



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	55	41	17	113
Proportion (%) of pupil premium eligible pupils	9.1%	12.2%	0%	8.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2024/25 2025/26			
Date this statement was published	December 2023			
Date on which it will be reviewed	December 2024			
Statement authorised by	Vicky Collins, EHT			
Pupil premium lead	Vicky Collins			
Governor / Trustee lead	Sue Ryding			

Funding overview

Detail based on initial	Amount			
	B	A	WB	TOTAL
Pupil premium funding allocation this academic year	8730	9183	606	18519
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	10730	11183	2606	24519



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to fulfil the objectives of our Christian vision: to provide an aspirational education for all our pupils, irrespective of background, and to support them to flourish academically, spiritually and socially, enriching our communities.

We use high quality teaching to support learners to achieve the expected standard in reading, writing and maths, with targeted support and early interventions for any pupils for whom this aim is more difficult to achieve.

However, we also have an ambitious wider curriculum and support all children to pursue their interests in a broad range of subjects, as well as extra-curricular activities.

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

Challenges

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

Challenge number	Detail of challenge
1	The average attainment of disadvantaged pupils in reading, writing and maths is lower than the average attainment for other pupils (see Part B: Outcomes for Previous Academic Year for details)
2	Attainment in science and foundation subjects can also be lower among children who receive the PPG.
3	There has been a marked increase in anxiety among children in recent years, particularly social anxiety. This is particularly the case among our disadvantaged pupils.
4	Some pupils have social and emotional needs that can impact on self-esteem, well-being and learning behaviours.
5	Some pupils in receipt of the PPG have lower attendance rates than their peers.



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
Attainment gap for disadvantaged pupils decreases over the course of the 3 year plan.	- Attainment for pupils receiving the PPG will improve. This will be assessed in our internal termly assessments in reading, EGPS and maths.
Children who suffer from anxiety are well-supported to develop their resilience and emotional well-being.	- Monitoring and self-evaluation reflects improvements in children's ability to manage anxiety.
Children demonstrate a greater resilience in situations beyond the classroom	- Disadvantaged pupils are able to access curriculum trips and residential visits to broaden children's horizons and give them opportunities to develop resilience.
Attendance of disadvantaged pupils will improve.	- There is no attendance gap between children receiving PPG and those who do not.



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:

- £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Phonics</u> RWI Training online subscription with parental support videos Replenishment of RWI Get Writing workbooks and phonics reading books	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading EEF: phonics DfE: choosing a phonics programme	1
<u>High Quality Curriculum Resources</u> Subscriptions to high quality schemes to support teachers to deliver maths, science and foundation subjects: <ul style="list-style-type: none"> - White Rose Maths (including workbooks) - White Rose Science - Jigsaw PSHE - Kapow History - Oddizzi Geography - Charanga Music - Access Art - Complete PE 	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Providing teachers with high quality schemes enables them to deliver effective and engaging lessons without impacting on their workload, ensuring their time is spent supporting pupils wherever possible. 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. EEF: high quality teaching	1, 2



<p><u>Evaluating Class Sizes</u></p> <p>In this academic year, we increased the number of our classes to six. This reduced class sizes, as well as the age and attainment range in each class. We have a maximum of 23 pupils per class.</p>	<p>Evidence suggests smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>There is some evidence of additional benefits for younger pupils, so a smaller class size may be more effective at the early stages of primary school.</p> <p>EEF: Reducing Class Size</p>	<p>1, 2, 3, 4</p>
<p><u>Training for Teaching and Support Staff</u></p>	<p>Access to training from reputable suppliers that are carefully chosen for their relevance to the individual school contact can have a positive impact on the quality of teaching and support.</p> <p>This can lead to more engaging and effective lessons. It can also support staff to help with wider behavioural and emotional needs.</p> <p>EEF: Effective Professional Development</p>	<p>1, 2, 3, 4</p>



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI 'keep up not catch up' interventions	<p>Early interventions can prevent children falling behind</p> <p>EEF: phonics</p> <p>DfE: choosing a phonics programme</p>	1
IDL	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
<p><u>Structured Maths Interventions</u></p> <p>Provide training and time for our Teaching Assistants to deliver structured maths interventions for children who are falling behind age-related expectations</p>	<p>Evidence suggests that well implemented, structured interventions can support pupils who are falling behind to bridge the attainment gap with their peers.</p> <p>EEF: improving mathematics</p>	2



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

Budgeted cost: £9519

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning check-ins with a teaching assistant for vulnerable pupils	Daily, one-to-one time with a trusted member of staff can give children an opportunity to share worries without having to ask. Feeling safe and cared for at school can support with attendance. EEF: social and emotional support	3, 4, 5
Yoga / mindfulness interventions for children identified as suffering from anxiety or who are in need of social and emotional support.	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves EEF: physical activity	3, 4, 5
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. Residential trips, particularly those involving physical outdoor activities, can improve self-efficacy, motivation and teamwork. EEF: physical activity EEF: outdoor adventure learning	3, 4, 5
Wellbeing sessions within PE to teach children ways they can listen to their bodies and find ways to deal with stress and anxiety		3, 4, 5
Providing financial support for families who might struggle to afford residential, outdoor activity trips		3, 4, 5

Total budgeted cost: £ 24, 519



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 2022 to 2023 academic year.

Challenges outlined in pupil premium report 2022-23

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 Phonic Screening Check data.

- Percentage of total number of children achieving at expected or higher in reading by the end of the academic year was 83%, an increase of 9%.
- The percentage of pupil premium children achieving expected or higher rose by 11% to 67%
- 81 % of Y1 pupils achieved the expected standard in the Phonics Screening Check, with 100% pass rate for Y2 re-tests.

Challenge 2: EYFS assessments and observations are highlighting a delay in Early Language and social skills.

- Talk Through Stories (RWI) embedded in EYFS & Year 1 provision, with children reporting great enjoyment of this in English monitoring visits.
- Key workers identified in EYFS, ensuring all children have a named adult monitoring their emotional and mental health as well as other progress indicators.

Challenge 3: Social and emotional resilience and self-regulation – the ability for children to understand their emotions and respond to situations.

- 10 Year 6 children now trained as play leaders after attending training in Richmond.
- Jigsaw PSHE used across the Year groups very successfully, with children now confidently using calming techniques such as mindful listening.

Challenge 4: Anxiety has risen, particularly social anxiety

- Jigsaw PSHE has supported children to manage anxiety.
- Regular 'check-ins' with children identified as needing additional support; these give them an allocated 121 time with an adult in which they can discuss worries or concerns.

Challenge 5: 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.

Percentage of Pupil Premium children achieving expected or higher was 67% by the end of the 2022/23 academic year. This marked a rise of 23% since the beginning of the year.



Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin Phonics training
Jigsaw PSHE	Jigsaw Education Group
Unlocking SEMH	NYC SEND Hub

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