

Bishop's Tachbrook CE Primary School

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	Bishop's Tachbrook CE Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cathryn Kilbey
Pupil premium lead	Cathryn Kilbey
Governor / Trustee lead	Chris Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26175.00
Recovery premium funding allocation this academic year	£2465.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,640.00

Part A: Pupil premium strategy plan

Statement of intent

We work to ensure that all pupils at Bishop's Tachbrook Primary School make good progress from starting points and reach their full potential through having high expectations regardless of their background or any challenges they face. Through this pupil premium strategy we seek ways to support disadvantaged pupils to reach their full potential, whatever their level of attainment.

We consider challenges faced by children who are working with a social worker or any other vulnerable children regardless of whether they are disadvantaged or not.

Quality-first teaching is our main focus, ensuring that the areas that our disadvantaged children require most support with are of the highest priority. Research has shown that this will have the greatest impact on closing the attainment gap, but will at the same time benefit all pupils.

The strategy has been created after analysing assessments of all pupils. Gaps in attainment have been addressed through this strategy to ensure that our high expectations for all pupils are achieved.

We will ensure that our strategy is effective by:

- Having high expectations of all pupils and challenging children in their learning.
- Analysing learning and assessment data to ensure support for the disadvantaged children is timely and appropriate through the use of 'Raising Attainment Plans' (RAPs)
- Ensuring teachers take responsibility for the progress and attainment of the disadvantaged children in their care, having high expectations of these pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in phonic knowledge of children in Reception and lower KS2 are evident, including many of our disadvantaged children. This has had an impact on their attainment and enjoyment of reading.</p> <p>78% of disadvantaged children in school were working below the expected standard in reading at the end of the academic year 202/21, with only 11% working above expected levels. 40% of our disadvantaged pupils made below expected progress.</p>
2	<p>Attainment in writing of our disadvantaged children is below that of our non-disadvantaged children, with our expected or higher attaining disadvantaged readers not working at greater depth in writing. Opportunities to write about real-life experiences has been directly affected because of the period through lockdown.</p> <p>88% of our disadvantaged children were working below expected standards in writing at the end of the academic year 2020/21, compared to 31% of non-disadvantaged pupils. 27% of disadvantaged pupils made below expected progress in writing.</p>
3	<p>Attainment in maths of our disadvantaged children is also well below that of our non-disadvantaged pupils. Their ability to access reasoning and more challenging maths work is restricted as a result of not being secure with their basic competency of arithmetic.</p> <p>83% of disadvantaged children were working below the expected standard in maths at the end of the academic year 202/21, compared to 31% of non-disadvantaged pupils. 27% of disadvantaged pupils made below expected progress.</p>
4	<p>The closure of school in lockdowns over recent academic years has seen that many of the disadvantaged children whose parents chose not to access keyworker/vulnerable child provision at school and were learning at home made less progress during this time compared to their non-disadvantaged peers. This has resulted in more gaps in learning being seen in these pupils based on learning during these periods.</p> <p>Several parents continue to not engage with home learning tasks set by school post-lockdown. Where this occurs, our disadvantaged pupils are not making as much progress as their non-disadvantaged peers.</p>
5	<p>Observations made by class teachers and SLT have shown that there is a lack of resilience linked to SEMH issues among several of our disadvantaged pupils linked to low self esteem.</p>
6	<p>Observations, and analysis of CPOMs incidents have shown that readiness for learning in the mornings is an issue for some of our disadvantaged children, coming into school unsettled and being unable to focus on learning until issues have been resolved.</p>
7	<p>Our disadvantaged children are less likely to access clubs out of school, and some are still unable to swim. School has been unable to take children for swimming lessons due to the recent lockdowns.</p>

