# Pupil Premium Strategy Statement

## 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

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| Detail | Data |
| School name | Bellingham Primary School |
| Number of pupils in school | 62 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic years that our current pupil premium strategy plan covers | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Wendy Goddard, Headteacher/Pupil Premium lead |
| Governor lead | R. Ingledew Chair/ lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £9,412 |
| Recovery premium funding allocation this academic year | £1982 (including school led tutoring fund) |
| **Total budget for this academic year** | £11,394 |

# Part A: Pupil premium strategy plan

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| At Bellingham Primary School it is our intention to provide an exciting and inspirational learning environment for all pupils enabling everyone to be their best. Through the use of the pupil premium grant and recovery premium funding we aim to accelerate progress and raise attainment for disadvantaged children and their peers. We prioritise inclusive, quality first teaching and learning for all as our core provision with high quality intervention to support this. A key principle is to ensure well-being and readiness to learn in order to narrow learning gaps. We recognise that good mental health is the foundation of all achievement in school. An important contributing factor to the raising of attainment and progress rates lies within removing social, emotional and environmental barriers to learning.  Our Priorities:  • Ensuring all pupils receive quality first teaching in each lesson  • Closing the attainment gap between disadvantaged pupils and their peers  • Providing targeted academic support for pupils who are not making the expected progress  • Ensuring financial barriers do not prevent disadvantaged pupils experiencing enhancement opportunities. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Lower attainment than non-disadvantaged pupils. |
| 2 | Gaps in key knowledge from previous knowledge. |
| 3 | Varied learning experiences throughout COVID home learning and school closures. |
| 4 | Social and emotional factors relating to mental health and development of age appropriate interaction – readiness to learn. |
| 5 | Attendance & punctuality. |

## 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.

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| Intended outcome | Success criteria |
| To narrow the attainment gap between disadvantaged and non- disadvantaged children. | % of disadvantaged pupils reaching expected standard (or above) in line with non-disadvantaged. |
| Improved attainment in reading, writing and maths among disadvantaged pupils. | Good – or better progress for all disadvantaged pupils. |
| For all pupils to have excellent support for mental health enabling them to be ready to learn. | Increased pupil access to quality first teaching. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * Improved % of overall attendance in disadvantaged pupil cohort. |

## 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: £2,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Power of Reading (CLPE)  Increased progress for all pupils.  We will purchase resources and fund ongoing teacher training and release time.  There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | | 1, 2, 3 |
| Additional purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  RWI resources to support. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) | 3 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4,5 |

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

Budgeted cost: £7,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching assistant interventions to support: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 4 |

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

Budgeted cost: £600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) |  |
| 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. |  |

# 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.

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| Highly effective small group tuition in place throughout school.  Highly skilled teachers and support staff deliver specific teaching to close gaps and extend learning for more able.  Personalised home learning intervention packages and 1 to one virtual support during school closures including telephone class and Google meets. Resources delivered to disadvantaged families during school closure to support home learning (printers, inks, paper)  High quality small group phonics in place across EYFS and in KS1. Chrome books provided with supporting apps to enhance provision across the curriculum.  Partnership moderation and sharing of excellent marking/feedback practise. Positive Impacts: • Progress of PP children in reading/writing in line with non PP in years 1-4. (Pupil Progress Meeting records). • Pupil premium children made personal optimal progress based on overcoming barriers where possible. • Increased EYFS attainment in Personal and Social. • Increased motivation and a positive impact on pupil self-esteem through successful handwriting.  Intervention and close working with wide range of outside professionals – e.g. School Health, Primary Mental Health, Early Help Team, CYPS, NCC SEND, SALT, NHS paediatricians, Social Care.    (SMHL) Positive Impacts: • highly motivated skilled staff enabling children to access each day with success and overcome barriers to learning which enabled optimum personal Pupil Premium progress.  • Pupils positive about school and accessing whole school and personalised provision leading to readiness to learn and positive rates of progress.  • Well informed support plans and in school strategies have led to Pupil premium children achieving both personal and academic targets. Access to swimming, school sports clubs, music specialist tutoring subsidised for PP children to enable barriers to enhancement opportunities to be removed.  Positive Impacts: • Raised self-esteem and positive impact on pupil mental health. |

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. * offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.  We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |