

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2023 to 2024 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 | Bleasby CofE Primary |
| Number of pupils in school | 129 |
| Proportion (%) of pupil premium eligible pupils | 4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2023 2023 – 2024 2024 - 2025 |
| Date this statement was published | 30/12/23 |
| Date on which it will be reviewed | 30/06/24 |
| Statement authorised by | Russyn Cast Head teacher |
| Pupil premium lead | Russyn Cast |
| Governor / Trustee lead | Gordon Burton |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £ 4,926 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 4,926 |

Part A: Pupil premium strategy plan

Statement of intent

Intent:

As per our school vision, we aim for all children to achieve their potential in all aspects of school life, both academically, in other skills and socially. For some children, particularly those eligible for PP, there are additional barriers to this and we will use additional resources to support the children in overcoming those barriers.

The number of children in receipt of PP is relatively small at Bleasby, and the barriers they face and the impact of those barriers are different for each child. This plan considers the needs of each individual child. Many of the strategies chosen to meet those identified needs will have a school-wide impact, some will also support children who face barriers but are not eligible for pupil premium funding, others are specific to that child.

High quality teaching via targeted staff training, observation and feedback and professional discussion forms the largest part of our strategy as this is an inclusive strategy which will enable the PP children to benefit within the classroom whilst benefiting the children as a whole.

In the three year plan, training and development of policy and practice which embeds metacognition and self-regulation is a key theme that will develop the quality and impact of whole class teaching. This will be extended into approaches taken in 1:1 and small group intervention work.

Good phonics teaching for children who start school with lower literacy skills will decrease the tendency of gaps in other subjects to widen as the children progress through school. A good whole class systematic approach will be supplemented by daily intervention for children who need this.

Targeted interventions to increase mathematical fluency in those children who are falling behind in this will be carried out to close the gap.

For children to learn well, they need to have the earlier steps in Maslow's hierarchy met. Currently, additional support in the 'belonging' and 'esteem' stages are needed as children learn social skills and sense of esteem as part of a community following lockdown.

- As a school, developing the behaviour policy and providing pupil roles and activities to support positive behaviour throughout the school day will support all children to support each other and role model.
- This will be supported by the work on self-regulation throughout the school.

- Where there is individual need, ELSA and Therapeutic Conversations are provided as interventions.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Self-regulation & Metacognition</p> <p>Observations in lessons and at non-structured times have shown that some of the children find it more difficult be organised for different sections of the day and find it harder to retain focus during lessons. This can impact directly on learning in the classroom, or indirectly through loss of time.</p> |
| 2 | <p>Access to enrichment activities</p> <p>School offers a range of paid-for enrichment activities such as music tuition, sports clubs and languages.</p> <p>For some of the children, financial constraints would limit what they are able to engage in, which limits their opportunity to develop additional skills. This could also include breakfast club and tuck for a child who arrives late and is sometimes hungry.</p> |
| 3 | <p>Attainment</p> <p>Data shows that 60% of the children are working below the expected standard in Reading, Writing or Maths, but that there is no pattern in which subjects they are working below in.</p> |
| 4 | <p>Ability to manage emotions and relationships</p> <p>Since covid we have noticed an increase in children having difficulties in compromising with others or forming new friendships. This is also the case for a number of PP children, some of whom have the additional challenge of being new to the school and/or country.</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 |
|---|---|
| Children are better able to self-regulate. The impact of lessons is increased for children who can have difficulty focusing or being organised. | <ul style="list-style-type: none"> • Teachers have a good understanding of metacognition and self-regulation. This informs teaching and behaviour management throughout the school, building on firm foundations at Reception. |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Teachers have a good understanding of ADHD and strategies to support children with ADHD. • Lesson observations show that the teacher has planned lessons that enable the child to retain focus (considering structure, activity, seating position, support) • Lesson observations show that teachers employ a range of positive behaviour strategies to support children in being focused or organised. • Lesson observations and discussion with the child show that they have been able to take on board the key learning and complete the task. • Book scrutiny show that the children have made progress over the year in all subjects each year. • Children make at least expected progress over each year. |
| <p>Children in school are supportive of each other and actively support those who can struggle to make friends or to manage disagreement. Children who struggle with this are supported in developing strategies.</p> | <ul style="list-style-type: none"> • Identified children have taken part in ELSA or Circles of Support. • A new behaviour policy is embedded practice and observable throughout the school. • Play equipment, quiet area and buddy bench are in place, with clear signage and expectations for use. • Children take on roles on the playground in supporting others. • Identified children have a reduced number of incidents or are able to articulate positive steps in friendships. |
| <p>Children who are below ARE make at least expected progress, and, where there are no other barriers (eg SEND) close the attainment gap.</p> | <ul style="list-style-type: none"> • Lesson observations show teachers using a range of strategies to meet the differing needs in their class. Including strategies to develop metacognition throughout the class. • Targeted intervention programmes take place for children below ARE • Identified children make at least expected progress and, where there is no additional barrier, reach ARE. |
| <p>Children in a lower income bracket are able to take part in enrichment activities or have access to breakfast club/tuck.</p> | <ul style="list-style-type: none"> • All PP children are taking part in at least one activity per term. • Tuck is provided to any child who is giving teachers concern that they may be going hungry. • Parents of PP children who are suspected of missing breakfast or often |