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
Pupils will gain a secure phonic awareness through consistent phonics teaching through KS1 and early KS2 and timely intervention where required.	Children will make good progress from starting points in phonics. 2024/25 data will show that a higher percentage of disadvantaged children are attaining the expected standard in the phonics screening test.
Improved reading, writing and maths attainment among disadvantaged pupils	2024/25 KS1 and KS2 outcomes will show an increase in disadvantaged pupils reaching expected standards in reading, writing and maths. Progress for disadvantaged pupils is at least expected, and better than expected for many pupils. Oral language for disadvantaged pupils is tracked and improved through relevant intervention and scaffolded support. The level of challenge for all pupils, including disadvantaged children is high. Life experiences enable all children to access the curriculum at with greater understanding.
Pupils will have high self esteem and resilience to tasks	Children will use scaffolding and manipulatives to increase ability to tackle tasks more independently and with greater resilience across the curriculum, but particularly with written tasks and maths challenges. Engagement in lessons is high, and monitoring activities show that children are accessing more challenging learning tasks.
Parents are engaged in the learning of the children	Parent questionnaires show that all parents have a good awareness of what the children are learning in school and how to support their children at home. Children regularly complete home-learning tasks.
SEMH issues are addressed enabling children to be ready to learn.	Children will have their basic needs met to enable them to be ready to learn. Support will be given where SEMH issues are identified. Children accessing breakfast club where required are able to start the school day settled and ready to learn.
Pupils will access swimming lessons and other extra-curricular clubs	Attendance at extra curricular clubs provided on the school site will be encouraged for all pupils, but especially our disadvantaged children. All pupils who are unable to swim 25m will be offered swimming lessons through school.

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: £ 8,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a DfE approved phonics scheme</i>	EEF research has shown that 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	1
<i>Purchase of new reading books to supplement the phonics scheme</i>	Phonics improves the accuracy of the child's reading but engaging reading books will help to improve their comprehension skills. It is important that children are successful in making progress in both decoding and comprehension, as well as the development of vocabulary and spelling, which should also be taught explicitly. Reading books that enable children to foster a love of reading along with their comprehension skills are key to the attainment of children as early readers. Parents are also more likely to engage in the reading process at home if children are excited to share their book.	1, 2, 4
<i>Purchase of The Power of Reading for use in KS2</i>	The Power of Reading is a long-standing programme with a rich evidence base and has raised achievement in over 4200 schools. 98% of teachers saw improved engagement in children's reading and 97% saw an improvement in children's writing. The Power of Reading meets all requirements of the National Curriculum.	1, 2
<i>CPD linked to scaffolding within writing and manipulatives within maths as well as regular use of retrieval practice and pre-teaching strategies.</i>	Research has shown that Alan Peat Sentence types enables children to transfer learning of grammar to their written work. Access to digital training will enhance class teacher's understanding of how to use the strategy most effectively. Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having a working knowledge of cognitive science principles. Theories from basic cognitive science imply principles for effective teaching and learning. Principles include 'spacing' learning out over time, providing worked examples or 'scaffolds' to support problem solving, and presenting information both verbally and visually.	2, 3, 5
<i>CPD for emotion coaching and growth mindset strategies</i>	Supporting children to understand and evaluate emotions saw a 4 month improvement in progress of academic outcomes over the course of an academic year. Emotion Coaching strategies understood and applied consistently across school will help to enable children to make better	5, 6

	<p>progress.</p> <p>The Changing Mindsets project sought to improve academic attainment by supporting pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. Previous research (Good et al., 2003; Blackwell et al., 2007) has suggested that holding this belief enables pupils to work harder and achieve better results. Whilst the project did not find that this approach directly affected attainment, one of the conclusions was that it could be due to the approaches needing time to embed. After observing pupil resilience post lockdowns, it is necessary for the school to reteach and rebuild growth mindset strategies among the pupils so that they feel able to attempt more challenging learning.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring for intervention and closing the gaps in reading, writing and maths</i>	<p>EEF research has found that small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	1, 2, 3, 5
<i>SEL for children struggling to access learning through provision in The Den, and other interventions.</i>	<p>EEF research shows that social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be careful to monitor the efficacy of SEL approaches in their settings.</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is also important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even where this doesn't translate directly into a reading or maths score.</p>	5, 6 (1, 2, 3)
<i>Structured interventions linked to specific needs of individuals: Precision Teach; Catch-Up Literacy and Maths; Project X Code</i>	<p>A wealth of resources has suggested that Precision Teaching is effective for individuals with specific gaps. Griffin and Murtach (2015), Lambe, Murphy and Kelly (2015).</p> <p>Catch Up Literacy and maths interventions are based on rigorous academic research. They involve 15-minute individual sessions delivered twice a week by teaching assistants, teachers or mentors.</p> <p>Project X Code intervention indicates that Project X CODE was very successful in supporting pupils who were experiencing difficulty in reading to make more than expected progress in phonics, sentence reading and</p>	1, 3

