

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.

Text in blue denotes revisions from 2021 original plan

School overview

Detail	Data
School name	Bude Primary Academy Infants
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	22% (29 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 21 -Autumn 24
Date this statement was published	December 2022
Date on which it will be reviewed	April 2022
Statement authorised by	Vanessa Holt
Pupil premium lead	Vanessa Holt
Governor / Trustee lead	David Barton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,885
Recovery premium funding allocation this academic year	£5365
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	£ 57,250

Part A: Pupil premium strategy plan

Statement of intent

EEF research states that, "The attainment gap is the most stubborn test facing English schools". The impact of the pandemic also suggests that "primary-aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils". Pupil Premium funding provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority in our system. For disadvantaged pupils at Bude Primary Academy infants, the ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning

. We know that the disruption to pupils' education has affected disadvantaged pupils significantly. There is an overriding need to ensure the curriculum is robust and well placed to enable disadvantaged pupils to achieve well. Our focus includes:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- Making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals are socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged or have additional vulnerabilities such as SEN / EA and recognise that 27% of our disadvantaged children are identified as having SEN.

Our ultimate objectives for disadvantaged pupils reflect our objectives for all pupils – That Learning is structured within a curriculum that is designed to be engaging, enjoyable and rich with experiences and meaningful contexts for learning. The development of Reading and skills in English and Mathematics is at the core of the curriculum. The drive for progress is everything

Our Pupil Premium Strategy is based on the EEF tiered approach to Pupil Premium spending and the objectives reflects the prioritisation of;

- Quality first teaching,
- High quality support for learning.
- Wider strategies that benefit children holistically as well as academically

It prioritises Quality First Teaching of early reading skills as we recognise that being able read unlocks the rest of the curriculum for our children. We want our children to 'learn to read' in order to move into Key stage 2 with the skills to enable them to 'read to learn'

We use high quality and timely assessment to identify those children in need of targeted support in reading and phonics and maths and put appropriate and effective interventions in place.

We Investment in our pastoral support team (our TIS lead and Parent Support Advisor) to provide additional support for children whose barriers to learning or attendance are social and emotional.

Challenges

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

Challenge number	Detail of challenge
1	EYFS assessment on entry for reading consistently indicates that the majority of all children do not start school at the age-related expected level and around 30% start school significantly behind the age expected The ability to read is the single most significant indicator of a child's ability to make progress in learning therefore accelerating progress in reading and ensuring that children are on track with age related expectations in reading by the age of 6 is school's key challenge.
2	A greater proportion of children recorded on the behaviour log are disadvantaged boys due to lack of self-regulation. This is an inhibitive factor to progress and attainment in their learning 4 and that of their peers
3.	The greatest gap between disadvantaged children and non-disadvantaged achieving the expected standard is in reading and writing and maths. Ensuring that disadvantaged children achieving Exceeding in EYFS achieve GD at the end of Y2
4.	Attendance of disadvantaged children is consistently markedly lower than non-disadvantaged children. (This can be due to multiple barriers)
5.	Parental engagement and support from home is significantly reduced in Disadvantaged families – low attendance at parent consultations/ non engagement in homework/ low attendance at school events.
6.	Lack of wider life experiences for many disadvantaged children leads to poor cultural capital and lower aspirations for future success

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
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A greater proportion of children, including disadvantaged children make expected or better progress in phonics/reading	<p>Tracking of phonics indicates that pupils are progressing through RWI groups at a rate of one each half term.</p> <ul style="list-style-type: none"> • End of Reception; the majority of children are in green group or above • End of Year 1 the majority of children are in blue or grey group thus finishing RWI programme • 80%+ of children pass the Year 1 phonic assessment • The majority of children in Year 2 start Autumn 2 accessing VIPERS lessons and taking home and reading a wide variety of high quality texts rather than scheme books • Children who have received intervention for phonics have caught up or accelerated in progress
Additional support for individual children and small groups, to ensure gaps in learning are addressed. Pupils who are double or triple disadvantaged (for example are also SEND and/or vulnerable) are also monitored and given additional support	Progress is accelerated and the gap between Pupil Premium and non-Pupil Premium is reduced or closed
Emotional needs have been supported through whole school TIS approach, targeted interventions for individuals and group support	The number of behaviour incidents for individuals logged significantly decreased and increased engagement in learning and accelerated academic progress made
Attendance and punctuality of disadvantaged children is at least in line with non-disadvantaged pupils.	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> • Ensuring that attendance is analysed weekly, termly and yearly attendance information, so that interventions can be put in place quickly.
To address the needs to potential GD children to ensure that they keep up with non-disadvantaged children identified as GD	that disadvantaged children achieving Exceeding in EYFS achieve GD at the end of Y2

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: £230 RWI online subscription, White Rose Premium Resource £ 180 Maths online programme Number sense £59 [The KEY CPD package £458.80](#) £ £5,681 SENCO Salary SCARF online £365 [£ 500 overtime for support staff to attend metacognition/self regulation](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to be trained and supported to use metacognition and self-regulation techniques when teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	EEF key findings 1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. 2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. 3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. 4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. 5. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.	1 2 3
Resourcing and training for the implementation and development of Cracking Comprehension	EEF findings The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading	1 3

	comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	
Resourcing and training for the development and delivery of RWI .including ongoing	EEF research states that A systematic approach to the teaching of phonics is a characteristic of best practice in teaching early reading. Reading by the age of 6 is a determining factor in overall school success as well as longer term life outcomes. • School has continues its improving trend in phonics assessment outcomes since embedding RWI 2021	1 3 5
Resourcing and training for development of the delivery of maths through the White Rose maths scheme	EEF tier 1 quality first teaching benefits all pupils including vulnerable pupils	1,3
Use of Number Sense Maths programme daily for all children. Supporting children's development of key visual pathways and learn important number relationships. This leads to a deep understanding of number and number relationships, and to fluency in addition and subtraction facts	Number Sense Maths programme is informed by research into the mathematical development of young children, by 10 years of classroom teaching, and by maths lesson observations in Shanghai. <u>7 key research principles</u> underpin the programme. The school has already seen the impact of this on children's number fluency since its introduction in October 21	1, 3
Using the SCARF curriculum as a whole-school approach to promote positive behaviour, mental health, wellbeing, resilience and achievement –	EEF guidance report on Improving social and emotional learning in primary schools states that; There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income	2,3,4,5,6
SENCO To research, deliver training and ongoing support to class teachers in the 5 strategies outlines as being most effective in high quality teaching for SEND	The EEF evidence review underpinning this guidance report found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it	1,3

SENCO to ongoing monitoring of the provision for SEN/PP children across the school	The five strategies outlined here were identified as having relatively strong evidence for their effectiveness in supporting pupils with SEND: Scaffolding Explicit Instruction Cognitive and metacognitive strategies Flexible grouping Use technology	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

£ 59 Subscription to Number Sense Support staff to deliver 1:1 phonics tutoring £ 6000 school led tutor 4 days a week £5365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training of staff and deployment of staff to deliver regular One to One RWI Phonics Tutoring	EEF evidence-based research shows that well targeted, time bound interventions with well trained staff can enable children to make better than expected progress	1 , 3
Funding of school based tutor for small group and 1:1 interventions including targeting those children with the potential to achieve GD in Maths, Handwriting, spelling, punctuation and including adding an additional RWI group	EEF evidence-based research shows that well targeted, time bound interventions with well trained staff can enable children to make better than expected progress	1,3

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

Budgeted cost: £ £17,348 TIS lead £ £15,445 PSA £5267 Enrichment activities/ breakfast club

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as	2

Support high levels of engagement with learning and positive outcomes. Provide tailored nurture groups to support emotional wellbeing and develop social and interaction skills.	supporting and promoting positive mental health	
Continue to provide our families with access to our Parent Support Advisor. She works with the school its pupils and families to resolve issues of poor attendance. She works to overcome barriers to learning to help parents support their children's learning.	EEF - You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid19. EEF are publishing guidance in February to answer the main question School continues to see high levels of success in parents' confidence and willingness to work with the school. PSA is quick to identify and support families with poor attendance. Parents see the school and PSA as a support line for a range of issues including, parenting , financial, housing and mental health and wellbeing support.	4,5
To enhance pupils' cultural capital by providing a breadth of experiences Clubs and trips paid for Children in receipt of PP.	EEF - evidences the positive impact on well-being on outdoor and enrichment activities.	2,4,6

Total budgeted cost: £ 57,250

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.

82% Last years EYFS cohort achieved their ELG in reading only 3 out of 7 pp children in receipt of PP achieved this. 3 of the 4 who did not achieve this are on the school's record of need

80% children passed their phonics screening test at the end of Y1 77% of children in receipt of PP and 82% of those not eligible.

External evaluation of phonics provision by RWI team indicated strong practice at whole school level including existing intervention. Group progress was tracked accurately, and progress was good. Intervention for those requiring it had been effective

In the school's section 5 Ofsted report in September 22 the schools success in delivering phonics effectively was acknowledged and reading was highlighted as a strength of the school.

Internal data shows that at the end of Year 1 in Reading, Writing and Maths children in receipt of PP were out performing those not in receipt of PP

EXP +	Cohort	Disadvantaged	Non Disadvantaged
Maths	79%	92%	73%
Reading	87%	92%	85%
Writing	73%	75%	73%

2022 end of Key stage 1 results show our children in line with national average for maths. Results were still below National Average for Reading and Writing. Internal end of Y1 data suggests that this will not be the case for 2023 results

The PSA provided a vital lifeline to many of our vulnerable families including those specifically made vulnerable by current cost of living crisis including sourcing food vouchers, organising food deliveries and simply being someone for them to talk to when they needed it.

The PSA continues to provide an invaluable link between parents and school the outcome of which is improvements in supports children's academic development, wellbeing and attendance however attendance of all children still remains an issue

In the School's 5 Ofsted inspection in September 2022 children's Personal, Social and Emotional Development and Behaviour and Attitudes was rated Good.

There have been no fixed term or permanent exclusions.

The children who started the academic year 2021 needing significant 1:1 TIS and nurture support outside of the classroom were all successfully integrated back into the classroom and continue to access all classroom learning with only light touch TIS interventions.

The calm behaviour across the school means that the TIS lead can work with a wider range of children on issues such as self-esteem and social interaction.

We have been able to fund trips for all children in receipt of PP.

All children in receipt of PP are fully funded to access after school clubs if they choose to attend and the PSA contacts parents to encourage them to take up this offer

All children in receipt of PP are full funded to access breakfast club if the choose to attend

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
RWI PHONICS	Ruth Miskin
Number Sense Maths	Number Sense Maths Ltd

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use of Cracking Comprehension with specific focus on those children in receipt of PP with the potential to achieve GD in reading

Use of No More Marking – Comparative Judgement to ensure consistency of writing assessment and therefore effective planning and provision for children's next steps

Release time for foundation subject leaders linked to Monitoring and Evaluation cycle with focus on metacognition and self-regulation in their subject – initial focus to be on Geography, Science and History

Assistant Head of school now with whole school responsibility for Personal Development across the school with a priority of evaluating and widening all children's experiences beyond the national curriculum

Whole school priority on developing language and vocabulary and therefor increasing all children's cultural capital