| | |
|--|---|
| | arrive late are invited to sign up to breakfast club. |
|--|---|

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: £ 1,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Training in Metacognition and Self-regulation in EYFS for EY teacher</i> | https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/ | 1 |
| <i>Training in supporting ADHD for all staff.</i> | Teacher Training Improves ADHD Knowledge, Behaviours (additudemag.com) | 1 |
| <i>Whole school training in teaching and learning, particularly metacognition and feedback</i> | Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk) | 3 |
| <i>Continuation of phonics training, including lesson observation. Investment in further matched reading books</i> | Phonics EEF (educationendowmentfoundation.org.uk) | 3 |

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

Budgeted cost: £ 2,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Structured Maths Fluency intervention – small groups to include PP children who are working below ARE | Catch Up Numeracy EEF (educationendowmentfoundation.org.uk) The results of this and a second research project concluded that a structured approach provided by a trained TA was the impactful aspect rather than the programmes themselves | 3 |
| <i>Phonics booster – additional to daily phonics sessions</i> | Phonics EEF (educationendowmentfoundation.org.uk) | 3 |
| <i>PALs approach to reading at Y5</i> | Taking part in an EEF research project with NTU | 3 |

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

Budgeted cost: £ 1, 926

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Continuation of ELSA training via network</i> | Research – ELSA Network | 5 |
| <i>ELSA – individual or group depending on need</i> | Research – ELSA Network | 5 |
| <i>Access to breakfast club or tuck</i> | Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk) | 2 |
| <i>Access to enrichment activities</i> | Children will have opportunity to develop skills and interests that they might otherwise not be able to. | 2 |
| <i>Development of quiet area and buddy bench – resources and child roles</i> | | 5 |

Total budgeted cost: £ 4, 926

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 2022 – 2023 academic year.

In September 2022, there were 8 children eligible for pupil premium. 3 of these children (those who were receiving support due to English being an additional language for them) all left mid year.

For the 5 children who were still with us at the end of the year, internal teacher assessment supported by termly standardised testing shows:

| | Average points progress over the year (6 = expected) | Percentage at ARE |
|---------|--|-------------------|
| Reading | 6 | 80 |
| Writing | 6 | 60 |
| Maths | 6 | 60 |

All but one child, who has SEND made expected or better progress over the year. One other child needs further support in order to close the gap in future years.

All of the 5 children engaged in extra curricular clubs:

4 of the children engaged in music lessons in school.

4 of the children engaged in sports sessions in school

2 of the children took on leadership roles in school

Attendance for PP pupils in 2022/23 was 92.5%

This was 1.2% above the national average for PP attendance, but 3.9% below that of the whole school.

However, this data was impacted by 2 children who left the school mid-year. The remaining 5 children had an average attendance of 96.7