

Pupil Premium Strategy Statement 2021/22

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

Detail	Data
School name	St Bede CE Primary Academy
Number of pupils in school	647
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	1st December 2021
Date on which it will be reviewed	1 st April 2022
Statement authorised by	Anna Black
Pupil premium lead	Lauren Hirst
Governor / Trustee lead	Jill Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,650
Recovery premium funding allocation this academic year	£24,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£253,590

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that *all* children are offered an ambitious, inclusive and progressive curriculum thus enabling them to make excellent progress from their unique starting points and equip them with the skills and knowledge for future learning.

In order to do this, the key principles of our Pupil Premium Strategy are:

- To provide a broad and balanced curriculum with quality first teaching which meets the needs of all our pupils.
- All staff within school are committed and responsible for meeting the social, emotional and academic needs of all our pupils.
- To work closely with families to offer support and raise expectations.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore this funding is used to support any pupil or groups of pupils the school has identified as needing additional support to close the gap.

Challenges

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

Challenge number	Detail of challenge
1	Delayed/underdeveloped language acquisition on entry
2	Children entering the school significantly below age related expectations
3	Increased numbers of pupils and parents with English as an Additional Language
4	Growing number of SEND children entering school
5	Lack of aspirations reducing motivation and commitment to learning
6	Social & emotional difficulties, including medical and mental health issues
7	Limited experiences beyond home life and immediate community
8	Low attendance and persistent absenteeism

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
To close the gap between disadvantaged pupils and their peers so that <i>all</i> pupils in the school to make at least expected progress across the curriculum	92% of all children achieve expected progress from EYFS-KS1 and 96% from KS1-KS2.
Increased language and communication skills for children in EYFS	Higher percentage of children to achieve the Communication & Language ELG & Literacy ELG
Increased percentage of those reaching the expected standard in the phonics screening check	85% of Y1 pupils to achieve the expected standard in June 2022
To provide the children with greater opportunities to develop their understanding and experience of the wider world.	Pupils to have raised aspirations
To improve attendance and reduce persistent absenteeism.	To achieve 96.5% overall attendance
SEND children are identified swiftly, monitored and where appropriate support provided.	To gain Dyslexia Aware Quality Mark

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: £245,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ 6.5 FTE TAs in Reception	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 3, 4, 6
Employ 3.0 FTE TAs in Year 1	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	3, 4, 6
Employ 2.0 FTE TAs in Year 6	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	3, 4, 6
Employ additional 0.5 FTE teachers in Year 6	<i>EEF teaching and learning toolkit</i> : Reducing class size has a small positive impacts of +2 month , on average.	3, 4, 6
Continue to employ 1.0 FTE Tutor	<i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 3, 4, 6
Employ EAL lead to deliver CPD and deploy staff to better support pupils.	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <i>EEF teaching and learning toolkit</i> : Small group tuition has an average impact of four months' additional progress over the course of a year.	3
Purchase annual subscription for the National College for all stakeholders	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1-8
Quality first teaching INSET	<i>EEF guidance report 'Effective professional development'</i> : Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1-7

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

Budgeted cost: £2,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver communication, language and literacy intervention to targeted pupils in EYFS	<p><i>EEF Early Years toolkit:</i> Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately + six months’ additional progress over the course of a year.</p> <p><i>EEF teaching and learning toolkit:</i> On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</p>	1-6
Deliver small group interventions for those making less than expected progress	<p><i>EEF teaching and learning toolkit:</i> Small group tuition has an average impact of four months’ additional progress over the course of a year.</p>	1-6
Purchase yearly subscriptions for: Bug club LBQ White Rose Maths TT Rockstars Testbase Mathsframe	<p><i>EEF teaching and learning toolkit:</i> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>EEF teaching and learning toolkit:</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><i>EEF teaching and learning toolkit:</i> Mastery approach +5 months impact</p> <p><i>EEF guidance report ‘Improving Mathematics’</i></p>	1-6
Additional SEND provision to swiftly identify, support and monitor: Providing support to those awaiting funding for no EHCP Boxall screening Dyslexia Aware Quality Mark	<p><i>EEF Special Educational Needs in Mainstream schools evidence review</i></p>	1-6

