



Bathford Church School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Total number of pupils in school	13/179
Proportion of disadvantaged pupils	7.3%
Proportion of disadvantaged pupils who have SEND	5/13 38% of PP Cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Publish date	December 2022
Review date	July 2023
Statement authorised by	B Hayter – Headteacher C Murray – Vice Chair of Governors
Pupil Premium lead	Jennifer Keenan & Rachel Morcom
Governor lead	Becky Riddell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£12465
Recovery premium funding allocation this academic year	£1885
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	£14350

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.
- **Cognitive and Metacognitive Strategies:** Teachers manage cognitive load in order to enable children to transfer new learning to long-term memory. Teachers activate prior knowledge, teach small steps and provide opportunities for children to plan, monitor and evaluate their own learning. 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	Many children on the PP register do not have a positive view of themselves as learners. These children can find it difficult to demonstrate focus and resilience and they can lack confidence in their ability and have poor understanding of metacognitive skills they use to learn. (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 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.	<p>PP children have a positive view of themselves as learners and confidence to participate in all school activities.</p> <p>PP children have access to 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>	<ul style="list-style-type: none"> • Children approach all learning with confidence and enthusiasm. • Children have a good understanding of metacognition and their own particular learning methods. • Children take part in a wider range of school activities. • Identified children accessing identified support. Examples include: <ul style="list-style-type: none"> • Thrive 1:1 support • Brighter Futures • CAMHs • School Nurse <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"> • Children meeting the age-related expectation in phonics. • Children making at least expected progress for reading. • Pupil meet individualised learning targets (Pupil target plans).
3	Children are engaged and inspired writers. 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"> • Assessment identifies pupil premium children who are not meeting their potential. (Pupil voice activities, book scrutinise and planning evidence, moderation) • Children are inspired to write for an audience and supported to write appropriately for a range of genres.
4	Families and children value good school attendance in order that pupils can access quality first teaching/full	<ul style="list-style-type: none"> • Families engage positively with attendance action plans. • Overall attendance improves for pp children.

	curriculum and targeted intervention where appropriate.	<ul style="list-style-type: none"> • Persistent absenteeism reduces from pp group. • Reduction in unauthorised absences. • Parent involvement/communication with school increases.
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Activity in this academic year 2022-2023

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Whole staff CPD on metacognition and the teaching and application of metacognitive strategies in the classroom. • Continued CPD on assessment (Afl, retrieval practice and effective formative assessment. • Continued CPD on the importance of the explicit teaching of vocabulary and background knowledge (cultural capital) 	<p>DfE guidance</p> <p>EEF evidence: Feedback +6 months</p> <p>Oral language interventions + 6 months</p>	1, 2, 3
<ul style="list-style-type: none"> • Continue to embed and monitor the effectiveness of the Little Wandle Phonic Scheme. • Implement Little Wandle and reading intervention across school including KS2 	<p>EEF evidence :</p> <p>Phonics focus + 5 months</p>	2, 3
<ul style="list-style-type: none"> • Work with whole school staff to address the whole school approach writing to ensure teaching addresses specific weaknesses in PP pupils writing. 	<p>EEF evidence :</p> <p>Phonics focus + 5 months</p> <p>Feedback + 6 months</p> <p>Teaching assistant intervention + 4 months</p>	2, 3
<ul style="list-style-type: none"> • Use RFP pedagogy https://ourfp.org/reading-for-pleasure-pedagogy/ to develop children's RfP alongside and as complementary to reading instruction e.g: 	<p>EEF evidence :</p> <p>Parental engagement + 4 months</p> <p>Phonics focus + 5 months</p>	2, 3

<ul style="list-style-type: none"> ○ Develop social reading environments ○ Daily read aloud from wide range of genres ○ Informal book talk e.g. book blanket, book rivers, book blether ● Daily Independent reading time 		
<ul style="list-style-type: none"> ● Continue with the EEF modules of training for PP leads ● Staff meetings (3 across the year) to disseminate training ● Gap tasks between training – school-based research 	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: £6,000

