# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data | | | |
| School name | Bainbridge C of E | Askrigg VC | West Burton  C of E | The BAWB Federation |
| Number of pupils in school | 59 | 41 | 21 | 121 |
| Proportion (%) of pupil premium eligible pupils | 13.6 | 4.9 | 14.2 | 10.7 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 | | | |
| Date this statement was published | December 2021 | | | |
| Date on which it will be reviewed | July 2022 | | | |
| Statement authorised by | Charlotte Harper, EHT | | | |
| Pupil premium lead | Charlotte Harper and Eleanor Harrison | | | |
| Governor / Trustee lead | Heather Limbach | | | |

**Funding overview**

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| --- | --- | --- | --- | --- |
| **Detail based on initial** | **Amount** | | | |
| B | A | WB | TOTAL |
| Pupil premium funding allocation this academic year | £5271 | £2690 | £4868 | £12829 |
| 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 | £7271 | £4690 | £6868 | £18829 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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, subsequently having an impact on developing reading fluency. * Varied levels of parental engagement and out of school parent to pupil support * Social and emotional needs have been impacted by partial school closures to a greater extent than for other pupils |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Regular phonic assessments have highlighted lower phonic attainment and development in early reading skills, subsequently having an impact on developing reading fluency |
| 2 | Varied levels of parental engagement and out of school parent to pupil support |
| 3 | Social and emotional needs have been impacted by partial school closures to a greater extent than for other pupils. |

## 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.

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| Intended outcome | Actions | Success criteria |
| Data shows improved reading attainment | * Early reading and phonic leaders to work with staff to provide interventions for pupils working below expected. * Parent workshops and meetings to support with rading at home. | - 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 |
| All parents have the confidence to support their child with reading at home | * Introduce electronic reading record system, raising expectation for parents * Develop communication with parents for Early Reading, with workshops, support videos etc. * Early Reading Audit | -Data from online reading records ‘Go-Read’ shows that all parents are supporting their child with reading at home |
| Improved wellbeing for pupils | * Work with SENDCo to develop / establish nurture groups to support children’s wellbeing. Access materials / training from Compass. * Create wellbeing survey for pupils | Class wellbeing surveys carried out by teachers show a lower percentage of pupils requiring wellbeing support |

## 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: £2800

£ 1000 (SENDCo) £1800 (RWI subscription) £8000 (Additional TA)

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| --- | --- | --- |
| 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>  <https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1 2  1 2 |
| Get Writing Training with RWI lead |
| Early Reading Audit |
| Additional TA is EYFS to support the delivery of RWI |
| SENDCo to support with access to materials and training for supporting pupils with wellbeing | Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1 2 3 |
| Pathway Training to develop a bespoke curriculum for our school | 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> |  |

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

Budgeted cost: 1430

£365 Get Writing £215 Speed Up IDL £600 Sumdog £250 TA cost RS 2 hours per session £380

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| 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 |
| Speed up writing programme | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1 2 |
| IDL | 1 2 |
| Sumdog maths | 1 2 |
| SENDCo bespoke support for Pupil Premium Children, working with staff, wellbeing survey analysis | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |

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

Budgeted cost: £750 (TA additional hours) £1500 (Yoga lessons)

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| 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 HITT work out sessions to improve wellbeing | 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> |  |

**Total budgeted cost: £** *14,480*

# 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 2020 to 2021 academic year.

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| **Phonic screening check data** (Y2 pupils)  December 2020 61% (PP NA)  December 2021 85% (PP 100%)  Highlighting that targeted high quality phonics provision is having an impact on pupil progress.    **Well-being**  Our well-being surveys indicated that wellbeing and mental health had been affected by school closures in 2020.  We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan as this continues to be a priority for our pupils. |

## Externally provided programmes

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| Programme | Provider |
| Read Write Inc. | Ruth Miskin Phonics training |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| 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 |