

# Pupil premium strategy statement – Bickerton Holy Trinity Primary

This statement details our school’s use of pupil premium (and recovery 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   | 139                               |
| Proportion (%) of pupil premium eligible pupils  | 8%                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023 – 2026                       |
| Date this statement was published  | 12/11/2023                        |
| Date on which it will be reviewed  | <i>March 2024, July 2024</i>      |
| Statement authorised by  | G Whitfield (Acting Head teacher) |
| Pupil premium lead   | G Whitfield                       |
| Governor / Trustee lead  | N Briers                          |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £15,960 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £1400   |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0      |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £17,360 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Bickerton Holy Trinity Primary School, we firmly believe individual circumstance should not prohibit pupils from receiving the best possible education or accessing any activity our school has to offer, either as part of the curriculum, or as part of our wider opportunities. Our pupil premium strategy intends for every pupil at Bickerton to live out our school vision of “Life in all its fullness.” Our strategy is underpinned by our commitment to ensure every child reaches their full potential, experiences and embraces new opportunities whilst developing holistically. We want our children to be life-long learners who leave our school with knowledge and skills that prepare them for the next chapter. Our strategy ensures that all pupils make at least good progress in relation to their starting points across all subject areas and have equal opportunities in all aspects of life.

Our strategy adopts a tiered approach to supporting children in receipt of pupil premium with Quality First teaching at the heart of everything we do. Our strategy promotes best practice for all and adopts an inclusive approach to education. We want all of children to have equal access to our curriculum offer.

Through rigorous and consistent formative and summative assessment, children will be identified for targeted support. Targeted support will be rooted in evidence-based intervention and tutoring. This approach is proven to have the greatest impact on closing the disadvantaged attainment gap whilst simultaneously benefiting the non-disadvantaged children in our school. (EEF Guide 2021) It is our intention that non-disadvantaged children’s attainment will be improved and sustained alongside the progress of their disadvantaged peers.

Our priorities are as follows:

- Ensuring all pupils receive quality first teaching every lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic tuition for students who are not making the expected progress in small groups up to 1:4.
- Addressing non-academic barriers to attainment such as attendance, social and emotional needs, and wellbeing in a *Trauma Informed* manner.
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessment has identified 0% of our pupil premium children were on track with their phonics and early reading in 2022/2023 (Phonics and KS1 data) |
| 2                | Our records show that the number of children reading at home is reducing across all classes.  |
| 3                | Our observations and assessments indicate that the well-being of more children is impacting their behaviour and ability to access the curriculum. |
| 4                | 93.9% attendance rate for FSM6 children 2022/2023 compared to 95.9% of non FSM6 children.   |
| 5                | Observations and assessment indicate that more children are entering school with limited vocabulary and communication skills.                     |
| 6                | Due to the rural location of our school, access to services can be difficult.   |
| 7                | Due to our school PAN size of 20, we have 5 mixed year group classes. This has implications for planning and curriculum delivery.                 |

## 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  |
|---|---|
| <i>Improved outcomes for children eligible for PP in terms of attainment in reading, writing and maths.</i>                 | Attainment matches national figures, where it is not currently.   |
| <i>Improved outcomes for children eligible for PP in terms of progress.</i>   | All children eligible for PP have a positive progress score which is in line or improving towards that of non-disadvantaged children.   |
| <i>Children who are entitled to PP display a good attitude for learning and access their learning effectively in class.</i> | Children have some understanding of how their brains work in relation to stress and have strategies to support them so that their wellbeing is improved and they are able to learn effectively. (My Happy Mind, Meta-Cognition) |
| <i>Attendance rates remain high for children eligible for PP</i>  | Sustained high attendance demonstrated by:<br>Whole school attendance to be above 96%<br>Disadvantaged pupils attendance in line with their non-disadvantaged peers.  |
| <i>Children in receipt of PP funding have the same opportunities to receive an enriched learning experience</i>             | 100% of children experience residential visits, learning visits and after-school clubs.<br>100% of children given opportunities for musical taster sessions/musical instruction that enrich their learning experiences.         |

|  |   |
|--|---|
| <i>To continue to close the gaps and increase the number of disadvantaged children gaining a 'Good level of development' (GLD)</i>                                     | Ensure all disadvantaged pupils reach GLD   |
| <i>To increase the number of disadvantaged children meeting the expected standard in phonics at the end of year 1.</i>   | More children will meet the expectation in phonics assessment, thus increasing their chances of attaining highly in reading in KS1&KS2.   |
| <i>Language gaps are identified early and supported for keep up.</i>   | Children will finish Foundation with age appropriate WELLCOMM levels  |
| <i>Appropriate and timely social, emotional and mental health support given to raise self-esteem as a learner, improve behaviour for learning and self-regulation.</i> | Children have a developed understanding of positive mental health habits. They know how to learn (meta-cog) and can make good progress in learning.<br>Disadvantaged pupils with SEMH show significant progress. (Boxall profile used as a measure) |

