



## Bathford Church School Pupil Premium Strategy Statement 2021-2022

This statement details our school's 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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

### School overview

<b>Total number of pupils in school</b>	10/182
<b>Proportion of disadvantaged pupils</b>	5.5%
<b>Proportion of disadvantaged pupils who have SEND</b>	2/10 20% of PP Cohort
<b>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</b>	2021-22
<b>Publish date</b>	September 2021
<b>Review date</b>	July 2022
<b>Statement authorised by</b>	B Hayter – Headteacher C Murray – Vice Chair of Governors
<b>Pupil Premium lead</b>	Jennifer Keenan & Rachel Morcom
<b>Governor lead</b>	Alison Rideal

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£16 939</b>
Recovery premium funding allocation this academic year	<b>£1450</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£18 389</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent – Over 3 Years

**Key principles of our strategy echo those of our school vision with a specific focus on children identified as disadvantaged:**

We aim to help our children to grow by equipping them with the knowledge, skills and values they need both to make sense of the world and to become caring, responsible global citizens.

#### Key objectives linked to our vision:

- Teachers have high expectations, responding and adapting their teaching as necessary for children identified as disadvantaged, using quality first teaching strategies. Children are aware of their learning and know where to focus their efforts so that they make good progress.
- A rigorous and sequential approach to reading and spelling develops pupil knowledge and confidence. It ensures that pupil premium children gain the depth of knowledge needed to apply learning to varied contexts and access all learning opportunities across the curriculum with which they are presented.
- Children identified as disadvantaged have consistently positive attitudes to their education. Where children find it difficult to emotionally regulate, demonstrate resilience or lack confidence in their ability, appropriate intervention is provided. This has a positive impact on pupils' attitudes to learning, attendance and academic progress.

### Challenges

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

Challenge	Detail of challenge
1	Several children find it difficult to emotionally regulate and this means they are not always ready to learn. These children can find it difficult to demonstrate resilience and can lack confidence in their ability. (This group also includes pupils with SEND).
2	Several children identified as Pupil Premium are not meeting age related expectations for reading, which is impacting their ability to access their year group curriculum. (This group also includes pupils with SEND).
3	Some pupils struggle in their confidence and resilience as writers, therefore writing stamina and motivation to write can be limited.
4	Whilst the attendance for many PP students is good, we have some children who have attendance below 95/90%.

## 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.

Challenge	Intended outcome	Success criteria
1	PP children access relevant intervention/support linked to their needs, supporting emotional regulation, resilience and confidence. Provision may be internal, part of the SEND local offer or external.	<p>Identified children accessing identified support. Examples include:</p> <ul style="list-style-type: none"> <li>• Thrive 1:1 support</li> <li>• Brighter Futures</li> <li>• CAMHs</li> <li>• School Nurse</li> </ul> <p>Parents will have an increased understanding of supportive approaches and know where to seek help.</p> <p>Pupils are able to accept adult support to co-regulate or access resources to regulate independently.</p>
2	All pupil premium children will access high quality teaching of phonics and reading. Where needed this will include additional support/intervention to keep up or catch up.	<ul style="list-style-type: none"> <li>• Children meeting the age related expectation in phonics.</li> <li>• Children making at least expected progress for reading.</li> <li>• Pupil meet individualised learning targets (Pupil target plans).</li> </ul>
3	Children make at least good progress in writing this academic year and have the opportunity to take pleasure in and celebrate their successes.	<ul style="list-style-type: none"> <li>• Assessment identifies pupil premium children who are not meeting their potential. (Pupil voice activities, book scrutinise and planning evidence, moderation)</li> <li>• Children are inspired to write for an audience and supported to write appropriately for a range of genres.</li> </ul>
4	Families and children value good school attendance in order that pupils can access quality first teaching/full curriculum and targeted intervention where appropriate.	<ul style="list-style-type: none"> <li>• Families engage positively with attendance action plans.</li> <li>• Overall attendance improves for pp children.</li> <li>• Persistent absenteeism reduces from pp group.</li> <li>• Reduction in unauthorised absences.</li> <li>• Parent involvement/communication with school increases.</li> </ul>