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

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

Budgeted Cost: £2,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Termly tracking of attendance – triangulate this with other knowledge of families • Information in Newsletter to all families about the importance of attendance and how quickly small frequent lateness or absences mount up • Work with external agencies involved to support families to improve attendance. 	EEF evidence : Parental engagement + 4 months	4
<ul style="list-style-type: none"> • Map out our therapeutic and holistic interventions and support pathways and the criteria/thresholds needed for pupils and families to access this support. • Embed the use of Thrive strategies activities across all year groups to support emotional regulation. • Continue voice of the child activities • Work with teachers to ensure a calm, consistent and fair, trauma informed approach • Lead training sessions for support staff where required, to lead on sand tray therapy play, Thrive, Zones of Regulation etc. 	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"> • Continue to embed the Behaviour strategy. • Gain parent and pupil voice through focus group three times a year to assess impact of the policy and approach. • Staff CPD on Attachment 	Paul Dix ‘When the adults change, everything changes’. Body of research from Thrive based on relational approach to relationships with children.	1, 4

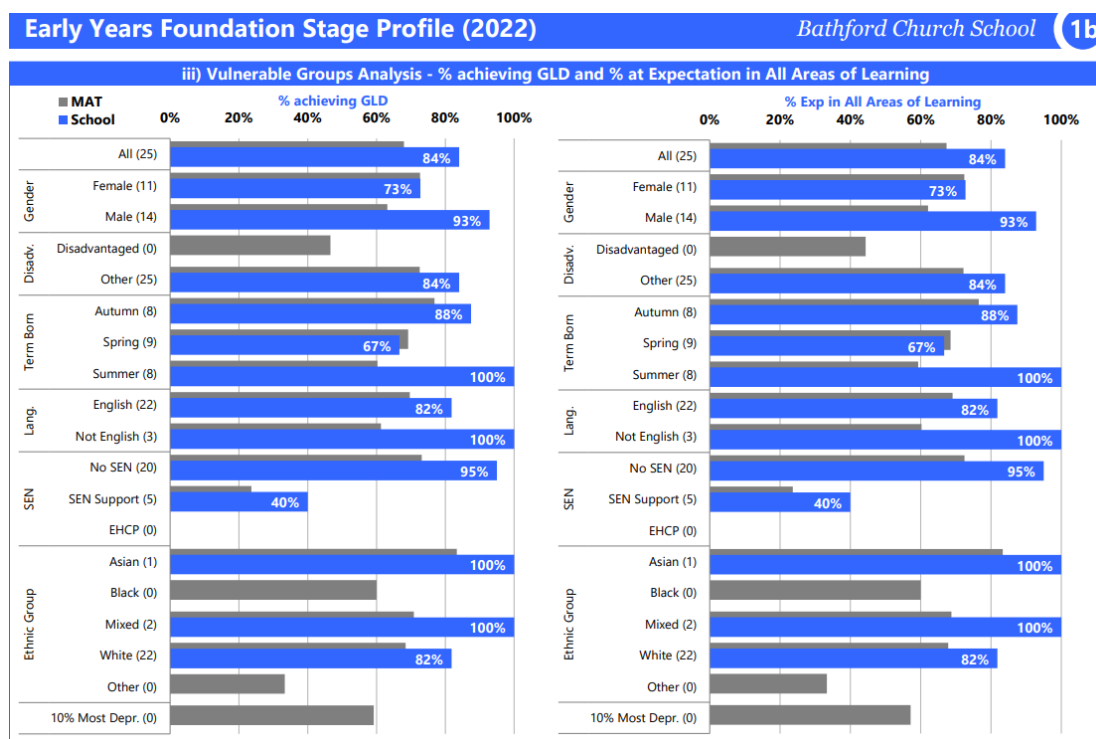
Total budgeted cost: £ 14350

Part B: Review of outcomes in the previous academic year 2021-2022

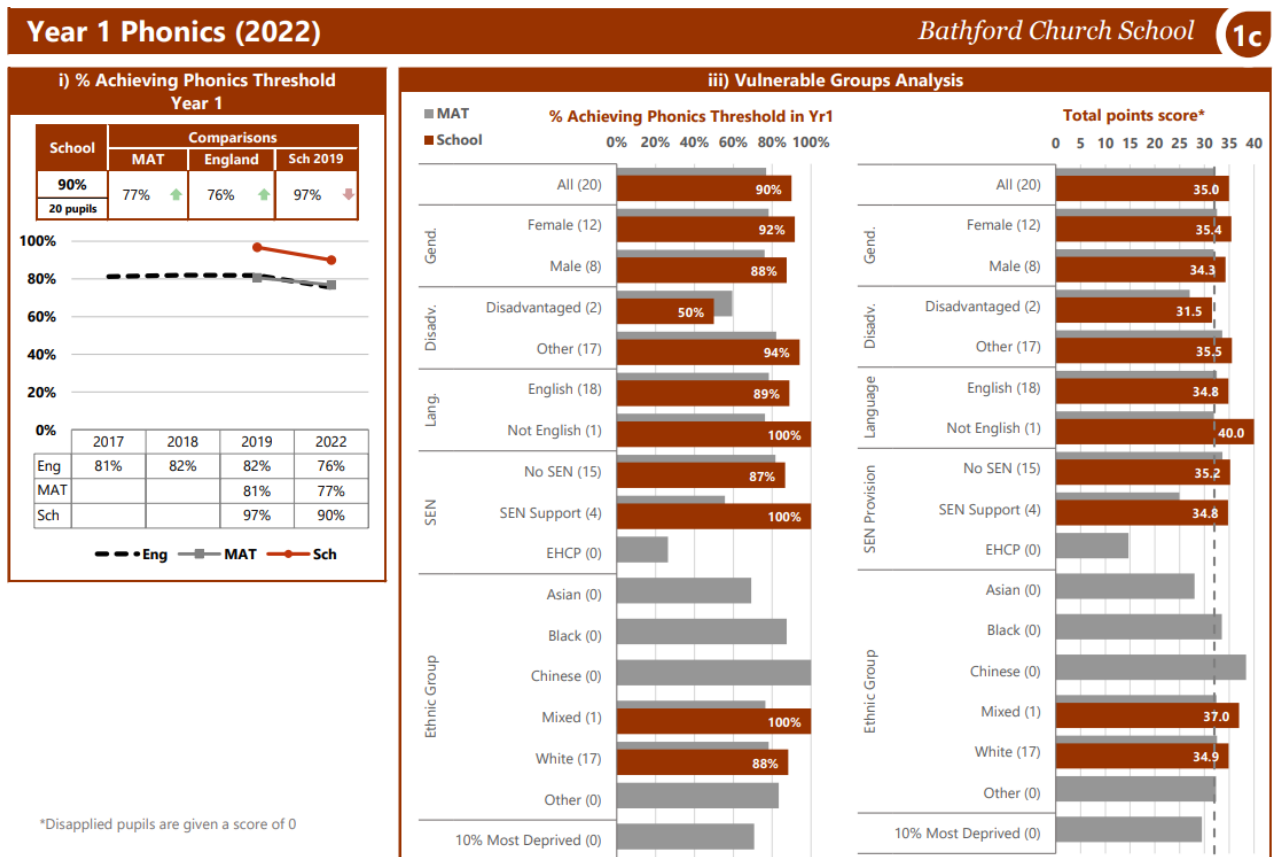
Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.***

