Batchley First School Pupil Premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery 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	Batchley First School
Number of pupils in school	(Rec- Yr4)
Proportion (%) of pupil premium eligible pupils	112 42% December 2024
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Downes
Pupil premium lead	Mrs Downes
Governor	Miss Leigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,960 £1,455 per child
Recovery premium funding allocation academic year	£18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£181,230

Part A: Pupil premium strategy plan

Statement of intent

Our vision:

At Batchley First and Nursery School, we aim for all pupils to achieve their full potential. We look for ways to remove barriers to learning including those that are disadvantaged and therefore attract pupil premium funding. We consider what these barriers are for our children and the best ways to utilise resources in order for these children to achieve in line with their peers and make good progress from their unique starting points.

Quality first teaching for all in a well sequenced curriculum is our highest priority. It has been proven that high quality teaching has the biggest impact on progress and attainment for all pupils. Staff CPD ensures that our curriculum is fit for purpose and keeps up with the latest research to ensure children are challenged to achieve their best. This approach benefits all children. In addition to this whole class approach there is also targeted support for children at risk of not achieving their full potential. This work may be delivered through small group or 1:1 approaches. Our approach is reviewed throughout the year to take account of emerging needs and progress ensuring that resources are directed appropriately.

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*

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 alongside attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and often complex with more than one barrier impacting on attainment.

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.

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 1:1 catch up, 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 residential. 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 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	Support for pupil mental health - building emotional resilience and enabling pupils to feel ready to learn and progress in the classroom.
2	Narrowing the attainment gap across Reading, Writing and Maths.- Additional teaching input allowing for small group support to boost attainment and progress for identified learners.
3	Attendance and Punctuality issues. Our attendance data over time indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils
4	Parental engagement. Early help strategies such as family support (Justine Fitzer family support worker) attendance support (Mrs Firth- Attendance lead) and involvement of outside agencies such as Educational Psychologist.
5	Poor vocabulary skills- Additional support for speech and language needs – timetabled group (NELI) and 1:1 input is needed for pupils to communicate effectively and access learning.
6	Hunger. Learners are attending school when they have not received a breakfast and this impacts on the learning at school.
7	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with fluency and understanding of new vocabulary than their peers. This negatively impacts their development across the curriculum- Staff to engage in the voice 21 /oracy- a high quality oracy education enabling pupils to learn through talk and to talk. This will develop and deepen their subject knowledge and understanding through talk in the classroom,
8	Lack of opportunities for trips (building cultural capital) and enrichment opportunities – additional funding required to support equal access for all.

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
Pupils will have a range of appropriate strategies to support good mental health	There will be less children identified that require this level of support. Pupils will be engaging well with learning and have a toolkit to manage emotions appropriately.
Achieve national average progress scores in KS1 Reading, writing and Maths. Children will make accelerated progress in order to achieve in line with their non-disadvantaged peers. Barriers to learning will be removed allowing all pupils to make good progress from their unique starting points	Achieve national average progress scores in KS1 for Reading, Writing and Maths.
Improve attendance for identified pupils. Attendance and family engagement will improve ensuring equality of opportunity for all pupils. Children will have good attendance and be supported by their families to achieve in partnership with the school.	Improved attendance data for pupil premium children. Attendance will be in line with non-disadvantaged peers Improved engagement from families – early help documentation and family feedback will indicate the success of this approach.

Continue to build relationships with our families.	Parents are engaged in a variety of aspects of school life.
Pupils with speech and language needs will be supported early on entry. Pupils will have their needs met swiftly enabling better communication and full curriculum access	Improved outcomes on NELI assessment. Fewer children requiring 1:1 input as the year progresses.
Ensure identified children have access to a breakfast at school when needed.	Hunger is not a barrier to learning.
All pupils will have high-quality oracy education which can improve academic outcomes, improve literacy development, increase confidence and wellbeing, equip pupils to thrive in life beyond school and shrink the language gap.	Pupils are developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding.
All pupils have equal access to a range of cultural capital and enrichment opportunities	Monitor take up of extracurricular activities and support pupils financially with costs and transport for curriculum enrichment opportunities.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Quality First Teaching -SDP 1 • Offer TA CPD for phonics • Phonics is a high priority on school development plan. SDP 1 • 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. • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support.	2 and 7
• Identify our eligible pupils that fall below 96% attendance. • Work carefully with safeguard lead and Attendance Officer to support families where needed.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	3

