

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Andrews
Pupil Premium lead	Jo Andrews
Governor / Trustee lead	Laura Bisiker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,646.74
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£51,646.74

Part A: Pupil premium strategy plan

Statement of intent

Our primary goal is to ensure that every student, regardless of their background or the obstacles they may encounter, makes significant progress and attains high levels of achievement in all subject areas. Our pupil premium strategy centres on providing support to underprivileged students to help them reach this objective, even for those who are already high achievers. We are committed to addressing the unique challenges faced by vulnerable students, including those with social workers and young caregivers, and the initiatives outlined in this statement aim to cater to their needs, regardless of their economic disadvantage.

The cornerstone of our approach is high-quality teaching, with a specific focus on areas where underprivileged students require the most assistance. This approach has been proven to be highly effective in narrowing the achievement gap caused by disadvantage and, simultaneously, benefits all students in our school, not just those facing economic challenges. Implicit in the expected outcomes described below is the aim to maintain and enhance the academic performance of non-disadvantaged students while facilitating progress for their disadvantaged peers.

Our strategy is an integral part of our broader school plans for educational development. This support extends to students whose education has been significantly impacted, including those who aren't economically disadvantaged. Our approach will be adaptive, addressing common challenges and individual needs, and will be based on thorough diagnostic assessment rather than making assumptions about the impact of economic disadvantage.

The various approaches we've adopted complement each other to help all students thrive.

To ensure their effectiveness, we will:

- Ensure that underprivileged students are appropriately challenged in the tasks they are assigned.
- Take proactive measures to intervene as soon as the need is identified.
- Implement a whole-school approach in which all staff members take responsibility for the academic outcomes of underprivileged students and raise their expectations regarding what these students can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Writing: Assessments, observations and discussions with pupils identify disadvantaged pupils generally have greater difficulties with writing than their peers.
2	Phonics:

	Assessments, observations and discussions with pupils identify disadvantaged pupils generally have greater difficulties with phonics than their peers. Disadvantaged pupils have been identified as having poorer phonics skills and knowledge than that of non-disadvantaged pupils.
3	Aspirations and wider experiences: Some pupils lack real world experiences to build knowledge, develop their social skills and widen their understanding of the wider world. Our challenge is to improve aspirations and higher expectations for our pupils in receipt of Pupil Premium.
4	Attendance: Analysis shows that disadvantaged pupils have lower attendance compared to that of non-disadvantaged pupils. 37% of pupils with persistent absence are in receipt of Pupil Premium.
5	SEMH: Assessment and observations indicate that the education, well-being and emotional regulation of many of our disadvantaged pupils are impacted by poor mental health. These children are in need of support to ensure good mental health and well-being.

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
1. Writing: Improved writing results. Pupils demonstrate stamina in writing and application of key skills.	Pupil Premium children to receive targeted interventions to diminish their gaps in the writing, alongside scaffolded, high quality first teaching in the classroom environment. Assessment shows Pupil Premium children achieve in line with their peers. Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.
2. Phonics: Improved phonics results at Y1 and Y2. Pupils demonstrate fluency in reading.	Pupil Premium children to receive targeted interventions to diminish their gaps in the phonics, alongside scaffolded, high quality first teaching in the classroom environment. Phonics interventions are high quality and ensure children who are eligible for Pupil Premium achieve in line with their peers. Disadvantaged pupils who are able to achieve 'Greater Depth' standard in reading are well-supported to do so.
3. Aspirations and wider experiences: Provide enriched experiences for children who are eligible for Pupil Premium.	Enrichment experiences are planned into the curriculum. Opportunities are provided for pupils who are eligible for Pupil Premium to raise their aspirations. Extra-curricular clubs and activities target identified pupils to ensure they have wider opportunities.
4. Attendance: Improve attendance for children that are eligible for Pupil Premium.	Pupil Premium families to be supported by the school pastoral team. Pupil Premium pupils to have attendance of at least 95%.

<p>5. SEMH: To support those children with social, emotional and mental health needs with targeted interventions.</p>	<p>Pupil Premium families to be supported by the school pastoral team. ELSA interventions show improved mental health and resilience.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2104.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support high quality Phonics teaching	Using high quality professional development to build knowledge and skills in order to develop teaching and embed practice. EEF PD	2 £1200
Professional development for leading whole school writing.	Using high quality professional development to build knowledge and skills in order to develop teaching and embed practice. EEF PD	1 £904.40

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Cover supervisors to run interventions/release teachers solely targeted for disadvantaged children.</i></p> <p><i>Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.</i></p>	<p>High quality interventions can have a positive impact on the outcomes of struggling students. Teaching Assistant Interventions EEF</p>	1 & 2 £31,000

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

Budgeted cost: £18,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To subsidise ELSA to provide pastoral support including wellbeing interventions.</i></p> <p><i>To provide breakfast club for disadvantaged families to support wellbeing and improve attendance.</i></p>	<p>The ELSA provides sessions that are tailored to meet the needs of each pupil.</p> <p>Interventions are running on a 1:1 basis or in a group. They conduct regular well-being meetings with SLT to discuss the impact and progress each child is making.</p> <p>Social and emotional learning EEF</p> <p>The ELSA provides a meet and greet breakfast club that is tailored to meet the needs of each pupil.</p> <p>Social and emotional learning EEF</p> <p>To promote wellbeing through a therapy dog intervention.</p>	3, 4 & 5 £10500 £750 £5000
<i>Allow disadvantaged pupils to access enrichment opportunities.</i>	Ensuring pupils can attend school trips. Providing wider experiences such as leadership award conference.	3 £2,300
<i>To purchase uniform to support families who are struggling with clothing their children for school.</i>	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	5 £200

Total budgeted cost: £51,854.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that pupils eligible for Pupil Premium made progress. In writing children met their targets and in reading and maths they made accelerated progress with some exceeding their targets.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that pupils achieving the required standard in the multiplication check by the end of Y4 were mainly in line with their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that behaviour improved. We have increased data regarding wellbeing which will help us to move forward with our strategy.

Based on all the information above, the performance of our disadvantaged pupils met expectations and has helped inform us for our strategy as set out above. Our evaluation of the approaches delivered last academic year indicates that the academic strategy was effective. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	NA

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

The impact of that spending on service pupil premium eligible pupils

NA