

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	127
Proportion (%) of pupil premium eligible pupils	11.02%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	12.12.2022
Date on which it will be reviewed	October 2023
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	£ 17,605
Recovery premium funding allocation this academic year	£ 0
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	£ 17,605

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% for the vast majority of PP pupils
- 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 and continuing into 2022-23 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 staff absences post-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	School has, with assistance from the Yorkshire Endeavour English Hub, purchased the Little Wandle Letters and Sounds validated phonics scheme. Following the scheme and through the use of timely targeted interventions, Pupils in Key Stage 1 will make good progress in phonics. Teaching assistant provision will be in place to support pupils falling behind their peers and age-related expectations for phonics using the Little Wandle Rapid catch-up materials. Using Little Wandle matched reading books, pupils will read 3 times per week demonstrating 90% fluency. 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 2023.

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 2023.
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: £6708

£768 (Phonics) £1000 (Additional Reading Materials) £1940 (Subject leader release time/ Class teacher release time to undertake bespoke training for phonics lead/ maths lead and English lead) £3000 (Purchase of Maths No Problem Scheme Materials)

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 Reading Materials (digital and physical) in KS1 which match pupil ability from 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 including purchase of the Maths No Problem Scheme Enhancement of our writing teaching and curriculum planning in	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

line with DfE and EEF guidance. 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:	2, 4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3397

£940 attendance monitoring + £2457 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
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. Examples include funding Emotional and Wellbeing additional sessions for pupils who have a social worker/ training staff in bespoke training such as techniques to support pupils experiencing Emotional Based School Avoidance.	

Total budgeted cost: £ 17,605

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 2021 to 2022 academic year.

Our **internal assessments** during 2022/23 suggest a continuing mixed picture for the performance of our disadvantaged pupils.

With regards to attainment in the key areas of Reading, Writing and Maths:

Four pupils (36%) met age-related expectations for reading with 82% being broadly in line at just one stage behind the age-related expectation. Three pupils (27%) met age-related expectations for writing with 72% being broadly in line at just one stage behind the age-related expectation. Four pupils (36%) met age-related expectations for Mathematics with 72% being broadly in line at just one stage behind the age-related expectation.

Looking at progress for these pupils, 2 of the pupils (18%) made very good progress in reading, writing and maths combined. 6 of the pupils (54%) made good progress in reading, writing and maths combined. However, 2 pupils (18%) made steady and slow progress. (The progress measures take into account the progress made within the year from the pupils' individual starting points at the beginning of the year.)

Our assessment for the reasons for these outcomes points in part to COVID 19 impact which continued to disrupt pupil cohorts in 2021-22 with the school being advised to re-introduce bubbles during the autumn term following outbreaks of Covid 19 in several classes including some classes making temporary returns to remote learning. Consistency of staffing was also an issue last academic year – particularly in KS1 which also contributed to the outcomes shared above.

Externally reported Assessments

3 PP children were assessed at the end of EYFS with 1 of them achieving a Good Level of Development.

1 PP child took the Phonics screening check but did not pass.

1 Pupil took the KS1 SATs and achieved age-related expectations in reading, writing and Maths.

2 pupils took the KS2 SATs. Both achieved the expected standard in Reading and 1 met the expected standard in writing and Greater Depth Standard for Maths.

Attendance

Attendance figures for 2021-22 academic year nationally were affected by the continuing presence of COVID 19 and an upturn in other seasonal illnesses such as D and V and flu.

Our attendance analysis for our PPG students shows that 73% of pupils (8/11) had an attendance percentage above 90% but only 36% of PPG pupils had the target attendance of above 95%. 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 during the pandemic year and the impact was particularly acute for disadvantaged pupils addressing this is an on-going issue. We intend to build in wellbeing support for pupils and targeted interventions in this current plan using some of the contingency funding mentioned above.

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
Revised Letters and Sounds	Little Wandle
Maths No Problem	Maths No Problem

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.