



The Batt CE Primary School Pupil Premium Strategy 2021-2023 (December 2022 Update)



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 in our school.

School overview

Detail	Data
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	10%
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	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deborah Seccull Executive Headteacher
Pupil premium lead	Deborah Seccull
Governor / Trustee lead	Jeremy Lasman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£4,785
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	£49,105

Statement of intent:

As is clear in our school vision, we want to ensure that every child 'loves the adventure of learning' and as such, our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic



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context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils and their families to look after their social and emotional wellbeing and to develop resilience
- Ensure ALL pupils are able to access a wide range of opportunities to develop their knowledge and understanding of the world and their rights and responsibilities within it

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development
- Provide proactive support to vulnerable families including involvement of external support agencies as necessary

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

Challenge number	Detail of challenge
1	Lack of early reading at home during the covid pandemic has increased the gap in reading fluency and comprehension skills disadvantaged and other pupils
2	Reduced access to face to face teacher led phonics delivery during the last two years has meant more children are behind in their ability to apply phonic knowledge in support of reading and spelling
3	Disadvantaged pupils continue to have reduced attendance levels on average, when compared to their non-disadvantaged peers
4	Poor self-esteem and SEMH issues (these exacerbated for some by circumstances of pandemic) for some disadvantaged pupils means they lack resilience and



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	independence, find learning focus difficult and some also require additional support for emotional regulation.
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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 4 and 5 pupils will meet the expected standards of fluency and comprehension	All Year 4 & 5 pupils will have at least met the ARE for reading comprehension
Pupils in Reception, Year 1 and 2 will meet the expected standard in the phonics check for the next three years	ALL pupils in receipt of PP funding will have passed their phonics screening check and therefore access the full KS2 curriculum
Attendance rates of pupils in receipt of PP funding will be in line with non-disadvantaged children.	All pupils in receipt of PP funding have attended school for 98% of the time and are therefore able to access learning.
Improved self-esteem and support for SEMH issues and learning resilience of pupils eligible for PP (including higher ability pupils) will lead to expected and better rates of progress	Pupils eligible for PP funding and other vulnerable learners engage positively with learning and develop resilience in approaching challenges and make progress at least in line with their non-PP peers.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build on last year's introduction of Bug Club Phonics (systematic synthetic phonics scheme) with continued support and training for teachers and TAs and further resources to secure stronger phonics teaching for all pupils and to support development of early reading	EEF reports that: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF also records, in line with Reading Framework 2021, that teaching of phonics should be explicit and systematic and matched to current level of skill – all of which is supported by Bug Club Phonics	2



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Effective CPD, specialist external support and internal support given to new English Leader to ensure consistent development of reading for understanding and pleasure throughout school (in line with DfE Reading Strategy 2021) inc. use of high quality class texts and training for staff in teaching of reading	EEF finds that reading comprehension strategies are high impact on average. Through explicit teaching of shared, high quality class texts and signposting children to reading for pleasure we want to support children develop a wide range of comprehension skills (inc. 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) and provide appropriate context to practise the skills, desire to engage with the text and enough challenge to support continued improvement.	1
Continued development of PSHE curriculum (inc. staff training) to promote social and emotional literacy, building resilience and nurturing mental and physical health	EEF toolkit suggests that social and emotional learning approaches have a positive impact. Though not always explicitly impacting on learning outcomes “Being able to effectively manage emotions will be beneficial to children and young people” We believe that a structured and progressive whole school approach to SEL will give children a good foundation in how to manage emotions and interact positively with others.	4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in reception and KS1	EEF recognises that systematic teaching of 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...It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’	1 & 2



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<p>Targeted interventions / strategies for specific pupils to address particular gaps in literacy learning inc. little and often in class support (Nessy, Precision Teaching Snip) and individual and small group interventions provided by TAs or tutors in direct contact with class teachers (both within and outside the school day)</p>	<p>EEF Teaching and Learning Toolkit states that small group tuition targeted at pupils' specific needs can support lower attaining learners or those who are falling behind and can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. We have found that using trained teaching assistants, familiar to children and who have direct contact with their teachers, provides better outcomes – this is in line with findings of EEF on deploying teaching assistants.</p>	<p>2</p>
<p>Targeted interventions (individual and small group) to support emotional regulation and SEMH issues so that children are able to more readily access learning within the classroom setting</p>	<p>EEF Toolkit reports: 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment... SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.'</p>	<p>4</p>

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development of Home-School Link Worker role to support vulnerable children and families and liaise effectively with external agencies as appropriate to secure optimal outcomes for disadvantaged pupils.</p>	<p>Developing HSLW role in school ensures that children in receipt of PP funding and other vulnerable children will have a champion to monitor their progress and challenge and support staff in improving outcomes for these children. We see this as part of the 'clear and responsive leadership' regarded as important by NFER in relation to pupils eligible for PP and that – 'High performing primary schools, in particular, employed a dedicated member of staff to provide outreach and support for parents and families...this aligns with existing research which suggests an association with schools engagement with parents and their performance.' (School Cultures and Practices: Supporting the Attainment of Disadvantaged Pupils Aug 2018)</p>	<p>3 & 4</p>