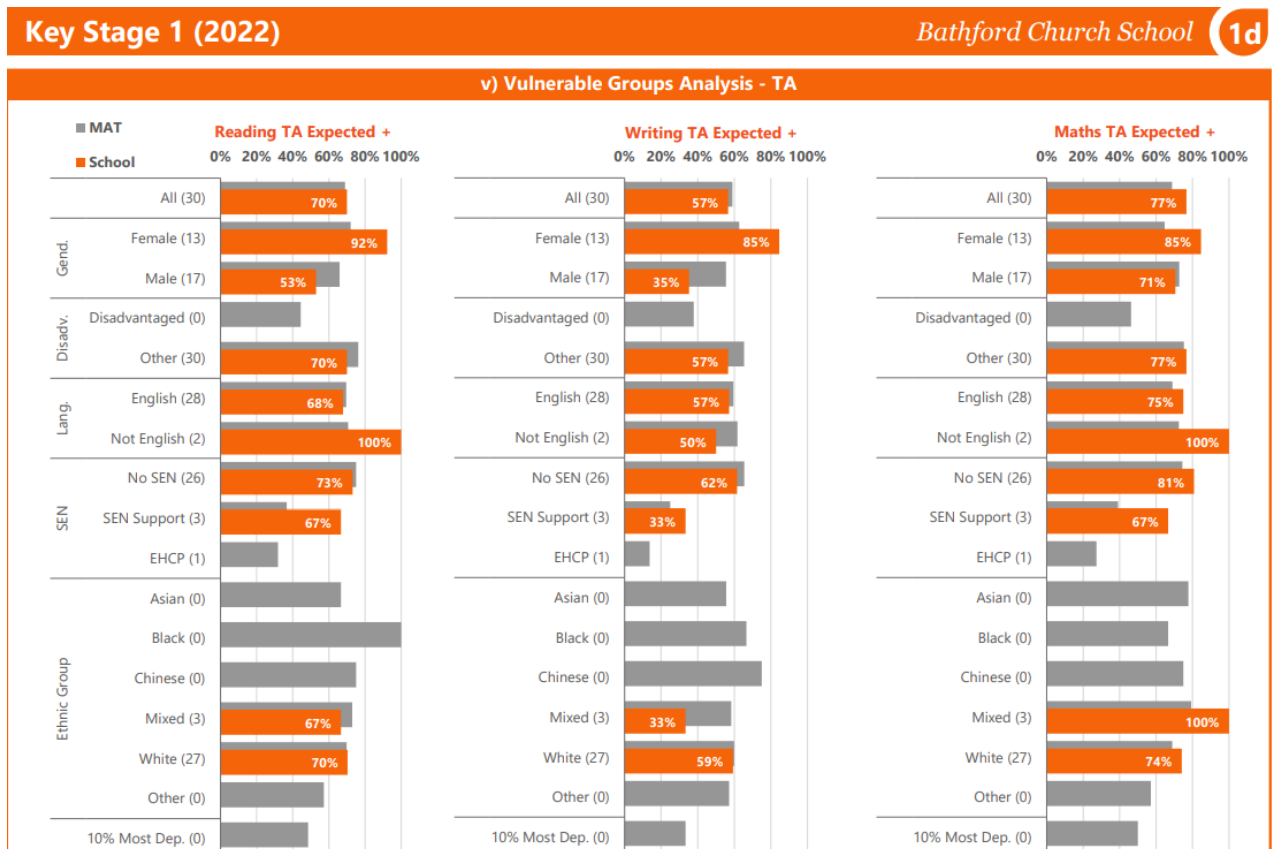
In 21/22 there were no children identified as disadvantaged in the Early Years:



