

Pupil premium strategy statement

BADGERBROOK PRIMARY SCHOOL



This statement details our school's use of pupil premium 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
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by Headteacher	Angie Meyrick
Pupil premium lead	Liane Morgan
Chair of Governors	Val Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,520
Recovery premium funding allocation this academic year	£2,916
Catch-Up Funding carried forward from previous year	£2,908 nil
Total budget for this academic year	£27,428

Part A: Pupil premium strategy plan

Statement of intent

At Badgerbrook Primary School we ultimately want all pupils to achieve their full potential. We aim to ensure that socio-economic status does not present any barriers to achievement and that all disadvantaged pupils who have the potential to meet, or exceed, national expectations do so.

We aim to ensure that the proportion of disadvantaged pupils who also have identified special educational needs (approximately 30%) are individually well-supported throughout each phase of their primary education to make good progress and achieve to the best of their ability.

This plan (2022 to 2025) works towards achieving these objectives by:

- Using PP funding to address academic gaps, social/emotional well-being issues, pupil attendance and parent support, all of which have been heightened by the Covid-19 pandemic.
- Making purposeful use of staff to provide support across all phases. providing extra time for developing basic skills and addressing gaps in learning.
- Training new and existing staff in being able to accurately assess, support and challenge pupils to make the best possible progress in reading, writing and maths – whatever their starting points.
- Providing extra time in the school day for developing basic skills and addressing gaps in learning.
- Beginning to build cultural capital and ensuring equity in accessing good nutrition, school uniform, wider opportunities and key resources.
- Ensuring pupils who are entitled to PP funding and also have special educational needs (SEND) receive academic and wellbeing support tailored to their individual needs.

The key principles of Badgerbrook's strategy plan are:

- To provide academic support for Key Stage 2 pupils in order to help them make accelerated progress where gaps have formed and achieve to the best of their individual ability.
- To ensure all pupils across EYFS and Key Stage 1 access high quality early reading and maths, to provide them with the best possible start at Badgerbrook.
- To ensure staff are well-trained and skilled in assessing individual needs and providing a range of academic, SEND and holistic support.
- To ensure equity of opportunity and experience.

Challenges

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

Challenge number	Detail of challenge
1	High number of pupils (approximately 30%) in receipt of Pupil Premium funding who also have identified special educational needs (SEND). 13% currently have an EHCP.
2	Significant number of disadvantaged pupils who require support with attendance / lateness (33%).
3	Higher than usual number of pupils requiring emotional wellbeing, behaviour, mental health or other-agency support (approximately 38%).
4	Significant disruption to learning since March 2020 and challenges with home schooling have exacerbated gaps in learning across Key Stage 2 in reading, maths and especially writing.
5	Disrupted learning since March 2020 has compounded difficulties faced by disadvantaged pupils in Key Stage 1 with a significant number of pupils missing their full entitlement to consistent education /early years provision.
6	An increased number of families have experienced financial difficulty as a result of the pandemic and therefore accessing good nutrition, school uniform, key resources and funding for school trips and activities will be a priority.
7	Ensuring all eligible families sign up to and receive the Pupil Premium support as soon as entitled. Local area demographics, impact of covid and cost of living rises may mean more families are now entitled but unaware or reluctant to sign up for the support.

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 who enter EYFS 'below typical' for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.	<ul style="list-style-type: none"> • Non-SEND pupils achieve GLD. • SEND pupils make good or better progress from their on-entry starting points and have targeted support planned to continue into Y1.
All pupils achieve the required standards in early reading by the end of Y1*.	<ul style="list-style-type: none"> • Non-SEND pupils achieve 32+ in phonics check. • Non-SEND pupils are on orange level + reading books and show solid fluency and understanding for their age. • SEN pupils make good or better progress from their on-entry starting points and receive targeted support to achieve the phonics check standard and expected reading levels by end of Y2.

<p>All pupils achieve the required standard in the multiplication check by the end of Y4*.</p>	<ul style="list-style-type: none"> • Non-SEND pupils achieve standard. • SEND pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6.
<p>Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.</p>	<ul style="list-style-type: none"> • Early identification of GDS potential pupils by end of KS1. • Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2.
<p>Non-SEND disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> • All non-SEND PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. • KS2 reading, writing and maths progress scores for non-SEND disadvantaged pupils at least matches national expectations. • Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2.
<p>SEND PP pupils are well supported and make good personal progress.</p>	<ul style="list-style-type: none"> • Individual needs are swiftly assessed and targeted with timely & appropriate support. • High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. • Good value and combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances.
<p>Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupil group is 95% or above. • Regular monitoring and swift intervention take place to monitor attendance of all pupils. • Good communication between school and home identifies and addresses any barriers to school attendance. • Family support worker / other agency support promptly sought where required. • LAC/CLA support implemented to make best possible use of additional funds and resources. • Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it. • Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and homework.

