

Pupil premium strategy statement – Byers Green Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	01.12.22
Date on which it will be reviewed	01.09.23
Statement authorised by	W. Kirtley
Pupil premium lead	G. Dodds
Governor / Trustee lead	G. Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,935
Recovery premium funding allocation this academic year	£4,495
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£47,430

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.
- Accelerating reading with a rigorous phonics programme.
- Providing opportunities for disadvantaged pupils to receive personalised learning programmes, which are tailored to their exact needs, through effective deployment of teacher time.
- To use internal data to quickly identify children who are not achieving to their full potential and deliver catch up sessions.
- 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	Retention of times table facts is a challenge.
4	75% of our pupils with SEN are also disadvantaged.
5	Low attendance rates for some Pupil Premium children impacts on their learning 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.
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. Teaching staff to support children's confidence and acquisition of arithmetic skills by prioritising this in their teaching. Set homework to support and consolidate key mathematical concepts.
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. Activity days which support well-being to be planned into the school year.
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: £39,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children to be taught in 4 classes – keeping class sizes smaller – especially for younger age groups.</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>1,2,3,4</p>
<p>Whole staff team to be trained in Little Wandle to ensure consistency and fidelity to the programme.</p>	<p>Training and staff development are key aspects in school improvement; well trained staff are more likely to have the skills needed to identify barriers to learning and put the necessary actions into place, particularly as they know the children well. Ensuring consistency in approaches is key to this; collaboration, feedback and marking, mastery learning.</p> <p>Quality Assurance of Teachers Continuing Professional Development.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>A whole school approach to high quality phonics delivery with early identification and catch up for those falling behind.</p>	<p>2</p>
<p>Introduction of Purple Mash to develop curriculum coverage and allow for individualised instruction to be given to the children.</p>	<p>EEF Teacher Toolkit; Individualised Instruction (+4)</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Purple Mash allows children to work through activities at their own pace. It facilitates personalised feedback and instruction from the Teacher to the individual pupil.</p>	<p>1,2,3</p>
<p>The English curriculum is to be based around high quality texts in order to develop a love of reading, provide</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</p>	<p>1,2</p>

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.	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.	
Teachers to explicitly teach strategies to the children to support cognition and learning. Encourage effective learning strategies and encourage positive attitudes to learning.	EEF Teacher Toolkit; Metacognition (+7) 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. Children given the opportunity to reflect on learning before and after topics. Mind maps, thought showers, quizzes and collaborative discussions used to ensure children remember more.	1,2,3,4,6

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

Budgeted cost: £7,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers to deliver intervention sessions/ catch up sessions on a weekly basis. EYFS/KS1 – 2 teachers: 5 x 15 minute sessions per week 2 teachers: 2 x 25 minute sessions per week KS2 – 2 teachers: 2 x 25 minute sessions per week	EEF Teacher Toolkit; Small Group Tuition (+4) 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. Internal data has been used in order to identify need and put intervention lessons in place for learners.	1,2
Additional phonics sessions – 30 minutes per day to be	EEF Teacher Toolkit; Phonics (+5) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important	1,2,5

<p>incorporated into the curriculum/timetable</p>	<p>component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Using Little Wandle Letters and Sounds revised, we are raising expectations in phonics. By focusing on this early reading skill, we feel that we are unlocking the whole curriculum for the children. All staff are aware of how important this skill is and are directing personalised programmes to the children to ensure sounds are learnt and retained. This is also supporting the children with low attendance as they have an opportunity to revisit sounds.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and wellbeing – weekly lessons following SCARF curriculum</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: £47,430

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The DfE is not publishing the 2022 Key stage 2 results.

Review of Teaching Strategies:

Teachers allowed the children time to practise skills and focused on quality rather than quantity of work covered. We identified that due to the impact of the lockdowns, children needed to be encouraged to 'have a go' especially in areas such as creative writing. Teachers adapted practice to allow children to draft and re-draft, edit and type work up. By taking more time over pieces of work, it instilled a greater pride in the children's output and more conscious thought to the skills required to complete the tasks well. Following advice from the NCETM documentation, in maths, teaching staff also used the approach of teaching in more depth to gain a better understanding of various concepts. This approach will be continued into the new academic year and MT plans adapted accordingly.

Review of Assessments:

We continued our whole school termly assessment cycles and used internal data to ensure the progress of all learners. We used this data to identify pupils who had not performed in line with targets and set targeted intervention to close the gap.

Review of Targeted Intervention:

All teaching and teaching assistant time was planned and used to the maximum benefit of the learners, especially the disadvantaged. Timetabled interventions were highly effective in targeting children's needs. We found that one to one tuition, for small periods of time (10-15 minutes) were the most effective interventions to support catch up. We will be using this approach in the next academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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