

# Pupil premium strategy statement

## Baildon Church of England Primary School

### School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	29.11.2023
Date on which it will be reviewed	September 2024
Statement authorised by	Katie Savage
Pupil premium lead	Samantha Smith
Governor / Trustee lead	Victoria Leather

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,915
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£38,835

# Part A: Pupil premium strategy plan

## Statement of intent

### Our School Vision:

In our school, we **respect** and celebrate our place within God's loving family. We are a safe and **supportive** community of inspired, resilient life-long learners with a spirit of curiosity, where each and every individual is provided with the **opportunity** to flourish and **achieve** in our ever-changing world.

"Those who hope in the Lord will renew their strength and they will soar on wings like eagles."

### Intent:

We have a carefully constructed and sequenced curriculum in place which has been designed to provide all learners, including those with SEND and disadvantaged learners, with the knowledge and cultural capital which they need to flourish in our ever-changing world. The focus of our pupil premium strategy is to ensure our disadvantaged learners are able to 'soar' successfully onto their next stage of education, as a result of the high quality provision received during their time with us.

We have considered the challenges faced by all of our pupils, including those with barriers such as SEND, low attendance and poor punctuality. We have also considered those who have more complex family situations, those with social workers and those with SEMH needs which might prevent them from flourishing and reaching their full potential. We acknowledge the challenges are varied and there is no "one size fits all".

Our curriculum is broad, balanced and inspirational and is in no way narrowed, with quality first teaching being at the heart of all we do.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, acting early to intervene.
- For all disadvantaged pupils in school to make or exceed nationally expected rates of progress.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils

- Ensuring that pupils have the best possible attendance at school and support any families who may face challenges which could impact their child's attendance
- Ensuring that 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
- When 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.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Analysis of pupil outcomes demonstrates that pupils who are disadvantaged can face greater barriers in terms of communication, language and literacy when compared to their peers – particularly in EYFS and KS1.
2	There is an increasing number of pupils with additional needs within our school. At the time of writing, 49% of pupils who are disadvantaged have SEND. Funding received for these pupils will therefore need to be carefully targeted on personalised interventions.
3	Our assessments, observations and discussions with pupils and parents have identified that an increasing number of pupils, including those who are disadvantaged, have barriers linked to social, emotional and mental health needs.
4	Detailed analysis of the engagement of pupils who are disadvantaged with extra-curricular activities has identified a number of barriers. These barriers are varied and include aspects such as parental engagement, use of the school bus and financial hardship.

## 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
1 Disadvantaged pupils will make improvements in phonics outcomes	Assessments and monitoring indicate significantly improved phonic outcomes for disadvantaged pupils. Outcomes for this group will be higher than the national average for the group and will demonstrate improvement year on year.
2 Disadvantaged funding used to enhance provision available through the statutory SEND funding.	Disadvantaged pupils with SEND have their individual needs identified, barriers addressed and have provision in place which enables them to show progress in targeted areas. Outcomes for pupils with SEND in each key stage are above average when compared to this pupil group nationally.
3 To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being for disadvantaged learners will be demonstrated through qualitative data from pupil voice, pupil and parent surveys and teacher observations.
4 To remove all barriers to engagement with the school's rich extra-curricular offer to ensure equality of opportunity for all.	Sustained high levels of well-being for all learners, demonstrated by a significant increase in participation in enrichment activities, particularly disadvantaged pupils.

## 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: £13,009

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Leadership to provide QFT for daily delivery of SEND planning from the school's chosen synthetic phonics scheme</i>	EEF Phonics +5 and small groupings +2 The 'EEF Improving Literacy' document recommends the effective implementation of a systematic phonics programme and therefore Baildon CE Primary have implemented the Little	1, 2