## 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: £ 16,575

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <i>1 additional teacher to be employed.</i><br>This allows ks1 children to be taught phonics and maths in year groups and ks2 children to be taught science in their year groups. | Year group teaching will allow for smaller class sizes and teachers to change their teaching approach. Consequently pupils will have higher quality interactions.<br>Pupil progress meetings are used on a termly basis to identify those disadvantaged pupils who require targeted support.<br><br>EEF Impact =+2months | 1,7                                  |
| <i>Develop language rich environments.</i>  | On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly   | 5                                    |

|   |  |   |
|---|--|---|
|   | <p>larger effects for children from disadvantaged backgrounds.</p> <p>EEF Communication and Language approaches (+7months)</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>EEF Impact =+6months</p> |   |
| <i>A range of curriculum enrichment activities to be delivered to widen pupils' opportunities.</i>  | <p>Children need to have opportunities to participate in a wide range of activities which improve their cultural capital.</p> <p>EEF Impact =+3months</p>  | 6 |
| <i>Speech and Language CPD - to support early language development and identify any speech and language issues early in order to accelerate learning across the curriculum.</i> | <p>Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.</p> <p>EEF =+7months</p>   | 5 |

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

Budgeted cost: £ 1732.37

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Group tuition to support phonic progress.</i> | <p>Tuition will take place in short sessions outside of their core learning time. This will include sessions before school.</p> <p>The tuition will be focused on pupils' specific needs and will follow the school phonic scheme.</p> | 1,2,7                         |

|  |   |     |
|--|---|-----|
| <p><i>Daily readers.</i><br/><i>Pupils who are unlikely to read at home on a daily basis are targeted.</i></p> <p><i>Pupils in the lowest 20% are supported.</i></p> | <p>Children will be supported to develop their comprehension skills through our ZPD programme where children will “quiz” on their library book once they have completed it.</p> <p>A reading test will be taken each half term to ensure children are choosing books that are appropriate to their reading level.</p> <p>EEF Impact =+4</p> | 1,2 |
| <p><i>Speech and Language 1:1 WELLCOMM intervention.</i></p>   | <p>Impact with 1:1 approach. Significantly improves progress.</p> <p>EEF Impact =+5 months</p>  | 5   |

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

Budgeted cost: £ 2340

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>My Happy Mind</i>   | Positive psychology and neuroscience research. Teaches children sustainable, growth-orientated behaviours to support well-being and self-regulation.                               | 3                             |
| <i>Subsidising trips and excursions – To enable equal chance to life experiences and learning outside the classroom</i>  | Allowing all children to access enriching extra-curricular activities and out of the classroom learning.   | 6                             |
| <i>Music Tuition</i>   | Giving all children interested the opportunity to access musical opportunities.  | 6                             |
| <i>ELSA to support pupils to improve PSE development</i>   | Pupils with PSE difficulties experience significant barriers to learning. ELSA will support pupils to self-regulate and manage well-being in order to reduce barriers to learning. | 3                             |
| <i>Use the Boxall Profile in school.</i><br>Interpret its findings to plan a response to pupils' needs, using suggested targets, strategies and resources for the classroom, small | Pupils with PSE difficulties experience significant barriers to learning. ELSA will support pupils to self-regulate and manage well-being in order to reduce barriers to learning. | 3                             |

|   |  |  |
|---|--|--|
| groups, nurture groups and whole school settings. |  |  |
|---|--|--|

**Total budgeted cost: £ 20,647.37**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

EYFS - National data taken from 2021/2022

|     |       |
|-----|-------|
| GLD | ½ 50% |
|-----|-------|

Phonics Screening Check – National data taken from 2021/2022

|        |     |             |
|--------|-----|-------------|
| Year 1 | 0%  |             |
| Year 2 | 75% | overall 95% |

KS1 – National figures are taken from 2021/2022 data.

|             | WTNS | EXS | GDS |
|-------------|------|-----|-----|
| Reading     | 100% | 0   | 0   |
| Writing     | 50%  | 50% | 0   |
| SPAG        | 100% | 0   | 0   |
| Mathematics | 50%  | 50% | 0   |

KS2

|  | WTNS | EXS | GDS |
|--|------|-----|-----|
|--|------|-----|-----|



|             |     |     |   |
|-------------|-----|-----|---|
| Reading     | 33% | 66% | 0 |
|             |     |     |   |
| Writing     | 33% | 66% | 0 |
|             |     |     |   |
| SPAG        | 33% | 66% | 0 |
|             |     |     |   |
| Mathematics | 33% | 66% | 0 |
|             |     |     |   |

*Extra-Curricular Clubs 2022/2023*

*Residentials 2022/2023*

*100% of year 3, 4, 5 and 6 children attended a two-night residential in the academic year 22/23.*

## Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |