

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	St Berteline's C of E Primary School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sheridan Moss Headteacher
Pupil premium lead	Sheridan Moss Deputy Headteacher
Governor / Trustee lead	Joyce Dippnall lead for pupil premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,845.00
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£94,400

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of Pupil Premium (and recovery premium) for the 2023-2024 academic year. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential in all subject areas. When making decisions about using Pupil Premium we have considered the specific context of St.Berteline's and the subsequent challenges faced, alongside research conducted by the EEF. The challenges are varied and there is no "one size fits all".

Principles

- High quality teaching is at the heart of our approach.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils as early as possible, so that they are fully aware of strengths and weaknesses across the school.
- We ensure that teaching and learning opportunities meet the needs of all the pupils and are flexible when needed.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our long term objective is

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils (which has been magnified as a result of the Covid 19 pandemic).
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates and for pupils to achieve high attainment across all subject areas.
- To support our children's health and well-being to enable them to access learning at an appropriate level.

Achieving these objectives

Governors consider making a range of provision for disadvantaged children. These include:

- Boosting staff to pupil ratios in some classes thus improving opportunities for effective teaching and accelerating progress
- For all disadvantaged children to work with a skilled TA – providing small group teaching which focuses upon overcoming any gaps in learning
- Effective bespoke interventions with Teaching Assistant to address barriers in learning
- Small group or 1/1 work with TA – addressing mental wellbeing and readiness to learn
- Supporting the funding of specialist learning software
- Extra 'enrichment' activities
- Provision of quality learning resources
- Ensuring children have first-hand experiences to enhance their learning in the classroom eg visits, visitors, outdoor environment

This list is indicative of strategies we may employ, but the list is not exhaustive and will adapt to the individual needs of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Emotional and social needs that impact upon learning including mental health and wellbeing coupled with low levels of resilience and stamina in learning tasks.
2	Poor oral language communication resulting in poor literacy skills.
3	Lack of quality learning materials, learning opportunities and life experiences outside the home.
4	Lack of parental engagement in some hard to reach families as well as families who do not have capacity to support learning.
5	Lack of importance placed on education – often resulting in lateness and attendance not being prioritised.
6	Poor maths fluency in basic skills eg number bonds and times tables.

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
Improved progress in Reading	Achieve national average progress scores in KS2 Reading
Improved progress in Writing	Achieve national average progress scores in KS2 Writing
Improved progress in Mathematics	Achieve national average progress scores in KS2 Maths
Improved attainment in Phonics	Achieve national average expected standard in Phonics.
For pupils to achieve and sustain improved wellbeing.	Pupils will feel good about their achievements and will be ready for the next stage in their learning.
Stamina and Resilience	Pupils will have greater resilience and stamina in learning.
Improved language acquisition and understanding	Improved oral skills and understanding of rich and varied texts.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, Recruitment and Retention (£6,000.00)	<ul style="list-style-type: none"> • Quality First Teaching supported by CPD for all staff • Retention of Senior Management Team specialists to lead on Maths and English • Additional T.A s to support Maths and English teaching • Continued in-house training for all EYFS/KS1 teachers and T.A s in Phonic Scheme • Bespoke CPD for support staff eg visual processing, Working Memory etc 	2 and 6
Resources Provision of high quality teaching and learning resources to support the core curriculum as well as specific identified needs. (Resources £3,300) (SEND £2,500) (Maths £800)	<ul style="list-style-type: none"> • Bank of literacy resources increased • New Maths Scheme enhancements purchased • SEND resources increased- loan system established 	2, 3 and 6

Boosting staff / pupil ratios – additional TA (£23,280)	School has a high staff ratio in EYFS and KS1. Reducing class sizes improves opportunities for effective teaching and will accelerate learning progress	2 and 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
8 Teaching Assistants allocate approximately 0.25 of their time to working with Pupil Premium children to support learning. (£36,344.54)	This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2 and 6
Classroom assistants implement and SENDCO oversees impact of interventions with specific groups (£3,000)	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1, 2 and 6
ELSA trained TA delivering ELSA program 3 afternoons a week (with planning and supervision time) (ELSA £10,000)	Addresses the emotional and social needs that impact on learning to improve communication and language skills.	1, 2 & 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver a counselling/mind-fulness/emotional well-being programme for identified pupils School Counsellor employed on a weekly basis (£7,000)</p>	<p>Pupils will be ready to learn as a result of their positive mental wellbeing. This will also improve pupils emotional resilience in a range of situations.</p>	<p>1</p>
<p>To raise the engagement of parents in their child's learning Resources (£200)</p>	<p>Personalised learning packs for those families with restricted IT access. Maths and English meetings designed to help educate parents on how to support their child's learning. Provide 'helpline' for parents struggling with access to our Google Learning Platform.</p>	<p>3,4 and 5</p>
<p>To help support vulnerable pupils and their families (additional 2 hrs clerical work £750) Topping up visits and residential trips (£2,100)</p>	<p>Attendance Officer to analyse attendance/punctuality and contact low attenders. Increased attendance impacts upon pupil attainment and progress. This is a high impact strategy as identified by EEF. Increase life experiences.</p>	<p>4 and 5</p>

Total budgeted cost: £94,524.54

Part B: Review of outcomes in the previous academic year 2022/2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year (Major disruption to learning due to Covid).

Early Years and Foundation Stage

There were 8 eligible pupils in EYFS (cohort 34).

4 of the 8 pupils achieved a good level of development (50%)

All pupils 67.6%

Year 1 phonics

There were 8 eligible pupils in Year 1 (cohort 43)

7 of the 8 pupils were successful in achieving expected standard.

All pupils 81.4%

Key Stage 1

There were 7 eligible pupils in Year 2 (cohort 41)

2 of the 7 pupils achieved the expected standard in reading (26.6%)

1 of the 7 pupils achieved the expected standard in writing (14.3%)

1 of the 7 pupils achieved the expected standard in maths (14.4%)

27 of the 41 pupils achieved the expected standard in reading (65.9%)

18 of the 41 pupils achieved the expected standard in writing (43.9%)

19 of the 41 pupils achieved the expected standard in maths (46.3%)

Key Stage 2

There were 11 eligible pupils in Year 6 (cohort 40)

7 of the 11 pupils achieved the expected standard in reading (63.6%)

7 of the 11 pupils achieved the expected standard in writing (63.6%)

8 of the 11 pupils achieved the expected standard in maths (72.7%)

8 of the 11 pupils achieved the expected standard in English, Grammar, Punctuation and Spelling (72.7%)

6 of the 11 pupils achieved the expected standard in reading, writing and maths combined (54.%)

30 of the 40 pupils achieved the expected standard in reading (75%)

31 of the 40 pupils achieved the expected standard in writing (77.5%)

32 of the 40 pupils achieved the expected standard in maths (80%)

35 of the 40 pupils achieved the expected standard in English, Grammar, Punctuation and Spelling (87.5%)

25 of the 40 pupils achieved the expected standard in reading, writing and maths combined (62.5%)

Externally provided programmes

B Squared
Speech and Language Support
Precision Teaching