	comprehension. It also indicates that the programme is motivating to otherwise reluctant readers. It was found to have useful teaching materials that are easy-to-use.	
<i>Swimming provision for all non-swimmers</i>	Only 42 per cent of children and young people with a low family affluence score can swim 25 metres unaided, compared to 86 per cent of those with a high family affluence score. Barriers to children reaching the expected level was due to lack of staff training. Using swimming coaches provided by the sports centre will negate this barrier. Continued provision aimed at only those children unable to swim 25m will improve the chance of them attaining this distance.	7

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

Budgeted cost: £ 8,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>MHFA CPD for staff to identify and support Mental Health needs of children and staff.</i>	Impact research published by University College, London has shown that Youth MHFA training leads to a threefold increase in confidence in knowledge, skills and awareness to support a young person struggling with their mental health.	5
<i>Purchase and use of 'Marvellous Me' to further engage parents in the learning of their children.</i>	EEF research shows that parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Marvellous Me is designed to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.	4, 5
<i>Access to breakfast club is provided for children struggling to be ready for learning in the mornings.</i>	EEF research based around 'Magic Breakfast' found that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.	6
<i>NPQLBC attained by Deputy Head Teacher</i>	This would provide our school with a professionally aware and informed leader who can make evidence-based decisions to implement proven behaviour management processes and a culture of high expectations within your school. The ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation.	6, 5
<i>Access to EP support and</i>	Providing strategies for individual children to access learning in the best way possible is key to the progress in	5, 6

<i>counselling for individuals</i>	attainment of those children. Counselling will support children with SEMH needs.	
<i>Targeted play-based learning opportunities for children in KS1.</i>	The evidence base for play-based learning is weak and inconsistent, but does indicate a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area. Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. Evidence related to early language and problem solving outcomes is mixed. Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. There is no clear evidence whether play-based learning has a differential positive benefit on children from low-income families , so this would need to be carefully monitored.	5, 1, 2, 3
<i>Participation in after school clubs and music tuition opportunities.</i>	Planned opportunities for PPG pupils to receive free tuition in music and school residential/trips to ensure 100% participate and boost self esteem/status. Planned opportunities to participate in after school sports clubs.	7, 5, 2
<i>Attendance of children at 'Learning Celebrations' as a replacement for traditional Parents' Evenings.</i>	By including children in the parents' evening process ensures they fully understand their important part in their learning journey. This will also enable them to have further experience of using AfL to share their areas of strength and areas for further development.	5, 4, 1, 2, 3

Total budgeted cost: £ 28,000.00

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.

A. Children will have a greater vocabulary and understanding of sentence structure when communicating orally, and will be able to apply this to their written work.

Measured through progress in writing attainment across the year.

Children have shown a good development in use of vocabulary and sentence structure, seen in moderation activities. This work is still in the early stages, though, and children are still building a bank of sentence types that they can apply to their written work. Children are able to spot different sentence types within WAGOLLS and most are able to attempt to innovate their own sentences in a similar style. More work is required to fully embed this. IPEEL opportunities were not explored due to national lockdown, but Literacy Shed was used as a hook for writing through classroom and online learning resulting in good progress being made in writing despite fewer opportunities to write from experience.

B. Children will feel confident to tackle new challenges

Some children have accessed music tuition, and after-school clubs and their social skills and self-esteem have enabled them to have a positive attitude towards learning within the classroom. Pre-teaching has not been used as effectively as we had hoped, and further staff training is required to embed this within the culture of the school.

C. Children will have secure AfL

Through pupil voice monitoring, children are more able to discuss their strengths and areas for improvement, although this needs to be continued and developed further in subsequent years.

D. Attendance percentages will improve for identified children

Where identified children were accessing provision before school, attendance was excellent.

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
Alan Peat Sentence Types	Alan Peat
Literacy Shed	Literacyshed.com
White Rose Maths	Whiterosemaths.com