

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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	Bowes Hutchinson's C of E Primary School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	27/6/2022
Date on which it will be reviewed	July 2023
Statement authorised by	Finance committee
Pupil premium lead	Mr Batchelor
Governor / Trustee lead	A Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£00.00
Total budget for this academic year	£18,140

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our children reach, at least, expected standards and children with additional needs make the best progress possible. Quality first teaching supports our children to be the best they can be. Our pupil premium is used to close gaps, to improve attainment and to allow all our children, including our disadvantaged children, to make progress regardless of their starting points. As a small school, we know our children well and can identify individual need and act upon it promptly to ensure that learning is effective for all our children. We prioritise the mental health and wellbeing of all our children and are proactive in our support for any SEMH issues which may impact upon learning. Staff are vigilant for signs that children's wellbeing may be adversely affected and ensure that all children feel safe and secure to continue their learning. It is our desire that no pupil is left behind and we use a three-tiered approach to address need. Quality first teaching, (QFT) is our key principle in effective teaching. Secondly, targeted support by early and effective identification of additional need and, thirdly, wider strategies related to non-academic barriers to learning ensuring that we are providing children with a holistic approach to their support. Whole-school training and understanding and a willingness to adapt our practice in light of evidence-based educational research ensures that we have the knowledge and skills to support all learners. The strategy outline below details the work towards these aims.

Challenges

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

Challenge number	Detail of challenge
1	Children throughout EYFS and KS1 are showing gaps in their learning particularly relating to speech, language and communication.
2	Some children do not read/are not read to at home and have poor reading skills relative to their peers.
3	Assessments (including Y4 MTC) show that there are gaps in mathematical in all year groups due to pandemic-related disruption.
4	Some children's attendance is lower for some families compared to pre-pandemic levels. Pandemic's adverse impact on physical and mental wellbeing.
5	For some families, the cost of the school day (including diverse wider curriculum experiences) is high and this can lead to difficulties accessing extended services and provision.

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
All children will be supported to enable good progress and attainment through in-class support and, where necessary, short interventions that do not result in a narrowing of the curriculum. High expectations will be maintained for all pupils.	SEN children will make at least good progress relevant to their starting points and we will make progress closing the attainment gap. All children will be challenged to make the best progress possible. SEN specific needs will be addressed.
All children will read to, at least, expected age-related expectations	All disadvantaged children's language, phonics and reading skills will improve and reach ARE.
Disadvantaged pupils' knowledge gaps in maths to be identified and targeted.	Children learn and remember more mathematical concepts enabling them access higher-level concepts.
Children's attendance will be good and disadvantaged children will participate fully in school life.	Attendance and punctuality will improve and children will take part in trips and extended curriculum. A consistent focused approach will be in place to encourage children to be in school.
SEMH will be positively impacted, improving ability to learn across all curriculum areas.	Children will feel comfortable and able to learn and remember more across the curriculum.
Covid gaps will be addressed and any disadvantage due to covid will be readdressed.	Children will enjoy a rich and fulfilling curriculum.

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: £7000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Early identification of speech and language need	Early identification of speech and language needs. Intervention and support for identified children through NELI and Talking Dales. SEND identification and early intervention – working with outside agencies as soon as possible. NELI govt accredited EEF identifies early intervention as high impact. (EEF +5 months) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1
Little Wandle phonics training Small groups phonics teaching	Using a systematic synthetic phonics approach to teaching has been shown to provide optimal progress. (EEF +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Reading comprehension strategies and resources	Early identification of ongoing reading needs (including bottom 20%). Daily reading activities including 1:1 reading, small group guided reading as well as whole class guided reading activities using literacy shed activities i.e DADWAVERS. (EEF +3 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
NCTEM Maths hub CPD cover	Embedding Mastery NCTEM (EEF +5 months) https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	3
Temporary teacher hours to deliver catch up /closing the gap teaching in small groups – extra hours for	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1, 2, 3

teacher delivering tutoring (2.5 hours excluding tutoring)	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Monitor whole-school and groups of children's attendance data and work with families and outside agencies to meet targets	Highlight importance of attendance on school correspondence. Reward system for improved and high attendance. Forming positive relationships with all families and appropriate agencies https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf	4

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number (s) addressed
HLTA/TA delivering small-scale interventions little and often to allow them to close the gaps and make accelerated progress for phonics and reading/reading comprehension skills	Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. <i>'If children cannot read, they will not be able to access the curriculum and will be disadvantaged for life.'</i> Ofsted. (EEF +4 months) Research for education inspection framework (publishing.service.gov.uk)	1, 2, 3,
Concrete maths resources	Embedding Mastery NCTEM (EEF +5 months) https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	3
Times Tables Rock Stars Y2 – Y6 Spelling Zone	Homework has a positive impact on progress (EEF +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4, 5
Lexia and Literacy Shed	https://www.lexiauk.co.uk/proven-results/research/ (EEF +4 months)	1,2,4

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

Budgeted cost: £4540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club/After-school club subsidies	To encourage and enable punctuality and increased attendance. Department for Education (publishing.service.gov.uk)	4
School trips including residential will be discounted for pupil premium children.	All children to offered the same range of experiences for the wider curriculum and supported to access them. https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Department for Education (publishing.service.gov.uk)	5
Active 30 – We have pledged to complete at least 30 minutes of physical activity per day. Sports apprentice employed to enhance curriculum and after-school club provision.	Lots of research available about the benefits of physical health and its impact on attainment and mental wellbeing. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary	4

Total budgeted cost: £18,140

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Onsite and online learning engagement was high but some PP children accessed less learning than others. These children were supported by telephone calls and one to one Teams which subsequently increased engagement and helped with closing the gap.

Savings from wrap around care were redirected by increasing TA and HLTA support for those children who were in school and those children who accessed online learning. (Additional TA hours) Consequently, our records show that pupil premium and disadvantaged children made better progress than they would have otherwise done without intervention. Engagement with external services continued via Teams and some children were given extra support. Online small group work for phonics took place and one to one reading and reading support were supplied by the HLTA and Tas.

Externally provided programmes

Programme	Provider
RWI KS2 Spelling	OUP
Twinkl	Twinkl
White Rose Premium	White Rose
Access to schemes of work, guidance	PSHE Association
Lexia Phonics, spelling and grammar	Lexia
Access to schemes of work, guidance	Historical Association

Further information (optional)

We are a small rural school and our greatest strength is that we work closely as a team and as a staff know our children and their specific needs extremely well so can tailor the curriculum to the children's needs. This results in all children feeling that they have a strong relationship with staff and they are able to work and play confidently within school.