Deliver summer school	<i>EEF teaching and learning toolkit</i> Summer schools have a positive impact on average (three months' additional progress)	1-6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bloom well-being support	<i>EEF teaching and learning toolkit</i> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	6
Continue to employ 1.0 FTE learning mentor and 0.5 FTE pastoral lead	<i>EEF teaching and learning toolkit</i> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	6
Continue to deploy Attendance Team to support families with low/persistent absenteeism	<i>EEF Attendance intervention rapid evidence assessment</i>	6, 8
Provide free out of school club care and fund educational trips for disadvantaged pupils	<i>EEF teaching and learning toolkit</i> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	6, 7

Total budgeted cost: £ 282,213

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.

Total amount received for 2020/2021	£219,235
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Item/project	Objective
A full time Attendance Team to monitor attendance and provide support at home for families.	To raise attendance figure to 96.5% to meet the governors target.
A full time Learning Mentor in school to support children with emotional concerns.	To break down emotional barriers that might prevent children not attending school.
A part time Behaviour Mentor in school to support children with challenging behaviour.	To improve behaviour for learning and reduce disruptions to teaching and learning.
Two full time teaching assistants to support continuous provision in Year One.	To support continuous provision in Year One so that the children can continue to learn through play in Year One as they did in Reception.
ECAT sessions for Nursery children – to provide early identification with designated member of staff to conduct communication interventions.	To provide early identification with designated member of staff to conduct communication interventions.
Out of school activities provided free of charge (Summer School for Y5 children, booster, choir, homework club)	To increase participation in school life for PP pupils to enable them to develop in areas of talent. To support PP to access home learning with support from Senior Staff
Part fund educational visits for vulnerable children.	To ensure all children fully access what is on offer
Providing free 'out of school care' for vulnerable children in Morris Green Out of School Club.	To ensure that pupil premium children are cared for appropriately throughout holiday periods
Team approach to Safeguarding to ensure that vulnerable children's needs are met and the right support is put in place for these children so they are able to access learning. Regular ongoing training for Safeguarding Team.	Vulnerable children's needs to be met through Early Help meetings, CAMs and bespoke support to be offered through the school and the coordination and referral to external agencies.
Training for staff on how to differentiate the curriculum to suit vulnerable children and to meet their needs.	To enable staff to best meet the needs of PP children within their class and access the support that their children might require.
Liaise with external agencies for vulnerable / Pupil Premium children.	To break down barriers to learning by putting in necessary support and intervention.
A Tutor supports learning of small groups of children to enable children to break down potential barriers in learning and create smaller class size groups.	To ensure that there is no achievement gap between FSM and non FSM children.

SEN Teacher to support small groups of pupils to overcome barriers in learning	To close the gap in attainment between PP and non PP children.
Training provided to support staff on how best to cater for needs of pupil premium children (interventions, Lego therapy, ECAT etc).	To put interventions in place so that PP children attain and progress in line with peers.
Extra play space provided for Year One children with the necessary enhancements and resources.	To support continuous provision in Year One and Nursery so that the children can continue to learn through play in Year One as they did in Reception.
Fund 'Learning By Questions' resource for upper key stage 2 children.	To further resource quality first teaching so that PP children attain and progress in line with peers.

Impact	Pupils eligible for PPG	All Pupils
% making expected or better than expected progress in reading	76%	86%
% making expected or better than expected progress in writing	68%	84%
% making expected or better than expected progress in maths	76%	80%
Attendance	90%	95%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bug Club	Pearson
White Rose Maths	White Rose Maths
Timetables Rockstars	Timetables Rockstars
Testbase	Doublestruck Limited
Learning by Questions	Learning by Questions
Wellcomm	GL Assessment
IDL	IDLS Group

Service pupil premium funding

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