

Byers Green Primary School 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	Byers Green Primary
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	31 (37%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	William Kirtley Head Teacher
Pupil premium lead	Gill Dodds Deputy Head Teacher
Governor / Trustee lead	Gordon Henderson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Recovery premium funding allocation this academic year	£3,625
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	£37,250

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Byers Green Primary School is to ensure that all children achieve to their full potential irrespective of their background or the barriers they face. We intend to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We expect that all children are given the best possible start to their education and achieve or exceed National Expectations by the time they leave us at the end of Key Stage 2.

We aim to do this by:

- Delivering high-quality teaching which focuses on the areas in which disadvantaged pupils require the most support.
- Providing opportunities for disadvantaged pupils to receive personalised learning programmes, which are tailored to their exact needs, through effective deployment of staff.
- To use internal data to quickly identify children who are not achieving to their full potential and deliver intervention lessons at the point need is identified.
- Continue to develop our positive and inclusive ethos, where all staff take responsibility and action to raise expectations of what disadvantaged (and all) pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children struggle with communication (speech, language and writing)
2	Disengagement – reading, phonics and spellings are not reinforced at home, resulting in some children not having age-related reading skills.
3	Poor basic skills and understanding of mathematical concepts – lack of confidence, particularly with arithmetic. Retention of times table facts is a challenge.
4	80% of our pupils with SEN are also disadvantaged.
5	Low attendance rates for some Pupil Premium children impacts on their learning as they miss out on targeted interventions and are always having to catch up to their peers.
6	External issues affecting the child due to mental health, unemployment and parental separation can lead to disengagement.

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
Children will make rapid progress in speech and language.	Engagement with speech and language services and referrals made. Use of resources recommended by the speech and language team to be delivered in school. Provide small group work to accelerate progress of those requiring speech and language support.
Engage parents and supply guidance as to how to support their children at home. Children will meet age related and higher expectations in phonics screening, reading and writing. Provide increased opportunities in school to read aloud to an adult. Continue the whole school ethos to encourage a love of reading.	Track and monitor children throughout the school year to ensure all children are making sustained progress in phonics and reading. Provide support to anyone behind age-related expectations to ensure the gap between disadvantaged and non-disadvantaged pupils is narrowed.
All children demonstrate a good understanding of key mathematical facts.	Set personalised targets to ensure children are learning Times Tables. Deploy staff to support children's confidence and acquisition of arithmetic skills. Set homework to support and consolidate key mathematical concepts.
Learning is tailored to the exact challenges each child faces.	Referrals to Cognition and Learning team to be made in order to receive the correct support for individual learners. Staff deployed to work on SEN Support Plan targets.
Reduce the number of persistent absentees and improve attendance.	Raise parental awareness of the impact of missing school through newsletter updates. Work with families and overcome barriers they may face. Work with external agencies to enforce improved attendance.
Improve the emotional resilience of disadvantaged pupils and provide support for mental health.	Delivery of high-quality PSHCE and RSE curriculum by class teachers. Whole school assemblies around mental health and well-being. Mental Health Lead identified in school and training to be completed – Anna Freud workshops and Mental Health First Aid training course.
Music tuition paid for by funding those who show an interest in this area of the curriculum.	Pupils are able to access high quality music tuition in the violin and the cost of the music teacher paid for.

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: £18,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 5 and Year 6 to be taught separately for English and maths, therefore reducing class sizes and allowing the groups to be taught as single aged classes.</p>	<p>EEF Teacher Toolkit; Reducing Class Sizes(+2)</p> <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Class 4 is the class with the most disadvantaged pupils (43%) By reducing class sizes, progress for disadvantaged pupils will be accelerated.</p>	<p>1,2,3,4</p>
<p>The English curriculum is to be based around high quality texts in order to develop a love of reading, provide high quality writing opportunities and develop reading comprehension skills for all learners. Teachers will use Quality First Teaching in order to provide well-structured support to disadvantaged pupils.</p>	<p>EEF Teacher Toolkit; Reading Comprehension Strategies (+6)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>When looking at internal data from July 2021, we identified children who were behind previous predictions in reading. Staff have targeted support and planning in order to address this decline.</p>	<p>1,2</p>