*For all PP pupils who do not have special educational needs which prevent them making the same progress as 'others' nationally.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read, Write, Inc CPD.</p> <p>Evidence demonstrates that this is improving the phonics learning of our pupils – both of the PP pupils completing the phonics check this year passed; one scoring full marks.</p> <p>No further funding be directed to this area in 2023/2024.</p>	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>[EEF, ‘High Quality Teaching’, sourced Nov 2021]</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Oral language interventions very high impact for very low cost (+6 months). • Phonics high impact for very low cost (+5 months). • Reading comprehension strategies very high impact for very low cost (+6 months). • Small group tuition moderate impact for very low cost (+4 months). • Teaching Assistant interventions moderate impact for moderate cost (+4 months). 	<p>1, 4, 5</p>
<p>Talk for Writing CPD.</p> <p>Again, early evidence is positive. Only one child is showing under-achievement in writing in recent assessment.</p> <p>This area will continue to be monitored.</p> <p>No further funding be directed to this area in 2023/2024.</p>	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>[EEF, ‘High Quality Teaching’, sourced Nov 2021]</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Collaborative learning approaches high impact for very low cost (+5 months). • Feedback very high impact for very low cost (+6 months). • Mastery learning high impact for very low cost (+5 months). 	<p>1, 4, 5</p>
<p>Release time for PP Lead to carry out monitoring & evaluation of quality first teaching and other strategies, and to deliver tailored CPD and guidance for staff across the school.</p>	<p>Teacher observation is an integral part of CPD in English schools. A recent US study found that structured lesson observation led to gains in student and teacher performance.</p> <p>[EEF, ‘Project Info’, Dec 2017]</p> <p>Recent changes to the inspection framework have made it clear: when judging teaching over time, more weight needs to be given to the evidence of learning as evidenced in learners’ books.</p> <p>This should naturally lead to much more focus being given to book scrutiny as a natural part of a school’s self-evaluation process.</p> <p>In addition, monitoring arrangements need to be adjusted to give greater emphasis to book scrutiny.</p> <p>[Clive Davies, Focus Education, Dec 2017]</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

	<p>[Schools should] establish a strong entitlement for all teachers and school leaders to professional development [and] use evidence to improve standards.</p> <p>[Sutton Trust, Developing Teachers, Jan 2015]</p>	
<p>Improve / streamline assessment resources that are linked to high quality interventions.</p>	<p>Teachers and leaders know they need to assess better and, indeed, they want to; a more effective and efficient approach has potential benefits for all involved (from teacher workload to student feedback). They also know that they often lack the expertise and the time to address the issue well, and that they don't simply want to reinvent a broken wheel.</p> <p>[EEF, 'Measuring Up', Dec 2016]</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Feedback very high impact for very low cost (+6 months). • Individualised instruction moderate impact for very low cost (+4 months). • Reading comprehension strategies very high impact for very low cost (+6 months). • Small group tuition moderate impact for very low cost (+4 months). • Teaching Assistant interventions moderate impact for moderate cost (+4 months). 	<p>1, 4, 5</p>

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

Budgeted cost: £16,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 5/6 interventions (small group & one-to-one tuition, homework support & individual feedback).</p> <p>A high number of interventions have taken place in upper KS2 – some during the normal school day, some as pre-school booster groups.</p> <p>These have been seen to support gap-closing in areas of concern for PP children.</p> <p>Funding to be directed towards this area in 2023/2024.</p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Feedback: very high impact for very low cost (+6 months). • Homework: high impact for very low cost (+5 months). • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). 	<p>1, 4</p>

<p>Y3/4 interventions (small group & one-to-one).</p> <p>Some interventions have taken place in lower KS2 – during the normal school day.</p> <p>These have been seen to support gap-closing in areas of concern for PP children.</p> <p>Funding be directed towards this area in 2023/2024.</p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). 	<p>1, 4</p>
<p>Y2/1/EYFS interventions (small group & one-to-one) including phonics; reading fluency & comprehension; and early maths.</p> <p>Some interventions have taken place in KS1 – during the school day.</p> <p>These have been seen to support gap-closing in areas of concern for PP children.</p> <p>Funding be directed towards this area in 2023/2024.</p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Early numeracy approaches: very high impact for very low cost (+6 months). 	<p>1, 5</p>
<p>Extended school day (before school / lunch time) intervention programmes provide academic support & intervention for pupils in key areas across the school</p> <p>Pre-school booster groups have been running across upper KS2.</p> <p>These have been seen to support gap-closing in areas of concern for PP children.</p> <p>Funding be directed towards this area in 2023/2024.</p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Mastery learning: high impact for very low cost (+5 months) • Extending school time: moderate impact for moderate cost (+3 months). 	<p>1, 4, 5</p>

