

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

Detail	Data
School name	Bubwith CP School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	10.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	15.11.21
Date on which it will be reviewed	July 2021
Statement authorised by	Amy Bailiss
Pupil premium lead	Amy Bailiss
Governor / Trustee lead	Alison Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,105
Recovery premium funding allocation this academic year	£ 2,000
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	£ 19,105

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils

Our intention is that all pupils make good progress and achieve high attainment across all subject areas irrespective of their background. High-quality teaching is at the heart of our approach with a focus upon the areas where disadvantaged pupils require the most support.

Achieving those objectives

Our approach will be responsive to common challenges and individual needs rooted in robust assessment. Our strategy is integral to wider school plans for education recovery.

Key principles of the strategy plan

- Ensure that PP pupils are challenged in the work that they are set
- Ensure timely intervention for PP not meeting age-related progress/ making good progress from their starting points
- Ensure the attendance of PP pupils is above 95%
- Focus upon pupil wellbeing following the impact of COVID 19 on pupil mental health

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally are further behind their peers with regards to meeting age-related expectations in the core areas of reading, writing and maths.
3	Our attendance data indicates that a high proportion of our PP students for academic year 2021-22 have attendance issues and are being monitored as

	persistent absentees (attendance below 90%). Absenteeism is negatively impacting disadvantaged pupil progress.
4	Pupil premium pupils benefit from working in small groups with teaching assistant support within lessons and as part of targeted interventions. Consistent teaching assistant provision for classes with high numbers of PP students has been negatively affected by the pandemic.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 10 pupils (3 of whom are disadvantaged) currently require additional support with social and emotional needs. It is our plan to address this through small group interventions.

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 phonics outcomes for disadvantaged pupils Improved development as readers for disadvantaged pupils	PP Pupils in Key Stage 1 making good progress in phonics and teaching assistant provision in place to support pupils falling behind their peers and age-related expectations for phonics Teaching assistant provision in place to support pupils falling behind their peers and age-related expectations in reading All pupils making good progress from their starting points in phonics and reading 60% PP pupils reaching age-related expectations in phonics/ reading by July 2022
PP pupils close the attainment gap on their peers achieving age-related expectations in the core areas of writing and maths	Teaching assistant provision in place to support pupils falling behind their peers in maths and writing All pupils making good progress from their starting points in maths and writing 60% PP pupils reaching age-related expectations in maths and writing by July 2022

Improve the attendance percentage for all PP pupils in order that their progress is not inadvertently affected by absenteeism	All PP pupils achieve above 95% attendance figure by the end of the school year. Attendance for all pupils is above 96% for the school year.
PP pupils benefit from small group work catered to their learning needs	Intervention work is well-targeted to the needs of pupils and staff are available to lead intervention groups and improve progress in core skills for PP pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in anxiety • a significant increase in participation in enrichment activities, particularly among disadvantaged 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: £6208

£768 (Phonics) £4000 (Additional GR Materials) £1440 (Subject leader release time)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DFE Validated phonics Synthetic Phonics programme to secure stronger phonics teaching for pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Purchase of additional Guided Reading Materials throughout school which match the validated phonics programme to ensure continuity and consistency of teaching of reading We will use these to embed dialogic activities across the school	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 4

We will fund subject leader release time to embed key elements of guidance in school and to access Maths Hub resources and English CPD.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7500 (TA support 5 x afternoons per week)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	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, 4
<i>Additional Speech and Language support sessions for disadvantaged pupils needing specific speech and language programmes.</i>	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	2, 4
Fund additional teaching assistant time to deliver small group and 1:1 interventions with specific pupils in the key areas of Reading Writing and Mathematics	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	2, 4

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

Budgeted cost: £ 5397

£940 attendance monitoring + £2470 1 hr per day additional TA support (ELSA) + £1987 Contingency

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

educational practices and supported by professional development and training for staff.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 19,105

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.

Our internal assessments during 2020/21 suggest a mixed picture for the performance of our disadvantaged pupils. With regards to attainment in the key areas of Reading, Writing and Maths, one pupil (17%) met age-related expectations. 2 pupils (33%) were broadly in line with age-related expectations and in line with their peers who had also been impacted by the COVID 19 pandemic. However, 3 pupils (50%) attained lower than age-related expectations and are not achieving on a par with their cohort peers. Looking at progress for these pupils, 3 of these pupils (50%) made good progress (these are the pupils who attained in line or broadly in line with age-related expectations). However, 3 pupils (50%) made steady and slow progress.

Our assessment for the reasons for these outcomes points primarily to COVID 19 impact which disrupted pupil cohorts and subject areas to varying degrees. As evidenced in schools across the country, school closure was extremely detrimental to disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements and targeted interventions to the degree we had intended. The impact was mitigated during the school closures through our use of the school website to provide high quality remote learning which was aided by the use of online resources such as the White Rose Maths materials, Oak Academy materials and personalised learning sessions provided by class teachers through pre-recorded lessons using 'Loom' and some interactive sessions delivered via Microsoft Teams.

Although attendance figures for 2020-21 academic year were affected by further school closures and the impact of COVID 19 self-isolation periods across the school as a whole, our attendance analysis for our PPG students shows a direct correlation between attendance rates below 90% and the pupils attaining lower than their age-related expectations and making slow academic progress. This is a trend we wish to reverse. In addition, a greater number of pupils in school last year became eligible for PPG funding which includes pupils for whom regular school attendance is an issue. This is why attendance remains a focus for our current plan.

Our assessments and observations indicate that pupil behaviour, well-being and mental health were significantly impacted last year and the impact was particularly acute for disadvantaged pupils. We intend to build in wellbeing support for pupils and targeted interventions in this current plan.

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
N/A	

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service pupils in school last academic year.
What was the impact of that spending on service pupil premium eligible pupils?	No service pupils in school last academic year.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.