Costing (£5,481)	<p>Wandle scheme throughout Early Years and Key Stage 1.</p> <p>Little Wandle have introduced detailed SEND planning for those learners who require significant adaptations to access phonic teaching. To ensure fidelity to the scheme, this planning will be delivered to a small group of pupils from Year 1 and Year 2 during the 23/24 academic year.</p>	
<p><i>Staff CPD linked to successful implementation of the EEF SEND Guidance Report priorities</i></p> <p>Costing (£2500)</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Our training programme this year will include a focus on the EEF Special Education in Mainstream Schools Guidance Report. Coaching will be provided for our Inclusion Leader who will then cascade to colleagues.</p>	1, 2
<p><i>School-based speech and language provision (CPD element)</i></p> <p>Costing (£1000)</p>	<p>There is an increasing need for speech and language support for children who are disadvantaged. This is evidenced through our growing case load with the LA speech and language team. Given the growing need in this area and the lack of support from the LA, we have appointed a HLTA to lead speech and language interventions throughout school. CPD is being provided by a qualified speech and language therapist who is working alongside the HLTA.</p>	1, 2
<p><i>Coaching linked to the EEF Improving Literacy Toolkit to support teaching staff in addressing barriers linked to communication, language and literacy</i></p> <p>Costing (£4028)</p>	<p>The school's English leader is a highly experienced practitioner who also moderates for the local authority. Working with other leaders in school, she has analysed and audited the school's provision for literacy against the EEF toolkit and has identified the need for coaching for teaching staff linked to strands 4 and 5.</p>	1, 2

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

Budgeted cost: £10,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Individual Intervention and Group Sessions</i></p> <p><i>Costing (£3,276)</i></p>	<p>As mentioned above, we have an increasing number of disadvantaged pupils with speech and language needs. Programmes of support will be designed for each pupil to ensure that their needs in this area are met. For some pupils, this could be regular 1:1 sessions a number of times a week and for others, this could be a weekly group session which covers not only speech and language needs, but also SEMH needs.</p>	1, 2, 3
<p><i>School Led Tutoring to improve outcomes in English</i></p> <p><i>Costing (£4,000)</i></p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 2

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

Budgeted cost: £19,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Level 3 Family Pastoral Worker appointed to work with vulnerable families and improve parental engagement</i></p> <p>Costing (£10,618)</p> <p><i>Attendance led by Deputy Head to support Family Pastoral worker and Inclusion Lead to analyse attendance and contact low attenders.</i></p> <p>Costing (£6,422)</p>	<p>EEF (+4)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	2, 3, 4
<p><i>Improvements to the extra-curricular offer for all children, including the arts, music and sport</i></p> <p>Costing (£2,000)</p> <p>(In addition to this £2k, funding from the Sport Premium is used to support this particular activity)</p>	<p>EEF (+4 arts / +1 physical activities)</p> <p>Every child has the right to be part of an additional learning activity, which can have benefits in terms of health, well-being and physical development, as well as improving social communication and interaction skills.</p>	4

**Total budgeted cost: £42,325**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At KS2, disadvantaged pupils achieved an average scaled of 110 in Reading, 102 in Writing and 111 in Maths. The average scaled score was above that for non-disadvantaged pupils in Reading and Maths. Progress measures (taken from FFT) for this group were 3.7 in Reading, 1.6 in Writing and 4.5 in Maths. Progress measures were above those for the non-disadvantaged group in all subjects.

In KS1, disadvantaged pupils achieved an average scaled of 98.3 in Reading and 100 in Maths. The average scaled score was below that for non-disadvantaged pupils in Reading and Maths.

100% of disadvantaged pupils met the phonics threshold, compared to 69% of disadvantaged pupils nationally. 98% of non-disadvantaged pupils in school met the threshold.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
X Table Rockstars	TT Rockstars
IDL	IDL / Ascentis
PixL	PixL

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- 1:1 Speech and Language support
- 1:1 Phonics support
- Bespoke interventions

#### **The impact of that spending on service pupil premium eligible pupils**

- 100% pass rate in Y2 phonics screening for this group as a result of 1:1 phonics support
- 100% pass rate for ELG for this group as a result of 1:1 speech and language support



## Further information (optional)

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. This will include:

- embedding more effective practice around metacognition and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Developing our understanding of children's mental health, with a particular focus on 'spirituality'
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated which activities undertaken in previous years had an impact and those that didn't have the degree of impact that we had expected.

We used evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use this resource throughout the implementation of activities.