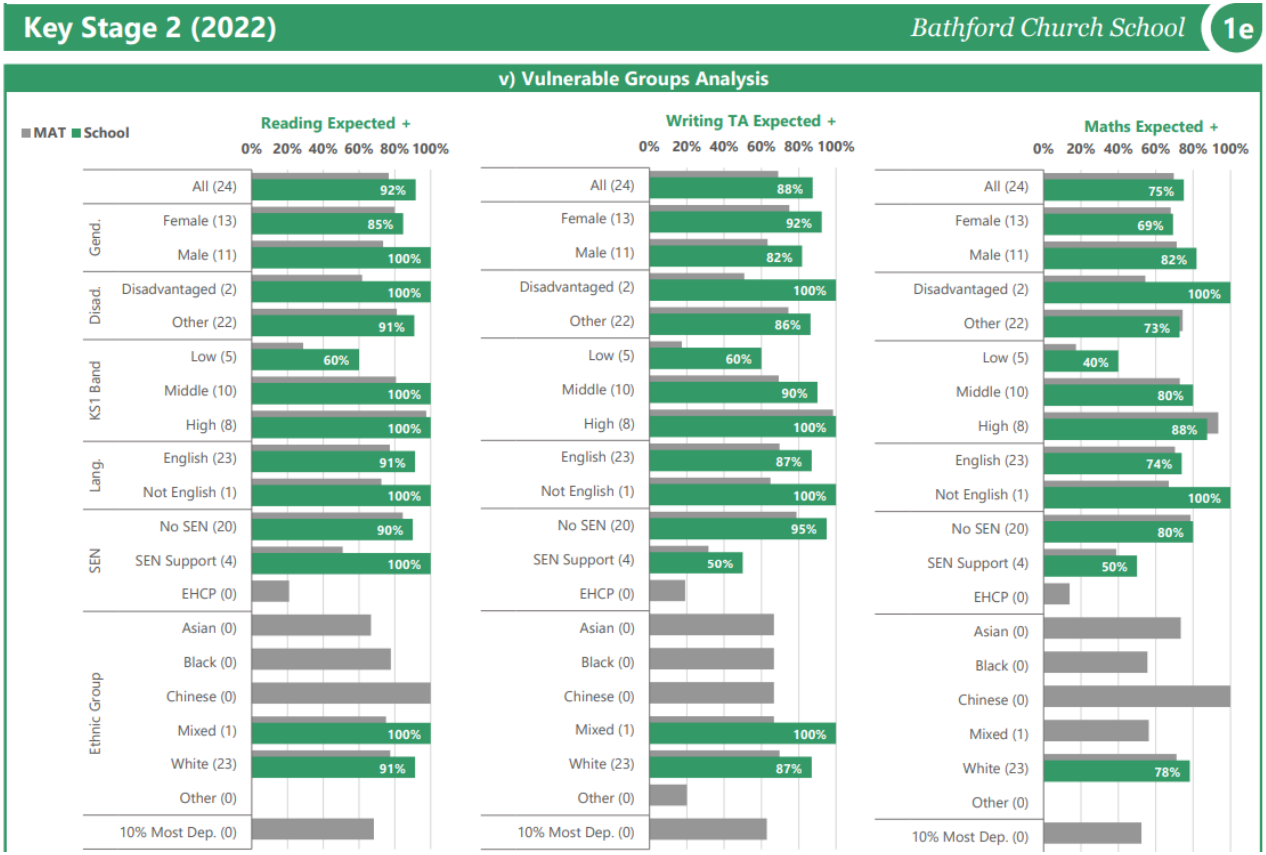
Of the 2 children identified as disadvantaged in Year 1, 1 passed the phonics screening check.



There were no children identified as disadvantaged in Year 2:



Of the 2 children identified as disadvantaged in Year 6, both met age related expectations for reading, writing and maths.



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
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	

Challenge	Intended outcome	Success criteria	Evidence
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"> Thrive 1:1 support Brighter Futures CAMHs School Nurse <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>	<p>SEND and CPOMs records.</p> <p>Updated SEND Policy 2022</p> <p>Updated School website page</p> <p>Newsletter</p> <p>Behaviour Policy 2021-22</p> <p>Additional groups, clubs and 1-1 provision.</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"> Children meeting the age related expectation in phonics. Children making at least expected progress for reading. Pupil meet individualised learning targets (Pupil target plans). 	<p>PP Provision map</p> <p>2 out of 3 chn met ARE in EYFS and KS1 Phonics.</p> <p>81.81% making good or above progress in reading (KS1&2).</p> <p>PTPs demonstrate progress steps and provision.</p>
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"> Assessment identifies pupil premium children who are not meeting their potential. (Pupil voice activities, book scrutinise and planning evidence, moderation) Children are inspired to write for an audience and supported to write appropriately for a range of genres. 	<p>Improved writing progress data</p> <p>63.63% made good or better progress.</p> <p>Writing curriculum developed to promote purpose and audience.</p> <p>Writing moderation completed.</p>
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"> Families engage positively with attendance action plans. Overall attendance improves for pp children. Persistent absenteeism reduces from pp group. Reduction in unauthorised absences. Parent involvement/communication with school increases. 	<p>Increased parent communication</p> <p>However, this remains a challenge which we will continue to address in 22/23.</p>

