



## Bassingbourn

Community Primary School

### Pupil premium Strategy Statement Bassingbourn Community Primary School

**Please note: this statement is due to be ratified by the Full Governing Body in January 2024 and remains in final draft form until then.**

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	376
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2022-2025)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Chloe Coles
Pupil premium lead	Anna Remington Davidson
Governor lead	Alison England

#### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,420
Recovery premium funding allocation this academic year	£12,652
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£153,072</b>

#### Part A: Pupil Premium Strategy Plan

##### Statement of Intent

Improving the achievement and progress of all learners, including disadvantaged pupils, is integral to the key priorities in our school development plan, which relate to the quality of education. As a school, our intention is that all pupils make good progress, achieve high attainment across all areas of the curriculum and receive the necessary support to develop holistically regardless of their background or the challenges they may face.

The main objective of our pupil premium statement and strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are higher attainers and to provide a range of life experiences to enhance their educational and social attainment.

We identify the main issues stopping our pupils from succeeding in school and use the money to support interventions. These interventions maybe academic or non – academic and could include emotional well- being support such as pastoral support or music and play therapy.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantaged pupils to achieve.

We do not make assumptions about the impact of disadvantage and ensure that we use a responsive approach that addresses individual needs informed by diagnostic assessment.

To ensure our approaches are successful at Bassingbourn Community Primary School, our aims for the following in relation to our disadvantaged pupils are:

1. To achieve in line with their non-disadvantaged peers and meet national outcomes.
2. First quality teaching is consistently high across the school, in order for all groups of learners, but particularly the disadvantaged pupils, to achieve well and make at least expected progress.
3. To have access to the same opportunities as their non-disadvantaged peers to allow them equal access to cultural capital and enrichment.
4. That gaps in knowledge and skills are identified at the earliest opportunity through effective teacher assessment.

## Challenges

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

Challenge number	Detail of challenge
1	To secure consistently 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school. Progress and attainment in reading is weaker than non-disadvantaged pupils nationally.
3	Assessments, such as ongoing formative assessments through our phonics programme, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Some pupils show emotional barriers to learning, suffering from anxiety, trauma, behavioural challenges or inconsistent learning behaviours and friendship concerns. Our assessments (including logs of behaviour and concern) and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.  An increasing proportion of the pupils supported each day by our pastoral team are disadvantaged. It is vital that we addressing pupils' social and emotional difficulties alongside academic needs. For many pupil social and emotional needs are a barrier to children accessing their learning.
5	Our assessments and observations indicate that the education and wellbeing of many of our service pupils have been impacted by multiple school and house moves; sometimes country moves or as parental absences when sent to other area for periods of work. The barracks site is isolated and often one parent is unable to drive.

6	Through discussions with pupils and families, there is an indication that some families, particularly those from a disadvantaged background, have not developed a successful learning culture at home. Knowledge and key skills are not always practised or shared and this can have a detrimental impact on children's progress, as demonstrated through our regular termly assessments.
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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	Challenge Number	Success Criteria
All children, including the disadvantaged pupils, have access to high quality first teaching across the school impacting on outcome at the end of Key Stage 2.	1	By 2024/25, teaching and learning is consistently good or better across the school. This will be evidenced in the monitoring gathered within school and external professional reports. The school achieves national outcomes for attainment and progress. Disadvantaged pupils attain equally to their non-disadvantaged peers.
Improved reading attainment and progress among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes (attainment and progress) in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
Improved phonics attainment and progress among disadvantaged pupils at the end of KS1.	3	KS1 phonics outcomes in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school particular disadvantaged pupils.	4	<p>High levels of wellbeing demonstrated through:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, parent surveys and teacher observations.</li> <li>• Significant increase in respectful relationships.</li> <li>• Reduction in behavioural issues displayed.</li> <li>• Increase in participation in enrichment activities particularly among disadvantaged pupils.</li> <li>• A reduction in the number of referrals made to our 'Front Room' pastoral hub.</li> <li>• SDQ questionnaires will demonstrate children viewing themselves in a more positive light.</li> </ul>

<p>Opportunities given to support and target SEMH barriers to learning through family or personalised support.</p>	<p>4, 5</p>	<ul style="list-style-type: none"> <li>• Pupils with SEMH barriers to make progress due to interventions and support given to them.</li> <li>• Pertinent and personalised pastoral sessions to be provided either on a group or 1:1 basis, allowing children to explore and regulate their own emotions, self-esteem and well-being.</li> <li>• SDQ assessments demonstrate that children have a greater self-understanding and are able to identify their own emotional barriers.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.</p>	<p>4</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• Overall absence rate for all pupils to decrease.</li> <li>• For the absence rate gap between disadvantaged pupils and their peers to decrease by 1%.</li> </ul>
<p>All pupils, but particularly the disadvantaged pupils, have the same access to resources, enrichment and extra curricular activities as their non disadvantaged peers.</p>	<p>4, 5, 6</p>	<p>All PP children have access to:</p> <ul style="list-style-type: none"> <li>• Appropriate uniform</li> <li>• A range of enrichment activities, providing opportunities to attend events or compete representing the school.</li> <li>• Attend school trips and residential</li> <li>• A cooked school meal</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: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To secure consistently 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupil. Improving quality first teaching (QFT) by:</p> <ul style="list-style-type: none"> <li>• Enrolling a number of staff on to the OTI teaching programme to enhance their knowledge of teaching and learning.</li> <li>• To release these staff to be able to access the training materials effectively and share good practice with other staff.</li> <li>• Maintain a strong focus on QFT in our internal CPD programme.</li> <li>• Develop a whole school coaching model where staff are released to observe best practice both in the setting and in other settings externally. They will then be able to share this with the rest of the staff team.</li> <li>• Provide further high quality opportunities for CPD to all teaching staff.</li> </ul>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p><a href="#">EEF Effective Professional Development</a></p>	<p>All</p>
<p>To secure consistently 'good and better' quality of teaching across the school to ensure 'good and better' outcomes and progress for all learners in reading and phonics - particularly for disadvantaged and for prior middle attaining pupils.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>All</p>

<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• Access external CPD on reading and the teaching sequence.</li> <li>• Maximise support from the LA English Advisor.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> <li>• Develop a culture of reading by embedding a consistent approach to reading for pleasure using the DEAR approach.</li> </ul>	<p>Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> <li>• prediction (based on text content and context);</li> <li>• questioning;</li> <li>• clarifying;</li> <li>• summarising;</li> <li>• activating prior knowledge.</li> </ul> <p>Texts should be carefully selected to support the teaching of these strategies. (EEF)</p>	<p>2</p>
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents following the talk for writing approach.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• Access external CPD on writing and the teaching sequence.</li> <li>• Maximise support from the LA English Advisor.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> <li>• Funding to be used to fund Talk for Writing training.</li> <li>• Funding to cover weekly release time for our phonics lead.</li> </ul>	<p>Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life—throughout the life course— and it significantly influences the opportunities that children and adults have available to them. Yet despite our best efforts, too many children, particularly those from disadvantaged homes, fall behind in literacy. Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing.<sup>1</sup> Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>

<p>Our whole school objective is to embed ELS, our systematic, synthetic phonics (SSP) programme, to ensure there is a consistent approach to the delivery of phonics from EYFS and across Key Stage 1, promoting high outcomes for all children. Ensure that all classroom staff have an understanding of strategies to support phonic development beyond EYFS and Key Stage 1.</p> <p>In addition to this, with a real focus on disadvantaged children, assessments from this programme will be used effectively to identify key gaps in phonetical knowledge to ensure that children are receiving targeted, immediate intervention to support their progress.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF: Phonics T &amp; L Toolkit). Synthetic phonics approaches have higher impacts, on average, than analytic approaches. (EEF)</p>	<p>3</p>
<p>Covering staffing costs to ensure that all staff are able to attend Cambridgeshire Therapeutic Thinking training. This will improve the quality of behaviour management across the school, ensuring a consistent restorative approach.</p> <p>Consistent restorative behaviour approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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):  <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>

## Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Group, Class and 1:1 session with pupils to support their emotional well-being to ensure pupils are in a position to access their learning. 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs.</p>	<p>The core role of the pastoral leads is taken from DfE Effective use of Pupil Premium Guidance. It is to:</p> <ul style="list-style-type: none"> <li>• increase pupils' confidence and resilience</li> <li>• encourage pupils to be more aspirational</li> <li>• benefit non-eligible pupils too (EEF)</li> </ul>	<p>4, 5, 6</p>
<p>Engaging with small group intervention to support those children who need targeted support. This will be across the curriculum and primary phase focusing on phonics in KS1 and Year 3 &amp; 4. The majority of the pupils who receive intervention will be disadvantaged, including those who are high-attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1, 2, 4, 5, 6</p>



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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to fund and provide training for pastoral leads to adequately support individuals with social and emotional concerns.</p>	<p>Evidence shows the impact of social and emotional learning activities have linked improvements in self-perception and positive behaviour, reductions in emotional distress and conduct problems, school engagement, and academic attainment. These factors have also been linked to long-term out- comes such as financial stability in adult- hood, and reductions in adult antisocial and criminal behaviour. <a href="https://www.eef.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.babcock-ldp.co.uk">SEMHS-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMHS-needs-contents.pdf (babcock-ldp.co.uk)</a></p>	<p>4, 5, 6</p>
<p>To enhance opportunities for children to share their learning with families at home in a convenient and accessible way.</p> <p>This will be achieved through our license with Tapestry (a home-school communication platform).</p>	<p>Evidence demonstrates that home and parental engagement has a positive impact on progress and attainment. This is particularly true for children with Special Educational Needs or who could be perceived as vulnerable. Research demonstrates that an effective home/school partnership can result in lower absence rates. <a href="http://www.gov.uk">Schools and parents: developing partnerships - GOV.UK (www.gov.uk)</a></p>	<p>All</p>
<p>To purchase an alternative for the Strengths and difficulties questionnaire (SDQ) programme, along with impact supplement, to ensure that we are correctly assessing the SEMH needs of all of our pupils, including those who are disadvantaged, providing the necessary support and to be able to assess its impact and effectiveness for each individual child or group.</p>	<p>Evidence shows the impact of social and emotional learning activities have linked improvements in self-perception and positive behaviour, reductions in emotional distress and conduct problems, school engagement, and academic attainment. These factors have also been linked to long-term outcomes such as financial stability in adulthood, and reductions in adult antisocial and criminal behaviour. <a href="https://www.eef.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.babcock-ldp.co.uk">SEMHS-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMHS-needs-contents.pdf (babcock-ldp.co.uk)</a></p>	<p>4, 5, 6</p>
<p>Equal access to enrichment and extra-curricular opportunities through the following:</p> <ul style="list-style-type: none"> <li>-Forest School training for 2x staff</li> <li>-Forest School Provision across school (from Summer 24 onwards)</li> <li>-Pastoral enrichment sessions (in small groups or on a 1:1 and based around need).</li> <li>-Financial support provided</li> </ul>	<p>To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and extra-curricular activities.</p>	<p>4, 5, 6</p>

<p>to those who required it to attend trips and visits throughout the school year -Inviting a minimum of 3 external and accomplished role models into school (including one published writer for world book day and an accomplished sports professional)</p>		
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Total Budgeted Cost: £143,000

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils

**Please note: The school is going through a significant period of change and development with the purpose of ensuring all children receive the best education possible, firmly placing them at the heart of all school decisions made. Our review below highlights the need for improvement and the remainder of this report makes our priorities clear.**

Aim	Outcome
<p>All children, including the disadvantaged pupils, have access to high quality first teaching across the school impacting on outcome at the end of Key Stage 2.</p>	<ul style="list-style-type: none"> <li>- External and internal monitoring has demonstrated a significant improvement in the Quality of Education in the EYFS and in Year 2 in particular. These year groups were a priority focus last year.</li> <li>- Progress measured for End of Key Stage 2 were inline with national data for reading and maths. They were below in writing.</li> <li>- Internal data has also demonstrated improved progress measures for Year 5 pupils, providing them with higher starting points on arrival to Year 6.</li> <li>- Further work required in this specific area, related to the quality of education in Years 1 and 3-6 and in relation to attainment at the end of KS2.</li> </ul>
<p>Improved reading attainment and progress among disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> <li>- 72% of pupils achieved the expected standard in reading at the end of KS2. The national average was 73%.</li> <li>- 43% of disadvantaged pupils achieved the expected standard in reading at the end of KS2.</li> <li>- In 22-23 reading attainment improved for disadvantaged pupils.</li> </ul>
<p>Improved phonics attainment and progress among disadvantaged pupils at the end of KS1.</p>	<ul style="list-style-type: none"> <li>- The gap between outcomes for our disadvantaged pupils and the non-disadvantaged cohort has reduced but has not yet closed. 50% of disadvantaged passed the check.</li> <li>- Year 1 pupils completed one year only of our Standardised Synthetic Phonics Program (SSP) as this was introduced in September 2022. Children should complete two years of the program before sitting the screening.</li> <li>- 73% of pupils passed the screening check. 76% of pupils who were on roll throughout the spring and summer term passed the phonics screening. 74% of pupils who were on roll at the time of the assessment (but not the 1/2 term prior) passed the phonics screening. The national average was 79%.</li> <li>- For disadvantage pupils, our schools average score was 29 Vs the national of 30.</li> </ul>

<p>To achieve and sustain improved wellbeing for all pupils in our school particular disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- 2022-2023 shows the attendance gap between disadvantage pupils and the whole school has reduced to 4.32%.</li> <li>- Outcomes from Strengths and Difficulties questionnaires completed with some pupils demonstrates an upward (positive) trend in wellbeing outcomes for 79% of pupils accessing this support.</li> </ul>
<p>Opportunities given to support and target SEMH barriers to learning through family or personalised support</p>	<ul style="list-style-type: none"> <li>- Two pastoral workers are now hired in school and working with a significant number of disadvantaged pupils (61% of our disadvantage pupils are now receiving pastoral support).</li> <li>- A higher number of children are having their needs met. This has positively impacted attendance.</li> <li>-Increased capacity has enabled us to set up additional EHAs for families most in need. This has led to an increase in attendance for these pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- 2022-2023 shows the attendance gap between disadvantage pupils and the whole school has reduced to 4.32%.</li> <li>- Whole school attendance data is now in line with national data.</li> <li>-</li> </ul>
<p>All pupils, but particularly the disadvantaged pupils, have the same access to resources, enrichment and extra curricular activities as their non disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>- Children are given the opportunity to attend clubs and to necessary resources such as school uniform, using the pupil premium funding.</li> </ul>

### 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
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### Service Pupil Premium Funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<p>A Pastoral Lead dedicated to the emotional wellbeing and academic achievement of all children (including service children) was employed. They helped pupils take part in transition work.</p> <p>Staff to meet military children as they arrived on the bus / left each day to build relationships and resolve worries or concerns were appointed.</p>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p><b>Whole new impact:</b></p> <p>Teachers observed improvements in wellbeing amongst service children. This is beginning to be evidenced using SDQs when working with the pastoral team. Improved relationships with staff have and families have been noted. A dedicated military lead needs to work further with staff to deliver a range of training/enrichment activities for all learners to deepen their understanding of our military community.</p>

### Further Information (optional)

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