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

Budgeted cost: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support work carried out by a range of senior leaders, teachers and support staff across the school, including:</p> <ul style="list-style-type: none"> - pastoral support - attendance & lateness - parental support - behaviour support - ELSA support - LAC support <p>other-agency referrals and liaison.</p> <p>New pastoral/behavioural support including ELSA 2023-2024.</p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions: moderate impact for low cost (+4 months). • Parental engagement: moderate impact for very low cost (+4 months). • Social & emotional learning: moderate impact for very low cost (+4 months). • Metacognition and self-regulation: very high impact for very low cost (+7 months). <p>“Amongst the most commonly mentioned barriers were family life and low attendance, but amongst the most commonly identified initiatives were literacy and numeracy support, showing that the strategies are not always targeting support where it is most needed. The report recommends that governing boards take a more holistic approach to their pupil premium spending to better address ‘specific barriers to learning that hold back pupil premium students.”</p> <p>[https://www.nga.org.uk/News/NGA-News/July-2018-Sept-2018/Characteristics-of-the-most-effective-pupil-premiu.aspx]</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Support with cost of school trips, swimming lessons, uniform and purchase of key resources.</p> <p>Funding be directed towards this area in 2023/2024.</p>	<p>“Parents worry about the impact poverty has on their children, particularly that they may be bullied. Children living in poverty frequently report feeling excluded and embarrassed, citing it as a ‘key source of unhappiness’, and worry about their parents in turn.”</p> <p>[https://cpag.org.uk/child-poverty/effects-poverty]</p> <p>“Childcare and housing are two of the costs that take the biggest toll on families’ budgets.”</p> <p>[https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures]</p> <p>The impacts of the pandemic, along with inflation and the growing cost of living crisis is likely to be having an effect on provision.</p> <p>[School funding and Pupil Premium 2022, Apr 2022]</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Parental engagement: moderate impact for very low cost (+4 months). • Physical activity: low impact for very low cost (+1 months). 	<p>6, 7</p>
<p>‘Building cultural capital’ spending:</p> <ul style="list-style-type: none"> - Increase range of trips & enrichment activities across the school. - Y6 residential. - Access to extra-curricular opportunities for PP pupils who do not require academic intervention & support. 	<p>Report by Carl Cullinane ‘Culture Club – Parent Power and how cultural capital can make a difference to a child’s education:</p> <p>“Parents from all backgrounds want the best for their children, but many are limited by financial resources, cultural capital and their own upbringing in trying to do so.</p> <p>With such inequalities at home, society needs to work harder to make sure all children have the chance of a good start in life. Schools are not a cure-all for the ills of an unequal society, but they have a powerful potential to spread opportunity, and we need to do more to harness that potential.”</p>	<p>4, 5, 6, 7</p>

<p>Funding be directed towards this area in 2023/2024.</p>	<p>[Culture club - Sutton Trust]</p> <p>The impacts of the pandemic, along with inflation and the growing cost of living crisis is likely to be having an effect on provision.</p> <p>[School funding and Pupil Premium 2022, Apr 2022]</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Parental engagement: moderate impact for very low cost (+4 months). • Arts participation: moderate impact for very low cost (+3 months). • Physical activity: low impact for very low cost (+1 months). • Social & emotional learning: moderate impact for very low cost (+4 months). 	
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Total budgeted cost: £25,420

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.

The current headteacher has been in post since August 2019; the current PP Lead has been in post since August 2021. Due to the spring term lockdown in 2021 and continued high levels of covid throughout 2020/21, there remains an impact on the attainment and progress of our disadvantaged children. A Pupil Premium Review was requested during 2021/2022 to carry out a detailed audit and analysis of provision for disadvantaged pupils in the school. The following recommendations were actioned and the current 3-year Pupil Premium Strategy now focuses upon building on these areas:

1. Ensure that all pupils who are entitled to funding are swiftly identified and tracked.
2. Ensure that PP spending is accurately tracked and assessed for impact on disadvantaged pupil outcomes.
3. Ensure that accurate assessment information is available for all pupils in reading, writing and maths across the school, highlighting disadvantaged pupils so that progress, attainment and gaps can be accurately tracked and suitable intervention strategies deployed where needed.
4. Prioritise English development, particularly writing and phonics / spelling quality first teaching and interventions across the school.
5. Prioritise spending on areas proven by research to have the most significant impact on pupil outcomes.
6. PP lead to follow action plan to improve outcomes for disadvantaged pupils at Badgerbrook.

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
N/A	