Review of expenditure 2021 - 2022

1. Teaching

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
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 (Catch-up fund used)

<p>Impact on pupils overall positive.</p> <p>Children identified as PP made good progress in Year 6. However, as can be seen by the Years 1-6 data above, there is a gap in attainment for PP pupils. Although these pupils made progress, progress for PP only children at Bathford was less than the BWMAT average (despite progress for all pupils, and SEN only pupils being higher than the BWMAT average.)</p>	<p>It can be difficult to identify patterns with small numbers of children - only 8 children were PP only. 2 of the 8 children were in year transfers who were both working at curriculums below their year group. This highlights the importance of ensuring early identification of barriers, including SEND, including when children are new to the school.</p>	
<p>Following CPD (Rosenshine, SEND, QFT), subject leaders have started to develop and implement key consistencies, in line with their progression documents, that include the explicit teaching of vocabulary, background knowledge and opportunities for recap. The children are better able to make links and apply their knowledge to a broader range of learning opportunities.</p>	<p>We will continue to embed quality first teaching in the 22/23 academic year. 2 of the 4 SDP goals focus on QFT:</p> <p>Teachers use subject lead key consistencies, give clear explanations, model and check frequently for understanding. Teachers give opportunity for guided practice before independent practice, provide scaffolding and make effective use of flexible grouping and technology in order to improve outcomes for children.</p> <p>Teachers manage cognitive load in order to enable children to transfer new learning to long-term memory. Teachers activate prior knowledge, teach small steps and provide opportunities for children to plan, monitor and evaluate their own learning.</p>	<p>Nil</p>
<p>A systematic synthetic phonics programme has been implemented in Key Stage 1. Staff have received high quality training, opportunities to observe best practice and are delivering whole class and intervention sessions using the consistent approach.</p> <p>81.81% of PP children made expected or better progress between September and July 2021-22. Progress has been increasingly positive with regard to reading at each data drop, this supports the effectiveness of the strategies implemented this academic year.</p>	<p>These strategies supported PP children to make good progress. The English lead will work in partnership with the SENDCo to review the current phonics intervention practices which are evidenced as supporting children to make good progress, so that they align with KS1 approaches and show fidelity to the scheme.</p>	
<p>2. Targeted Academic Support</p>		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned</p>	<p>Cost</p>

	(and whether you will continue with this approach)	
<p>Additional Thrive CPD for staff who attended sessions delivered by external providers so that Thrive support could be offered to additional children in a small group setting. Whole class Thrive support provided by Brighter Futures for one cohort. Attendance at each Behaviour Panel with referrals made for children identified as in need through diagnostic assessments (including Thrive assessments)</p> <p>Parents/carers were offered a workshop based on wellbeing training, Thrive and zones of regulation although there was limited take-up.</p>	<p>The response to Thrive has been very positive. There continues to be 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/small group support using attendance as one form of identification. Shared language has had a positive impact for pupils and we will continue to use this.</p> <p>This highlights the importance of engaging with parents to ensure that proposed sessions meet their needs.</p>	Nil from PP budget
<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>	£9895
<p>Weekly tutor sessions in targeted areas for PP pupils with an experienced teacher in addition to standard lessons supported children to make progress.</p> <p>In Y6 100% of the children identified as PP achieved ARE.</p>	<p>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,</p>	£7900
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
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 and in other extra-curricular activities. This boosted self-confidence.	We will continue with this approach next year.	£1000
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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