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<p>Support to improve self esteem, SEMH and emotional regulation of pupils in receipt of PP inc. Individual and small group nurture interventions, individual behaviour support plans and emotional regulation support (inc. access to external agency intervention as appropriate)</p>	<p>SEMH needs are met through support from adults in school – SLT, HSLW and SENDCo. This provides ‘strong social and emotional support strategies to help pupils in need of additional support’ (NFER) EEF Toolkit reports: ‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment... SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.’ Behavioural interventions linked to emotional regulation can also be of use to individuals - “There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.”</p>	<p>3 & 4</p>
<p>Whole staff training on supporting children with SEMH issues, how these impact on behaviour and how outcomes for these children can be improved</p>	<p>EEF states evidence suggests that, ‘both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months). There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p>	<p>4</p>
<p>Enhanced learning support and improved aspirations for children eligible for PP funding inc. Before and After school club provision to support effective transitions into school in the morning and increased opportunities for learning (e.g. 1:1 reading / homework support / access to computers in breakfast and/or after school club). Support and encouragement provided</p>	<p>EEF Teaching and Learning toolkit reports that though extending school time has a relatively low impact on outcomes it does conclude ‘There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.’ and we believe that before school provision is especially effective in cueing children into good learning behaviours for the rest of the day and that both before and after school care help to promote attendance. Though EEF Teaching and Learning Toolkit suggests the overall impact of sports or arts participation on academic achievement tends to be positive but low. Being involved in extra-curricular activities may increase attendance and retention and is likely to have wider health and social benefits.</p>	<p>3 & 4</p>



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<p>to ensure that children are able to participate fully in all learning opportunities and extracurricular activities on offer (e.g. music, forest school, residential, school visits, holiday clubs).</p>	<p>Additionally, studies of adventure learning interventions consistently show positive benefits on academic learning along with an impact on noncognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.</p>	
<p>Work to improve punctuality and attendance rates. SLT monitors punctuality and attendance and follows up quickly on patterns in lateness and absences. First day response provision. SLT and HSLW work proactively to ensure attendance rates improve where these are low (seeking transport support, use of attendance contracts, engaging external attendance and engagement services)</p>	<p>We can only improve attainment and outcomes for children if they are actually in school. NFER briefing for school leaders identifies addressing attendance as a key step. We are aware that attendance rates have been negatively impacted during the pandemic and that this is disproportionately true for disadvantaged children and have regard to DfE School Attendance Guidance.</p>	

Total budgeted cost: £ 50,000

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 2021 to 2022 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, EYFS profile and phonics check results and our own internal assessments.

Data from tests and assessments demonstrates a mixed picture with some children in receipt of PP doing well while others are still performing below our expectations. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of



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the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Furthermore, turbulence within the school's leadership structure over the last three years means strategies to support disadvantaged pupils have not always been consistent and this needs to be a focus moving forwards.

Statutory Outcomes

EYFS Profile

July 2022	All Children	Children in receipt PP
% achieving GLD	74%	50%

Year 1 Phonics check

June 2022	All Children	Children in receipt PP
% achieving check	54%	68%

KS1 SATs

June 2022	All Children	Children in receipt PP
Reading	76%	50%
Writing	79%	50%
Maths	83%	50%

KS2 SATs

July 2022	All Children	Children in receipt PP
Reading	77%	80%
Writing	72%	60%
Maths	80%	60%

Internal Assessment

Internal assessment data shows children eligible for pupil premium made, on average, slightly less progress than their peers (with worse comparable progress made in reading) from September 2021 to July 2022. However, losses in learning in 2019-2020 and 2020-2021 meant that they were still performing much less well, on average, in reading, writing and maths when compared with their non-disadvantaged peers.



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Attainment

July 2022	Children working at or above ARE	
Years 1 - 6	All Children	Children in receipt of Pupil Premium
Reading	79%	57%
Writing	71%	52%
Maths	81%	62%
Combined	66%	43%

Progress

July 2022	Children making at least expected progress	
Years 1 - 6	All Children	Children in receipt of Pupil Premium
Reading	63%	52%
Writing	64%	62%
Maths	67%	62%

Attendance

This academic year continued to be impacted by higher than pre-Covid pupil absence for all groups, including vulnerable learners: some COVID related absence, some recurrence of illness as children had decreased immunity to the usual coughs and colds, and some unauthorised holiday. Lower attendance rates for children in receipt of PPG continues to be a concern in 2022-2023 and we are working closely with families (and where necessary external agencies to improve this).

2021-2022	Attendance
All Children	92%
Children in receipt of PP	89%
Persistent Absence (below 90%)	All Children 21% Children in receipt PP 25%



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Nevertheless, despite a lack of consistency and robust monitoring around disadvantaged learners last year, there were positive outcomes as a result of our pupil premium activity and these included:

- Children in receipt of PPG have received additional learning resources/financial support to facilitate full engagement in the wider curriculum inc. sport, music, trips, workshops and residential.
- Introduction of HSLW role has meant that school has engaged more proactively and positively to support vulnerable families (currently working with 18 families) and a wide variety of external agencies inc. Locality and Community Support, Social Workers, MASH, Food Banks, Health Visitors, GPs and Paediatricians to bring about positive outcomes for specific children and families.
- Transitions for vulnerable learners between classes and schools (HSLW and nurture assistant also work at St Mary's CE Infants School) have been better managed and children and families are supported effectively in this process.
- Vulnerable learners have increased access to nurture provision provided by HSLW and Nurture Assistant to support with SEMH issues and other non-academic barriers to learning.
- Support is currently offered to 6 Young Carers in school.