



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bottesford CE Primary
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Emma Barker (Headteacher)
Pupil Premium Lead	Rachel Beveridge
Governor Lead	Karen Allen (Chair of Trustees)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,119
Recovery premium funding allocation this academic year	£4,495 (£145 x 31)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,614

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Bottesford CE Primary school, our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all core subjects (Reading, Writing and Maths).

The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers. We also aim to develop emotional resilience and a positive sense of wellbeing.

Quality-First Teaching (QFT) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- strive for improved attainment and progress through QFT
- support and nurture pupils to improve emotional resilience and a positive sense of self.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oral language and vocabulary gaps:</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><b>Reading and reading for pleasure:</b></p> <p>Through pupil survey, discussions and assessments it is clear that many of our disadvantaged pupils do not enjoy reading for pleasure and as a result, this has impacted on their reading and writing attainment (particularly Y4 and Y6 in 2023/24)</p>
3	<p><b>Phonics:</b></p> <p>Regular assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their fluency and accuracy as readers.</p>
4	<p><b>Writing:</b></p> <p>Assessments and observations have identified a significant gap between disadvantaged and non-disadvantaged pupils (particularly notable in Y5 and Y6).</p>
5	<p><b>Spelling, Handwriting and fine motor control:</b></p> <p>With school closure and online based learning, handwriting has suffered along with reduced stamina in longer writing tasks.</p> <p>Our assessments indicate that disadvantaged pupils are not secure in spelling patterns and strategies and as a result are falling behind their peers.</p>
6	<p><b>Maths and early number:</b></p> <p>Progress in maths has been adversely affected by national school closures. Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils (in particular Y4).</p>
7	<p><b>Social, Emotional and Mental Health:</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, intensified by the result of the pandemic. These challenges particularly affect disadvantaged pupils and negatively impact their attainment and progress.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 32 pupils (12 of whom are disadvantaged and 8 of which are disadvantaged and SEN)) currently require additional support with social and emotional needs, some of which receive small group interventions.</p>

	Our discussions with disadvantaged families show that financial support is needed to subsidise enrichment activities to allow greater participation in the wider curriculum in and out of school. Financial support with uniform costs is also recognised as important for our disadvantaged families.
8	<b>Attendance:</b> Our attendance data indicates that attendance among all pupils, including disadvantaged pupils, has been significantly lower since the pandemic began in March 2020. This needs to improve as our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Staff know how to improve the teaching of pupils from disadvantaged backgrounds.	Teachers and support staff are aware of who is eligible for pupil premium within their classroom. Pupil profiles are set up for all disadvantaged pupils and reviewed termly by teachers.
Improved oral language and vocabulary.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading – fluency, comprehension and reading for pleasure.	Pupils are making progress in teacher assessments (RWInc, PIRA). The gap is closing. Pupils improved love for reading is evidenced through a pupil survey.
More pupils pass the phonics screen check.	Improved attainment in the Y1 (88% or above) and Y2 phonics screen check (95% or above).
Improved writing attainment.	Writing attainment for disadvantaged pupils (particularly Y5 and Y6) is improved, along with improved spelling, in order to be in line with their peers.
Improved letter formation and handwriting.	Handwriting is clear and legible and is in line with age related expectation.
Improved maths attainment.	All pupils are accessing quality first maths mastery teaching through the use of Power Maths. Vocabulary is strengthened and embedded. The attainment gap is closing between disadvantaged and non-disadvantaged pupils.
Improved social, emotional and mental health.	Pupils identified by teachers/parents and referrals completed. SS / KY are contacted, and support is put in place. This is recorded on the one-page pupil profiles. Pupils will feel safer and more comfortable in class and socialise more appropriately. This will also have a direct correlation to their attainment in core subjects and improved attendance levels.