## Activity in this academic year 2021-2022

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: £7000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Using EEF research, DfE research, EEF Families of Schools database best practice and Pupil Premium Network continue to gather evidence and keep informed about successful approaches to supporting disadvantaged pupils.</li> <li>CPD on assessment (retrieval practice and effective formative assessment), Rosenshine, Metacognition and the importance of the explicit teaching of vocabulary and background knowledge (cultural capital)</li> </ul>	<p>DfE guidance</p> <p>Based on Rosenshine's principles of instruction research</p> <p>EEF evidence: Feedback +6 months</p> <p>Oral language interventions + 6 months</p>	2, 3
<ul style="list-style-type: none"> <li>Work with the English Hub to identify the most appropriate systemic synthetic phonics programme on the validated list.</li> <li>Work with the English Hub to plan and implement the roll out of the selected SSP including a programme of high-quality phonics training to ensure consistency across the school.</li> </ul>	EEF evidence : Phonics focus + 5 months	2, 3
<ul style="list-style-type: none"> <li>Lead inset and staff meeting sessions on the use of assessment in phonics/spelling and writing to ensure teaching addresses specific weaknesses in PP pupils writing.</li> <li>Work in partnership with SENDCO and teachers to plan, implement and review a rigorous phonics/reading catch up programme.</li> </ul>	EEF evidence : Phonics focus + 5 months Feedback + 6 months Teaching assistant intervention + 4 months	2, 3
<ul style="list-style-type: none"> <li>Buy and embed the use of Fiction express across all year groups to further promote reading for pleasure, reading at home and online engagement with books.</li> </ul>	EEF evidence : Parental engagement + 4 months Phonics focus + 5 months	2, 3

<ul style="list-style-type: none"> <li>• Use RFP pedagogy <a href="https://ourfp.org/reading-for-pleasure-pedagogy/">https://ourfp.org/reading-for-pleasure-pedagogy/</a> to develop children’s RfP alongside and as complementary to reading instruction e.g: <ul style="list-style-type: none"> <li>○ Develop social reading environments</li> <li>○ Daily read aloud from wide range of genres</li> <li>○ Informal book talk e.g. book blanket, book rivers, book blether</li> </ul> </li> <li>• Daily Independent reading time</li> </ul>		
<ul style="list-style-type: none"> <li>• 9 modules of training for PP leader</li> <li>• Staff meetings (4 across the year) to disseminate training</li> <li>• Gap tasks between training – school-based research</li> </ul>	EEF –Guide to the Pupil Premium ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’	1,2,3,4

**Targeted Academic Support (for example tutoring, one to one support, structured interventions)**

**Budgeted Cost: £9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Provision map and interventions in place from Term 1</li> <li>• Impact of interventions monitored and tracked</li> <li>• Pupil progress meetings 3 times a year to discuss impact of interventions.</li> </ul>	EEF evidence: Teaching assistant intervention + 4 months Feedback + 6 months	2,3
<ul style="list-style-type: none"> <li>• Using phonics assessments, select pupils to receive a targeted, phonic programme.</li> <li>• Purchase/make specific phonics resources for this group and for children to take home.</li> <li>• Deliver a series of parent support phonics sessions to enable parent and child to learn together.</li> <li>• Using reading assessments, select pupils to receive targeted reading intervention.</li> </ul>	EEF evidence : Phonics focus + 5 months Parental engagement + 4 months Teaching assistant intervention + 4 months	2,3

<ul style="list-style-type: none"> <li>• Provide resources for this reading intervention and for children to take home.</li> <li>• Deliver a series of parent support reading sessions to enable parent and child to learn together.</li> </ul>		
<ul style="list-style-type: none"> <li>• School led Tutoring Programme (6 pupils)</li> <li>• Embedding of three-way partnership between tutor, school and home.</li> </ul>	EEF evidence: One to one tuition + 5 months Parental engagement + 4 months	2,3