• Ensure catch up learning for our eligible pupils. • Family breakfast sessions to build relationships.	1:1 support for those identified Breakfast club 8:20am start	
• Work with the Greggs Foundation to begin a breakfast provision. • Identify those children with the greatest need. • Provide a healthy breakfast. • 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. • 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* • 9 children in every class of 30 are living in poverty. *Magic Breakfast annual report and accounts 2019-20* • 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*	6

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

Budgeted cost: £160,000 (staffing including nurture)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions Reading, Writing and Maths interventions. Additional support for pupils. Learning support staff in addition to what is ordinarily available.	Establish small group interventions for disadvantaged pupils falling behind age-related expectations. Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2 and 7

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	2 and 7
Nurture group (Mental health support and emotional resilience)	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 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Identify our eligible pupils that fall below 96% Work carefully with safeguard lead and Attendance Officer to support families where needed. Family breakfast sessions to build relationships.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
All pupils have equal access to a range of cultural capital and enrichment opportunities	The EEF, think enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. Life skills and enrichment | EEF (educationendowmentfoundation.org.uk)	8
Online services for education and monitoring.	Providing online learning site has supported our pupils both at school and at home. It was a valuable resource particularly during times where we have	1,2 and 4

Use Widget Use Picture Path Use Bromcom	been reliant on home learning alongside supporting mental health. We use 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 (2024-2025)	
Contingency fund for acute issues. £5,600	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. This will be a set amount of money set aside to support families. This will be budgeted for in 2025/26.	All

Total budgeted cost: £225,600 (Note that the difference in costs will be met by school budget)

This will be reviewed in December 2025 and a new three-year strategy will be implemented. 2027/28

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 2023 to 2024 academic year.

The Covid 19 pandemic and school closures has greatly impacted on our pupil's progress and attainment 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 have revised and endeavoured to produce a high quality curriculum (CUSP) that takes into account missed experiences and an emphasis on developing cultural capital.

Assessments during 2024 demonstrate that the performance of disadvantaged pupils is lower than their peers. There were exceptions where pupils who had 1-1 support at home had made better progress in some 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.

Attendance in 2023/24 was still below the national average. Regular meetings with the attendance and safeguarding lead identify those that need extra support, these pupils are carefully monitored and actions put into place to support the families.

Attendance is a high priority for our school and has its own separate action plan. The provision of our breakfast provision has helped to aim to reduce absence and lateness for an average of 8 children. Having an appointed attendance lead - Mrs Firth has had a positive impact and she is building strong relationships with our parents and the community. She works every morning to target all children to be in school including the most vulnerable children who are classed as persistently absent. New initiatives are used to support children coming into school such as the attendance helpers who will be on the school gate in the spring term of 2025.

Aim	Outcome
Quality First Teaching and effectiveness of support staff.	**We achieved:** 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 feedback both in school and online via Class Dojo. Pre teaching interventions provide opportunities to rehearse skills in advance. Pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between SLT and teachers. Targeted interventions to provide catch-up. 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 and quality provision and intervention where necessary (2024) School are strengthening assessment systems to ensure that information gathered from assessment supports teachers in adapting provision and improving targeted support.
To ensure hunger is not a barrier to learning within our school.	**We achieved:** We continue to have support from the Greggs Foundation. They provide funds and bread for us to feed 16 over the course of a school week an provide the children with a healthy breakfast each morning. We try to ensure that all vulnerable children are ready to learn every day. Any child identified as hungry is fed on a daily basis.
To increase the percentage of pupils eligible for the Pupil Premium funding achieving “working at” or above. (55% or above).	Pupil progress meetings are regular with the senior leadership team to ensure that adequate provision is being implemented for all learners, including those that are most vulnerable (2024)
To provide school uniform for each eligible child.	**We achieved:** We supported many families with extra items from surplus stock at school (2024). We are continuing to support our most financially vulnerable families with uniform and other clothing, such as coats, gloves and hats too (2024).