e.g., improved academic performance, attitudes, behaviour and relationships with peers. EEF Improving behaviour in schools EEF Improving SEL in primary schools	6,7,8,9,10
Support for new in post teachers and subject leaders £1,000	EEF Effective CPD Internal analysis of staff needs	All

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

Actual expenditure for 2023/24: £13,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions: Implementing additional sessions for phonics / spelling for KS1/2 pupils working below ARE and who require further support.</p> <p>£2,376</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over specific periods.</p> <p>EEF Phonics Toolkit</p> <p>EEF Teaching assistant interventions</p>	<p>1,2,4,5,10</p>
<p>Small group tuition: Introducing targeted English and maths teaching for pupils working below ARE</p> <p>£5,346</p>	<p>EEF Literacy interventions</p> <p>EEF Maths interventions</p> <p>EEF Teaching assistant interventions</p>	<p>1,2,3,4,5,7,9</p>
<p>Purchasing resources and funding ongoing staff training, to support development of oral language – this will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Additional member of support staff to undertake CPD and deliver SALT interventions</p> <p>£2,366</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Oral language interventions</p>	<p>1,2,4,5,7</p>
<p>Software licenses - IDL Literacy and Spelling Apps</p> <p>£504</p>	<p>Internal analysis</p>	<p>2,3,5</p>
<p>Specialist teaching input from dyslexia teacher</p> <p>£3,015</p>	<p>During 23-24, 55% of our disadvantaged pupils were on the School's SEND register or waiting to be assessed. Disadvantaged pupils with SEND have the greatest need for excellent teaching and we aim to provide extra support through 1-2-1 specialist provision with highly qualified staff. This additional provision will be combined with high quality resources that can be delivered by school staff and followed up by specific interventions as required.</p> <p>EEF SEND guidance</p>	<p>1,2,3,4,5,7</p>

Wider strategies (e.g., related to attendance, behaviour, wellbeing)

Actual expenditure for 2023/24: £9,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support and intervention; staff training and release for Early Help work; and Future in Mind participation. Additional office hours for development of role of Administrator to undertake ELSA training and deliver Drawing and Talking Therapy, No Worries, and ELSA support sessions.</p> <p>£2,300</p>	<p>EEF Improving behaviour in schools EEF Improving SEL in primary schools EEF Working with parents</p>	6,7,8,9,10
<p>Development of HT's role as MH Lead to act as a 'family champion' building relationships, trust and communication with vulnerable families. Release time for CPD, supporting staff and whole school MH programmes and workshops including Future in Mind monthly CPD (SLA) to access LA mental health training and updates and access to facilities to support children, parents and staff</p> <p>£500</p>	<p>DFE mental health support and guidance</p>	6,7,9,10
<p>Whole staff CPD to support additional needs of pupils – behavioural, attachment, SEMH – to develop and ensure a consistent school ethos and approach across the school.</p> <p>£500</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions</p>	5,6,7,8,9,10
<p>Supporting pupils to access wider curriculum areas including supporting costs of residential visits and whole class musical instrument provision.</p> <p>£800</p>	<p>Evidence shows that this approach may raise pupil aspirations through increasing their engagement in learning e.g., through providing access to a range of after-school provision with internal and external providers, funded visits, and musical instrument tuition. EEF Arts participation Internal analysis of pupil voice and staff feedback</p>	1,7,9,10
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice: ESBA CPD</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Parental engagement EEF Working with parents</p>	6,10
<p>Access to breakfast club and range of after-school clubs to provide pupils with a nutritious breakfast before school as well as developing social interactions and experiences</p> <p>£5,161</p>	<p>EEF refers to evidence that providing access to free, universal breakfast clubs can benefit pupils, by preparing them for learning and supporting behaviour and school attendance. See Magic Breakfast Programme Internal analysis - feedback from staff</p>	7,8,10

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Targeted intervention was delivered to disadvantaged pupils in Year 6. Their end-of-KS2 attainment and standardised scores are higher than Local Authority across all subjects. (Perspective Lite July 2024)

Some pupils who received specialist support from the bought-in dyslexia specialist, made accelerated progress in reading, writing and maths. Personalised support was delivered including through small group / paired interventions, as well as 1:1.

The investment in CPD and resources linked to Read Write Inc continues to contribute to the improvements in reading. Accelerated progress could be seen in pupils who were identified as struggling readers and there was clear evidence of them applying strategies learnt in their phonics intervention to other areas of the curriculum.

Improving the attendance of our disadvantaged pupils and reducing persistent absence continues to be a key priority for the school. We continue to work closely with the EWO to address issues with attendance and punctuality swiftly.

The number of disadvantaged and vulnerable pupils taking up free or subsidised places at after-school clubs has increased significantly which has seen them more engaged in lessons and having more aspirations and increased self-esteem.

Our evidence shows that the need for support for mental health and wellbeing continues to be more significant for disadvantaged and vulnerable pupils. We used pupil premium funding to fund a range of pastoral CPD and delivered a range of interventions with LKS2 and UKS2. Several members of support staff completed ELSA training and our pastoral offer is of high-quality and implemented swiftly when needed. The positive impact from No Worries, Drawing and Talking, and ELSA can be seen in pupils' general wellbeing and their emotional literacy, as well as their academic progress and improved attendance for some pupils.

Early Talk Boost has also had a positive impact for pupils in EYFS and KS1. As well as developing their oral communication skills, improvements can be seen in pupils' confidence to engage with a wider audience and in their written work. Next year, the Early Talk Boost offer will be extended to children in our nursery.

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
X Tables Rockstars	TT Rockstars
IDL Literacy and Numeracy	IDL
Speech and language therapists	Shropshire Council
Educational Psychology Service	Shropshire Council
ASD and SEMH support	Spectra
SEND support	Woodlands Outreach
Dyslexia specialist teacher	Charlotte Kaye
Spelling Shed	Education Shed Ltd
Future in Mind CPD	Shropshire Council

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Ensuring access to breakfast club and after-school provision. Participation in residential visits. Targeted intervention / specialist teaching. SEMH support.
What was the impact of that spending on service pupil premium eligible pupils?	Social interaction with peers to ensure high self-esteem. Opportunities to engage in extra-curricular activities.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extra-curricular activities, including a range of arts, physical and sporting activities. This aims to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.