### Wider Strategies (for example, related to behaviour, attendance, well-being)

**Budgeted Cost: £2,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Weekly and termly tracking of attendance – triangulate this with other knowledge of families</li> <li>• Reminders about attendance in the newsletter for all children</li> <li>• Work with external agencies involved to support families to improve attendance.</li> </ul>	EEF evidence : Parental engagement + 4 months	4
<ul style="list-style-type: none"> <li>• Map out our therapeutic and holistic interventions and support pathways and the criteria/thresholds needed for pupils and families to access this support.</li> <li>• Embed the use of Thrive strategies activities across all year groups to support emotional regulation.</li> <li>• Continue voice of the child activities</li> <li>• Work with teachers to ensure a calm, consistent and fair, trauma informed approach</li> <li>• Lead training sessions for support staff where required, to lead on sand tray therapy play, Thrive, Zones of Regulation etc.</li> </ul>	EEF evidence: Social and emotional learning + 4 months Behaviour interventions + 4 months  Body of research from Thrive based on relational approach to relationships with children.	1, 2, 3, 4
<ul style="list-style-type: none"> <li>• Co-produce the new Behaviour policy with all stakeholders.</li> <li>• Gain parent and pupil voice through focus group three times a year to assess impact of the policy and approach.</li> </ul>	EEF evidence: Paul Dix 'When the adults change, everything changes'.	1, 4

<ul style="list-style-type: none"> <li>• Lead training on regulation and ways to support co-regulation.</li> </ul>	<p>Body of research from Thrive based on relational approach to relationships with children.</p>	
<ul style="list-style-type: none"> <li>• Training for all staff (4 sessions).</li> <li>• Parent workshops on Zones of Regulation</li> <li>• Regulation safe spaces developed around the school.</li> <li>• Visual representation of the zones approach in classrooms and communal areas of the school.</li> <li>• Purchase resources to enhance the Zones of Regulation work.</li> <li>• Create a Zones of Regulation parent and pupil video for school website.</li> </ul>	<p>EEF evidence: Social and emotional learning + 4 months Parental engagement + 4 months</p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £ 18,300**

## Part B: Review of outcomes in the previous academic year 2020-2021

### Pupil premium strategy outcomes (Teacher Assessed)

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

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.***

#### BWMAT

Years 1 to 6 by SEN and PP	Relative Learning Attainment	BWMAT				BWMAT				Relative Learning Progress	BWMAT				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
	All pupils	6653	-2.7	-2.6	-4.2	6653	-2.7	-2.6	-4.2	All pupils	6653	-0.8	-0.7	-1.5	6653	-0.8	-0.7	-1.5
Not SEN/PP	4591	-0.4	-0.3	-1.3	4591	-0.4	-0.3	-1.3	Not SEN/PP	4556	0.3	0.4	-0.1	4556	0.3	0.4	-0.1	
SEN only	660	-9.8	-10.3	-13.5	660	-9.8	-10.3	-13.5	SEN only	657	-4.0	-3.8	-5.8	657	-4.0	-3.8	-5.8	
PP only	957	-3.4	-3.4	-4.9	957	-3.4	-3.4	-4.9	PP only	952	-1.6	-1.4	-2.4	952	-1.6	-1.4	-2.4	
Both	444	-13.4	-14.2	-18.0	444	-13.4	-14.2	-18.0	Both	440	-5.8	-6.4	-8.2	440	-5.8	-6.4	-8.2	

Years 1 to 6 by SEN and PP	Relative Learning Attainment	Bathford				BWMAT				Relative Learning Progress	Bathford				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
	All pupils	164	-0.9	-1.0	-2.5	6653	-2.7	-2.6	-4.2	All pupils	162	-0.1	-0.2	-1.3	6653	-0.8	-0.7	-1.5
Not SEN/PP	134	0.6	0.6	-0.4	4591	-0.4	-0.3	-1.3	Not SEN/PP	132	0.4	0.3	-0.1	4556	0.3	0.4	-0.1	
SEN only	19	-5.6	-6.9	-12.2	660	-9.8	-10.3	-13.5	SEN only	19	-1.4	-1.0	-5.7	657	-4.0	-3.8	-5.8	
PP only	8	-7.5	-5.0	-6.3	957	-3.4	-3.4	-4.9	PP only	8	-2.5	-2.0	-4.3	952	-1.6	-1.4	-2.4	
Both	3	-21.3	-25.3	-20.0	444	-13.4	-14.2	-18.0	Both	3	-6.0	-10.0	-14.7	440	-5.8	-6.4	-8.2	