	<p>Disadvantaged pupils have greater participation in activities linked to the wider curriculum e.g. trips, clubs, PGL.</p> <p>Disadvantaged pupils are wearing correct school uniform in line with their non-disadvantaged peers.</p>
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance is demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>The percentage of all pupils who are persistently absent (&lt;90% attendance) is below 14% and the same for disadvantaged pupils.</li> </ul>

## 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: £30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed.
Pupil Premium Lead release time	Ensures good leadership to enable effective use of the grant.	All
English Lead release time	<p>English Lead to undertake further CPD to support staff in improving teaching and learning. Areas covered include writing training, introduction of new reading assessments, improving reading provision across the school</p> <p><a href="#">Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</a></p>	1-5
New standardised assessments purchased and used across Y1-6	Improved outcomes in reading and maths across the year tracking standardised scores and reading/maths ages.	2-6
Improve the quality of social and emotional (SEL) learning. Continue with ELSA training for existing member of staff. Purchase additional resources	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>ELSA support staff hours and resources</p>	7

All staff to have official RWI training. Pre-trained staff to watch RWI, CPD videos to keep practice up to date	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention	<p>Teaching assistants can provide high impact intervention when deployed in a targeted manner.</p> <p>Small group teacher focussed intervention groups inc:</p> <ul style="list-style-type: none"> <li>Phonics Y1 group in Spring term</li> <li>Y6 SATs revision fro February half term onwards</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants?utm_source=/education-evidence/guidance-reports/teachingassistants&amp;">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants?utm_source=/education-evidence/guidance-reports/teachingassistants&amp;</a></p>	1-7

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform?utm_source=/education-evidence/teaching-learningtoolkit/schooluniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform?utm_source=/education-evidence/teaching-learningtoolkit/schooluniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform</a>	7
Half price trips and/or experiences to provide	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	7

extracurricular opportunities	<a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	
Music tuition subsidised for children upon request	EEF Teaching and Learning toolkit rates arts participation as having a 'moderate impact for very low cost based on moderate evidence'  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	7

**Total budgeted cost: £50,500 with a small amount (£4,114) left for contingency**

## 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 2022 to 2023 academic year.

The school assesses children using standardised assessments in Reading (KS1/KS2 SATs, Scholastic) and Maths (KS1/KS2 SATs, Power Maths).

% of Pupil Premium children working at or above age related expectations in July 2023 compared to all school data:

		Y1	Y2	Y3	Y4	Y5	Y6
		PPG: 3 Others: 25	PPG: 3 Others: 22	PPG: 8 Others: 23	PPG: 1 Others: 29	PPG: 6 Others: 36	PPG: 5 Others: 46
Reading	Disadvantaged	66%	33%	13%	100%	34%	60%
	National Others	84%	73%	82%	86%	72%	78%
	Difference	-18%	-40%	-69%	14%	-38%	-18%
	National Disadvantaged '23		54%				60%
Writing	Disadvantaged	33%	33%	25%	0%	17%	60%
	National Others	72%	65%	56%	65%	59%	77%
	Difference	-39%	-32%	-31%	-65%	-42%	-17%
	National Disadvantaged '23		44%				58%
Maths	Disadvantaged	67%	67%	13%	100%	67%	60%
	National Others	76%	75%	78%	72%	78%	79%
	Difference	-9%	-8%	-65%	28%	-11%	-19%
	National Disadvantaged '23		56%				59%
Combined	Disadvantaged	33%	33%	13%	0%	17%	60%
	National Others	60%	61%	52%	59%	58%	66%
	Difference	-27%	-28%	-39%	-59%	-41%	-6%
	National Disadvantaged '23		40%				44%



**Phonics Results:**

86% of all Year 1 pupils passed the Phonics Screening Check in June 2023 which is our highest result (1 pupil was disaplied due to EHCP). 67% of the disadvantaged pupils passed.

100% of Year 2 pupils passed the Phonics Screen Check by the end of the year (1 was disaplied due to being new to the country).

## 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*

<b>Programme</b>	<b>Provider</b>
White Rose Maths	White Rose Maths
Espresso	Discovery Education UK
Spelling Frame	Spelling Frame UK
Times Table Rockstars	Maths Circle
Oddizzi Geography	Oddizzi