



Pupil Premium Strategy



This statement details our school's use of pupil premium 2021 - 2023 (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	The Batt School
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021 – July 2023
Date this statement was published	30 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	C Barwell
Governor / Trustee lead	Marilyn Trigg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43795
Recovery premium funding allocation this academic year	£4205 (+£3240 tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£52,240



Pupil Premium Strategy



Statement of intent: To combat the increasing gap for our PPG nationally from 4 months behind on starting school to 9 months on leaving primary.

EEF Guidance on Effective Use of Funds

Teaching: Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support: There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

The Batt commits to the moral obligation of all pupils being fluent readers by the time they start the next stage of education, in order that full curriculum opportunities are available to them in order that they succeed and can access any future they wish for.

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

Challenge number	Detail of challenge
1	Lack of reading at home during the last two years has meant lower fluency rates
2	Lack of phonics delivery by teachers during the last two years has meant Year 3 and 4 particularly are behind in their ability to apply phonic knowledge and decode
3	Attendance is an issue with PP children
4	
5	

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
Year 3 and 4 pupils will meet the expected standard of fluency and therefore comprehension by the end of Year 6 (three years)	All Year 3/4 pupils will have at least met the expected standard for reading comprehension in Year 6 SATS
Pupils in Reception, Year 1 and 2 will meet the expected standard in the phonics check for the next three years	ALL PPG pupils will have passed their phonics screening check and therefore access the full KS2 curriculum
PPG pupils attendance will be in line with the rest of the school	All PPG pupils have attended school for 98% of the time and therefore able to access learning.



Pupil Premium Strategy



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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD given time and presence to recognise the impact on continually reflecting and learning as teachers. Year 1 – Mastery Approach	Sutton Trust – the effect of high quality teaching has significant outcomes for PPG pupils EEF + 5 months	
English Lead given TLR 3 fixed term one year to acknowledge extra work required in over seeing these strategies Maths Lead given TLR 3 one year deliver new mastery.	EEF Closing the Gap – findings number 2 and 3. Teaching within the classroom potential to make the most difference and effective deployment of TA's using accredited and proven resources for small group work.	
CPD training in phonics for KS1 and Year 3 teachers and TAs	The phonic gap is widening each year - EEF	

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:3 Phonics group for Year 2 Daily	EEF +5 months	
1:5 phonics group for Year 4 Daily	EEF +5 months	
1:4 Fresh Start for Year 5 Daily	EEF +3 months	



THE BATT C.E. SCHOOL



Pupil Premium Strategy

1:2 Colourful Semantics Year 5 4 times per week	EEF +6 months Oral Language Interventions	
1:1 reading fluency for all PPG pupils in KS2 twice a week with qualified teacher	EEF + 6 months Reading Strategies (comprehension)	
1:10 Maths Calculation Year 4 Once per week 1:3 Reading Comprehension Year 6 2 times per week 1:1 Maths Booster Year 6 2 times per week	EEF + 6 Reading Strategies (comprehension) EEF Closing the Gap – findings number 2 and 3. Teaching within the classroom potential to make the most difference and effective deployment of TA's using accredited and proven resources for small group work.	

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

Budgeted cost: £ 13,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children invited to attend breakfast club for free if PPG		
TA to teach PPG children attending breakfast club read every day	EEF + 6 Reading Strategies (comprehension)	
Taxi service used to collect pupils and bring to school		
Appointment of Home school Link worker to support families with attending school strategies	EEF – parental Engagement + 4 months - Homework + 5 months	

Total budgeted cost: £ 54,500 approx



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.

Children who are on the SEN register and/or who take part in reading/spelling interventions undertake Salford reading and Youngs spelling assessments 3x per year.

When looking at progress below, please note that 2 steps is expected progress over one term and 6 steps is expected progress over one year.

1:5 Phonics Year 1: One child made 2 steps progress in Summer term.

1:5 Phonics/Reading Year 3: One child made 1 step progress in Term 2 and 3 steps in Summer term. Another made 2 steps in Autumn Term and 2 steps in Summer term. Another made 2 steps in Autumn term and 1 step in Summer term.

1:4 Maths intervention Year 3: One child made 5 steps progress in Summer term, another made 4 steps progress.

1:2 Maths intervention Year 3: One child made 1 step progress in Summer term.

1: 6 Maths intervention Year 3: One child made 3 steps progress in Summer term.

1:3 Reading/phonics daily Year 3: One child made 1 step in Term 2 and 5 steps in terms 4-6.

1:6 Reading/phonics daily Year 3: One child made 2 steps in Autumn term and 3 steps in terms 4-6.

1:1 Maths intervention Year 3: One child made 4 steps progress in terms 4-6.

1:1 Nesy Phonics Yr 4: One child made 7 steps progress over one term, another made 0 steps.

1:2 Phonics Yr 4: One child made 1 step progress over Summer term, another made 0 steps.

1:1 adult support (EHCP) Yr 4: 1 child made 0 steps progress in Reading and Writing and regressed one step in Maths over the year.



THE BATT C.E. SCHOOL

Pupil Premium Strategy



1:2 Colourful Semantics Yr 4: This intervention was cut short as the children were able to confidently use the cards to make simple sentences, including an adjective and a place and were then able to add a link word and finish off the sentence orally so that it made sense. It was replaced with a more bespoke intervention (Nessy).

1:2 Colourful Semantics Yr 4: One child made 8 steps progress from term 3-6.

1:8 Group reading Yr 4: One child made 0 steps progress in Autumn term and another took part in the intervention but did not arrive with any baseline data. They were judged to be working at 2w+ at the end of Autumn term.

1:6 Reading/Phonics daily Year 4: One child made 0 steps progress in Reading and 1 step in Writing in Autumn term, and made 7 steps progress in Reading and Writing from term 3-6. Another child took part in the intervention but did not arrive with any baseline data. They were judged to be working at 2w+ in Reading and Writing at the end of Autumn term and made 6 steps progress in Reading and 8 in Writing from term 3-6.

1:6 Reading Comprehension Yr 5: One child made 3 steps progress in the summer term.

1:1 Stride Ahead Yr 6: One child scored 25 more on a SATs reading paper over the Autumn term. Another child scored 13 more on a SATs reading paper over the Autumn term, 10 less over the Spring term and 7 more over the Summer term and another child scored 2 more on a SATs reading paper over the Summer term.

1:1 Maths Catchup Yr 6: One child scored 11 points more on a SATs maths paper over the Autumn term, another scored 17 more, another 7 more, another 4 more, another 18 more, another 2 more, another 1 more and another 15 more

1:1 Reading Comprehension Yr 6: One child scored 12 more on a Reading SATs paper over the Autumn term, another scored 18 more, another 13 more and another 18 more



THE BATT C.E. SCHOOL

Pupil Premium Strategy



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
Fresh Start	Read, Write Inc - Ruth Miskin Phonics
Colourful Semantics	Speech & Language Service
Plus 1	123 Learning
Power of 2	123 Learning
Toe By Toe	Harry & Keda Cowling

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?	Fresh Start / Nurture / Adult support / Toe by Toe / Speech and Language / Phonics
What was the impact of that spending on service pupil premium eligible pupils?	



THE BATTY C.E. SCHOOL

Pupil Premium Strategy



ODST
Oxford Diocesan
Schools Trust

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.