#### Review of expenditure 2020 - 2021

##### 1. Teaching

Outcomes and Impact	Lessons learned	Cost
Include impact on pupils not eligible for PP, if appropriate	(and whether you will continue with this approach)	
PIRA and PUMA assessments used to inform class catch-up plans. Pupil Progress meetings after assessments (at data drop points) Further resources such as DfE Maths Ready to Progress Criteria used to highlight gaps in essential reading, writing and maths knowledge.	We will continue this approach which helped us to effectively identify gaps and plan responsive teaching. We will further embed this approach into our SEND practice, using the PIRA PUMA identified gaps to inform pupil targets.	Nil from PP budget (£2000 Catch-up fund used)



<p>Impact on pupils positive with 90% of pupils meeting their prior learning trajectory.</p> <p>There is a gap in attainment for PP pupils. Although these pupils made progress, many were working on curriculums below their year group.</p>	<p>Ensure early identification of barriers, including SEND. In some cases lockdown and the long period of remote learning made this challenging last year.</p>	
<p>Research used to identify best practice. A member of the staff team led CPD on the principles of effective instruction (Rosenshine),</p>	<p>These strategies supported PP children and need to be further embedded. Further CPD on metacognition and the importance of explicit teaching of vocabulary and background knowledge to be actioned next year.</p>	<p>Nil</p>
<p><b>2. Targeted Academic Support</b></p>		
<p><b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Whole school Thrive CPD provided by Brighter Futures. Additional Thrive practitioner trained. Attendance at each Behaviour Panel with referrals made for children identified as in need through diagnostic assessments (including Thrive assessments)</p>	<p>The response to Thrive has been positively received here has been an increased number of children identified by parents/teachers as requiring Thrive support. We will continue to provide staff CPD to embed whole class strategies and provide 1:1 support using attendance as one form of identification.</p> <p>Parents/carers will be offered a workshop based on wellbeing training, Thrive and zones of regulation. Shared language has had a positive impact for some pupils and this could be used more widely.</p> <p>Staff will attend sessions delivered by external providers so that the support can be offered to additional children in a small group setting.</p>	<p>Nil from PP budget (£2600 from Catch-up fund used)</p>
<p>Diagnostic assessments used to identify need for high quality targeted support. Interventions included speech and language sessions (external and internal), phonics interventions, reading intervention, maths intervention and dyslexia support. This will help children to build their confidence and accelerate their learning.</p>	<p>Diagnostic assessments have supported catch up planning and SEND support across KS1 and KS2. We will continue to use the GAP analysis capability to inform pupil target plans and closely monitor SEND pupil progress.</p> <p>These diagnostic assessments have ensured greater consistency and allowed leaders (senior leaders and subject leaders) to identify, plan and implement alongside class teachers.</p>	<p>£9895</p>

Weekly sessions in targeted areas for PP pupils with an experienced teacher (who has also taken on the role of PP Champion), in addition to standard lessons supported children. During remote learning these sessions were conducted remotely.	Going forward we will continue to use a tutor-based approach but as one of a range of strategies to support learning. This tutor based approach will continue to be 1:1 in some cases, but in other cases it will be paired or small group tutorials in order to increase value for money. In conjunction with this approach we will also be focusing on quality first teaching,	£7900
<b>3. Wider Strategies</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Participation in PP network. CPD on trauma informed approached informed practice and was fed into new behaviour policy.	We will continue with this approach next year	Nil
Children supported financially in order to allow participation in adventure learning. This boosted self-confidence.	We will continue with this approach next year.	£1000

## 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
Thrive	Thrive
Opal play	Opal