<p>Teachers to explicitly teach strategies to the children to support cognition and learning. Encourage effective learning strategies and encourage positive attitudes to learning.</p>	<p>EEF Teacher Toolkit; Metacognition (+7)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Staff noticed an increase in low level disruptive behaviour and lack of focus. Behaviour logs were used to track incidents and the school rules were amended to create specific positive messages to promote positive attitudes to learning.</p>	<p>1,2,3,4,6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS2 class teachers to deliver intervention sessions/ catch up sessions on a weekly basis.</p> <p>2 x1 hour sessions</p> <p>DHT 6 hours of targeted interventions per week.</p>	<p>EEF Teacher Toolkit; Small Group Tuition (+4)</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Internal data has been used in order to identify need and put intervention lessons in place for learners.</p>	<p>1,2,3,4</p>
<p>4 hours - Grade 5 TA additional phonics sessions</p>	<p>EEF Teacher Toolkit; Phonics (+5)</p> <p>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>By focusing on this early reading skill, we feel that we are unlocking the whole curriculum for the children. EYFS and KS1 staff are aware of how important</p>	<p>1,2,4,5</p>

	<p>this skill is and are directing personalised programmes to the children to ensure sounds are learnt and retained. This is supporting the children with low attendance as they have an opportunity to revisit sounds.</p>	
<p>6 hours - grade 5 TA - one to one reading.</p> <p>3 hours -grade 5 TA – times table facts practice on a one to one basis.</p>	<p>EEF Teacher Toolkit; Teaching assistant interventions (+4)</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Our TAs have received training in supporting reading and maths basic skills. This strategy is giving disadvantaged children an opportunity to read aloud to an adult and practise basic skills in addition to their daily maths and English lessons.</p>	1,2,3

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

Budgeted cost: £2755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and wellbeing – daily/weekly lessons following reconnect and recover strategies.</p> <p>Weekly assemblies targeted at Mental Health and Well-being.</p> <p>Activity and theme weeks planned across the school year to address 5 steps to wellbeing (NHS)</p>	<p>EEF Teacher Toolkit; Social and Emotional Learning (+4)</p> <p>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</p>	6
<p>Music tuition for disadvantaged pupils.</p>	<p>EEF Teacher Toolkit; Arts Participation (+4)</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	6

Total budgeted cost: £37,250

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Teaching Strategies

During Lockdowns, staff quickly adapted their practice in order to give the children high quality learning opportunities. Staff were trained in the use of online platforms and set the children challenges and activities which could be easily supported at home, for example nature walks and real life maths and science.

Parental Engagement and contact were high during the spring lockdown with weekly welfare checks. Local families were encouraged to pick up and deliver pupil's work so the children got a balance of written work and screen time. Feedback was given to the pupils and sent to their homes.

On return to school, all pupils were reassessed and appropriate support was put in place through targeted intervention/mental well-being and emotional support.

Targeted Intervention

Post remote learning Interventions have ensured that pupils are closing the gaps with their peers. 'Catch up club' was set up from March 2021 in order to support the children in closing the gap. TA support was focused to target reading, phonics and times tables facts in order to create maximum learning opportunities and make best use of TA time.

Wider Strategies

Pupils' behaviour and emotional well-being is regularly monitored by staff and SLT (See Think Sheet records) and areas of concern/issues arising were promptly dealt with. Staff worked collaboratively with families to support the children emotionally. Reconnect and Recover from Scarf, Coram Education was delivered in order to provide daily emotional health and well-being lessons.

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
Classroom Secrets Kids	Classroom secrets
TT Rockstarz	Maths Circle

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.