



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data			
School name	Bainbridge C of E	Askrigg VC	West Burton C of E	The BAWB Federation
Number of pupils in school	47 + 18 nursery	37	18	102 120 with nursery
Proportion (%) of pupil premium eligible pupils	10.6	13.5	0	9.8
Academic year/years that our current pupil premium strategy plan covers	2022-2023			
Date this statement was published	November 2022			
Date on which it will be reviewed	September 2023			
Statement authorised by	Charlotte Harper, EHT			
Pupil premium lead	Charlotte Harper and Eleanor Harrison			
Governor / Trustee lead	Sue Ryding			

Funding overview

Detail based on initial	Amount			
	B	A	WB	TOTAL
Pupil premium funding allocation this academic year	£8310	£4778	£808	£13896
Recovery premium funding allocation this academic year	£2000	£2000	£2000	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10310	£6778	£2808	£19896



Part A: Pupil premium strategy plan

Statement of intent

At Bainbridge, Askrigg and West Burton Primary Schools we realise that not all children who are eligible for free school meals are socially disadvantaged, and also that not all pupils who are socially disadvantaged will be registered or qualify for free school meals, be looked after or from service families. Therefore, we allocate Pupil Premium funding on a needs basis where we identify priority cohorts, groups or individuals. However, due to small pupil numbers, we are able to target spending and tailor provision carefully to meet the needs of individuals attracting PPG funding.

Pupil Premium is used to help fulfil our vision and aims for all children and provide additional help and support for those children and families who may, at times, need something over and above our normal level of provision.

We ensure all children have access to the following additional help and support in this plan. The pupil premium helps us to maintain the ability to deliver this and further enhance it for all pupils. We ensure that no child is disadvantaged in any aspect of the work we do in school.

The academic progress, and social and emotional well-being of all pupils is carefully monitored and tracked in school, and the children for whom 'pupil premium' is allocated are tracked as a specific group.

The staff and governors have identified the following barriers to educational achievement among its pupils eligible for the Pupil Premium:

- Lower phonic attainment and development in early reading skills for some pupils, subsequently having an impact on developing reading fluency and PSC.
- Early Language delay within our youngest pupils as a result of lockdown, reduced communication and interaction and opportunity as babies and toddler.
- Social and Emotional resilience and self-regulation: the ability for children to understand their emotions and choose their responses in situations outside of the classroom environment. Interacting with different groups of people appropriately and taking responsibility for self.



Challenges

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

Challenge number	Detail of challenge
1	Regular phonic assessments have highlighted some lower phonic attainment and development in early reading skills, subsequently having an impact on developing reading fluency and PSC data
2	EYFS assessments and observations are highlighting a delay in Early Language and social skills.
3	Social and emotional resilience and self-regulation – the ability for children to understand their emotions and respond to situations.
4	Maths standardised test data has highlighted a number of children who need additional and targeted support. A number of these children struggle to retain knowledge over time, particularly over school holidays.

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	Actions	Success criteria
Data continues to show improved reading attainment and 90% PSC pass	<ul style="list-style-type: none"> ○ Early reading and phonic leaders to work with staff to provide bespoke interventions for pupils working below expected. ○ Parent workshops and meetings to support with reading at home. ○ Phonic coaching sessions to support staff with the delivery of phonics ○ Access to RWI and Reading Hub expertise to receive training and updates 	<ul style="list-style-type: none"> - Termly reading data shows an increased number of pupils achieving expected or higher within their phonic / reading assessments - 90% of year 1 pupils achieve expected standard in Phonic screening check and 100% pass rate for any Y2 pupils being retested
EYFS data and monitoring shows improved communication skills with pupils using a wider range of vocabulary	<ul style="list-style-type: none"> ○ Opportunities to extend vocabulary, vocabulary rich environment planned for within provision planning ○ Talk Through stories sessions delivered (RWI) 	



	<ul style="list-style-type: none"> ○ Support staff to access training / coaching ○ Key workers to monitor communication. 	
Children demonstrate a greater resilience in situations beyond the classroom	<ul style="list-style-type: none"> ○ Implement training package for play leaders ○ Jigsaw PSHE to be implemented across the Federation with consistent practice 	<ul style="list-style-type: none"> - Trained play leaders who support and encourage active play. - Pupils engaging in active playtimes with peers, well resourced and organised - Jigsaw PSHE is embedded with children confidently using a range of techniques to reduce anxiety and be in tune with their emotions.
Data for targeted pupils demonstrates that they are making progress and retaining knowledge.	<ul style="list-style-type: none"> ○ Implement bespoke assessment tools for reading and maths. ○ Continue regular phonic assessments for children working below. 	<ul style="list-style-type: none"> - Bespoke tracking show progress for targeted pupils. - Standardised scores continue to rise for identified pupils.

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: £4500

£ 2000 (SENDCo) £2000 (RWI subscription) £500 (Supply to release staff for training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Training online subscription with parental support videos	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 1 2
Get Writing Training with RWI lead	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme	
Early Reading Audit	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Early Language Training and Support – Burley Hub		
Curriculum leader	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 2 4
Training package for play leaders		

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

Budgeted cost: 4450

£600 Get Writing resources IDL £600 TA release time for training £250



Tutoring programme WRM materials 2000 Supply cost 1000

GL assessments - £350

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI (including get writing) programme delivered with fidelity to scheme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme	1 2
IDL	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 2 1 2 1 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 2500

£500 (TA additional hours) £1500 (Yoga lessons) £500 (Puzzle PSHE membership and resources)



Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning check-ins with a teaching assistant for vulnerable pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Yoga and development of playtime leaders for pupils to access activities that they enjoy with their peers	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3
PSHE lessons that include wellbeing sessions to develop self confidence and motivation	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3
Wellbeing sessions within PE to teach children ways they can listen to their bodies and find ways to deal with stress and anxiety		3

Total budgeted cost: £ 11,450



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 2021 to 2022 academic year.

Challenges outlined in pupil premium report 2021-22

Challenge 1: Regular phonic assessments have highlighted lower phonic attainment and development in early reading skills, subsequently having an impact on developing reading fluency

- Early reading parent meeting held with good attendance and positive feedback.
 - Parents have engaged with online reading app and communication and support is good.
 - Early reading leaders have supported and coached staff delivering phonics and attended regular progress meetings with Read Write Inc advisors to ensure they have the latest updates.
 - There have been two Early Reading phonic audits from the Burley excellence hub, both with positive feedback, confirming that our practice demonstrates fidelity to one scheme and that our pupils are making Progress as the result of quality phonics provision.
- Early Reading Leads have weekly communication with teachers delivering 1:1 phonic interventions, sharing training videos and monitoring practice.

Challenge 2: Varied levels of parental engagement and out of school parent to pupil support

- Good attendance at parent consultation meetings and early reading parent meeting
- Parents have engaged with online reading app and communication and support is good.
- Early Reading Leaders have provided support materials and videos for parents to work with their children at home and these have been well received and 1:1 meetings have been attended.
- Parents engaged with and supported their pupils with the Tutoring programme during the summer holidays, bringing them to personalised 1:1 sessions each week.

Challenge 3: Social and emotional needs have been impacted by partial school closures to a greater extent than for other pupils.

- We have purchased Puzzle PSHE scheme, this scheme encourages children to understand how to build and maintain their mental health using mindfulness philosophy enabling them to understand their emotions and choose their responses.
- Well being within PE sessions are now included within our LTP and Yoga is offered to our youngest pupils. These sessions also enable children of all ages to understand their emotions and choose their responses.



Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin Phonics training
Jigsaw PSHE	Jigsaw Education Group

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA