# Batchley First School Pupil Premium strategy statement 2022-2023

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.

## School overview

| Detail | Data |
|---|---|
| School name | Batchley First School |
| Number of pupils in school | 264 (22-23) |
| Proportion (%) of pupil premium eligible pupils | 111 (33.4%) (December 2022)<br>125 (45.28 %) (September 2021) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Reviewed December 2022<br>Next Review July 2023 |
| Statement authorised by | Mrs Sarah Downes |
| Pupil premium lead | Miss Faye Douglas |
| Governor / Trustee lead | Jane Sutherland |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year<br>Pupil premium funding allocation for 2020-2021 | *2022-2023 £139, 885 (111 Eligible Children). Service Children X1-(£310) LAC X1 (£2410)<br>*2021-2022 £162,020 (120 eligible children). Service children x2- £310 (£620) |
| Recovery premium funding allocation academic year | £4,474.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year (2022-2023)**<br>**Total budget for last academic year (2021-2022)** | £139, 885<br>£166,494.25 |

# Part A: Pupil premium strategy plan

## Statement of intent

**Our vision:**

All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our pupil premium strategy supports disadvantaged pupils to achieve our vision, including progress for those who are already high attainers.

Our intention is that all pupils make good progress and are supported whatever challenges they may face. Our Pupil Premium strategy outlines how we intend to support the children's needs. When making decisions about using our Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF has been used to support our decisions around the usefulness of different strategies and their value for money. "Research has found that disadvantaged pupils have been worst affected by partial closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore, more important than ever that school strategies focus on support for disadvantaged pupils." *EEF Best evidence on impact of Covid-19 on pupil attainment*

Quality first teaching has always been at the heart of our pupil premium strategies as it has been proven that high quality teaching has the biggest impact on progress and attainment for all pupils. We are aware that we have a significant pocket of children who narrowly miss being eligible for the pupil premium funding, therefore, our strategies also consider their needs and wellbeing.

We know our children and families well and have identified the following common barriers to learning. Common barriers include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

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

- ✓ To provide a safe, welcoming and stimulating learning environment for our most vulnerable learners to be inspired to achieve.

We aim to do this through

- Ensuring that quality teaching and learning opportunities meet the needs of all the pupils.
- 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 limited resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision our school consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better.
- Ensuring that we have learning support staff to support our ultimate objectives. As a result, we maximise pupil to staff ratios and provide effective teaching and accelerated progress (including needs-based interventions e.g precision teaching, phonics).
- Pupil premium resources are also to be used to target able children on Free School Meals to achieve Age Related Expectations or beyond.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.
- Support breakfast provision to ensure hunger is not a barrier to learning.
- Ensuring that our vulnerable pupils have access to the Bumble Bee nurture group where needed.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Narrowing the attainment gap across Reading, Writing and Maths. |
| 2 | Attendance and Punctuality issues. |
| 3 | Parental engagement. |

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| 4 | Poor vocabulary skills- |
| 5 | Hunger. |

## 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 |
|---|---|
| Achieve national average progress scores in KS1 Reading, writing and Maths. | Achieve national average progress scores in KS1 for Reading, Writing and Maths. Those eligible for the Pupil Premium are broadly in line with their peers. |
| Improve attendance for identified pupils. | Attendance of disadvantaged pupils is above 96% |
| Continue to build relationships with our families. | Parents are engaged in a variety of aspects of school life. |
| Ensure identified children have access to a breakfast at school when needed. | Hunger is not a barrier to learning. |

## 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.

Budgeted cost: £ 5,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| • Quality first teaching for all pupils.<br>• Offer TA CPD for Maths and English by leads.<br>• Maths and English are high priority on school development plan.<br>• Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. | • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.<br>• Sutton Trust – quality first teaching has direct impact on student outcomes.<br>• Training and supporting highly qualified teachers deliver targeted support. | 1 |
| • Identify our eligible pupils that fall below 96% attendance. | Embedding principles of good practice set out in the DfE's | 2 |

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|---|---|---|
| • Work carefully with safeguard lead and EWO to support families where needed.<br>• Ensure catch up learning for our eligible pupils.<br>• Family breakfast sessions to build relationships. | Improving School Attendance advice. | |
| • Work with the Greggs Foundation to begin a breakfast provision.<br>• Identify those children with the greatest need.<br>• Provide a healthy breakfast.<br>• Monitor attendance, behaviour and progress for those identified. | • EFF Breakfast Clubs- Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.<br>• 1.8 million school age children are at risk of starting the day hungry in the U.K. *Magic Breakfast annual report and accounts 2019-20*<br>• 9 children in every class of 3o are living in poverty. *Magic Breakfast annual report and accounts 2019-20*<br>• 3.7 million children live in households that would have to spend more than 40% their income to meet the cost of a healthy diet. *Magic Breakfast annual report and accounts 2019-20* | 5 |

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

Budgeted cost: 141,624

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Reading, Writing and Maths interventions.<br>Additional support for pupils. | Establish small group interventions for disadvantaged pupils falling behind age-related expectations.<br>Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1 |

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|---|---|---|
| Learning support staff in addition to what is ordinarily available. | | |
| *1-1 Tutoring for our* bottom 20% of each class in reading, writing and maths. (Recovery funding). | Individualised instruction can be an effective approach to increasing pupil attainment. On average, individualised instruction approaches have an impact of 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction | 1 |
| *Bumble Bee nurture group* | https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support?utm_source=/support-for-schools/school-improvement-planning/2-targeted-academic-support&utm_medium=search&utm_campaign=site_search&search_term=targeted<br>Small group support for identified needs including nurture and social emotional to support the wellbeing of our pupils. | 1, 5, 4 |

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

Budgeted cost: £15,898

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance:<br>• Identify our eligible pupils that fall below 96%<br>• Work carefully with safeguard lead and EWO to support families where needed.<br>• Family breakfast sessions to | Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | 2 |

| | | |
|---|---|---|
| build relationships. | | |
| Uniform donations to our most needy families (2022-2023)<br><br>School uniform vouchers (2021-2022). | Our school uniform vouchers have been very gratefully received by our parents. Providing vouchers not only supports the parents financially but also helps us to build relationships. | 3 |
| Online services for education and monitoring | Providing online learning site such as Bug Club support our pupils both at school and at home. They have been a valuable resource particularly during times where we have been reliant on home learning. Online learning sites support parental engagement, language skills and learning beyond the 4 walls of the classroom.<br><br>We have recently purchased Widget online and Picture Path to support our most vulnerable learners. A new whole school data assessment system has also been established to enable us to accurately track data against the end of year expectations and national targets (2022-2023) | 1,3, 4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

## Total budgeted cost: £139, 885

# 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 2020 to 2021 academic year.

Due to the Covid 19 pandemic and school closures our pupils progress and attainment had been impacted over the last few years. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. However, we endeavoured maintain a high-quality curriculum, including during periods of partial closure. Our online learning via Class Dojo provided support for both the children and their families. Where children were accessing all lessons provided, evidence showed good engagement and progress in all subjects. Those that needed extra support were identified, equipment and internet access were offered and regularly welfare phone calls ensured we worked with our families to minimise gaps in learning.

On return to school, our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. There were exceptions where pupils who had 1-1 support at home had made excellent progress in areas of the curriculum. Not all of our children had access to parental support and it is, therefore, more important than ever to target those that need more support to ensure they reach their potential.

As expected, attendance in 2020/21 was lower than in the preceding years. Regular meetings with the safeguarding lead identify those that need extra support, these pupils are then monitored. Attendance remains on our strategy plan and incentives such as our breakfast provision aim to reduce absence and lateness.

## 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 |
|---|---|
| | |
| | |

| Aim | Outcome |
|---|---|
| Quality First Teaching and effectiveness of support staff.<br><br>To engage a greater proportion of pupils and their families supporting learning at home, including utilizing online learning. | **We achieved:**<br>We ensured strong home school links during lockdowns via Class Dojo, welfare phone calls and school places for venerable and key worker children.<br><br>Online learning and engagement were monitored, and support was offered where needed. This ensured the children had access to QFT.<br><br>Teaching support staff were used effectively both in school and from home. In school, our support staff lead bubbles supported by teaching staff. They offered quality feedback both in school and online via Class Dojo.<br><br>Monitoring of engagement with home learning and frequent welfare calls identified those that needed more support and as a result were invited into school.<br><br>Families that needed support with equipment / internet connection were identified and support was put in place to ensure every pupil could access QFT.<br><br>Pre teaching interventions provide opportunities to rehearse skills in advance.<br><br>Pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between SLT and teachers.<br><br>All vulnerable, SEND and targeted pupil premium children were offered a school place during national lockdown January to 8th March.<br><br>Higher involvement with parents (via Class Dojo) was seen during lockdown. This linked to a higher demand for online reading books via Bug Club and other resources either offered or requested made available to families each day. Class Dojo has continued to be a great success post lockdown with families engaging in home learning tasks.<br><br>We continue to monitor data closely and currently focusing on the provision of early reading skills and opportunities. Close monitoring of learning and teaching across all subjects will continue, ensuring children are receiving quality first teaching |

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| | and quality provision and intervention where necessary (2022-2023) |
| To ensure hunger is not a barrier to learning within our school. | **We achieved:**<br><br>A new funding source for our breakfast provision. We successfully gained support from the Greggs Foundation. They will initially provide funds for us to feed 25 children a healthy breakfast each morning. Our aim is to increase this during the academic year.<br><br>Planning a safe and workable solution to providing breakfast for all. We aim to move towards a whole school breakfast approach by offering toast as a "grab and go" option on arrival. |
| To increase the percentage of pupils eligible for the Pupil Premium funding achieving "working at" or above. (55% or above). | Due to the Covid 19 pandemic and school closures our pupils progress and attainment had been impacted over the last year.<br><br>Pupil progress meetings have taken place involving the senior leadership team to ensure that adequate provision is being implemented for all learners, including those that are most vulnerable (2022-2023) |
| To provide school uniform for each eligible child. | **We achieved:**<br>A voucher was provided for each eligible family we also supported many families with extra items from surplus stock at school (2021-2022). We are continuing to support our most financially vulnerable families with uniform and other clothing, such as coats, gloves and hats too (2022-2023). |