



## Bassingbourn

Community Primary School

### Pupil premium Strategy Statement Bassingbourn Community Primary School

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	April 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Amy Luu
Pupil premium lead	James Fraser
Governor lead	Alison England

#### Funding Overview

Detail	Amount
<b>Total budget for this academic year</b>	£118,830

### 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 may be 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 expected progress or better.
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.
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 and also can limit their access to the wider curriculum through their reading abilities.
4	<p>Some pupils show emotional barriers to learning, suffering from anxiety, trauma, inconsistent learning behaviours or friendship challenges. 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.</p> <p>An increasing proportion of the pupils supported each day by our pastoral team are disadvantaged. It is vital that we address pupils' social and emotional difficulties alongside academic needs. For many pupils social and emotional needs are a barrier to children accessing their learning.</p>
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 parental absences when sent to other area for periods of work.
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.

## 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 outcomes 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 will narrow the gap evidenced by pupil voice and monitoring of work (books and learning walks) to identify areas that show that they are working at age related expectations within the areas of English, Maths and the wider curriculum.
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	High levels of wellbeing demonstrated through: <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>• Increased pro-social behaviour displayed.</li> <li>• Increase in participation in enrichment activities particularly among disadvantaged pupils.</li> <li>• SDQ questionnaires will demonstrate children viewing themselves in a more positive light.</li> </ul>

Opportunities given to support and target SEMH barriers to learning through family or personalised support.	4, 5	<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>• An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	4	<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 10%.</li> </ul>
All pupils, but particularly the disadvantaged pupils, have the same access to resources, enrichment and extra-curricular activities as their non disadvantaged peers.	4, 5, 6	<p>All PP children have access to:</p> <ul style="list-style-type: none"> <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: £73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. 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 through the delivery of WalkThru	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)  Cost £5,300	All
2. To continue to improve our whole school approach to the teaching of reading through developing a clear, consistently applied, sequential approach to independent and group reading. Investigation into whole school reading systems and schemes (for example Rising Stars, Accelerated reader, Oxford Owl, Read Write Inc). Procure and deploy new system allowing all children to access a well sequenced reading curriculum that is appropriate to their reading abilities. Develop a more aligned provision where reading and writing support each other	Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: <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> Texts should be carefully selected to support the teaching of these strategies. (EEF)  Cost: £3,700 for online subscription  Cost: £3,000 for resources (whole school)	2, 3

3. To continue to improve our whole school approach to the teaching and learning by having two designated intervention TA's to specifically support children who have not made the expected progress allowing for interventions and catch up programmes to run	<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) 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 (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>Cost: £60,000 (2x£30,000)</p>	All
<p>Monitoring the impact of the provision. Provide ringfenced time for English and Phonics leads to monitor the impact of the above approaches to determine impact and value. English and Phonics leads to provide summary documents for SLT analysis to drive the SDP forward in future years. SLT release time to collate information for governor challenge.</p>	<p>All previous evidence</p> <p>Cost: £1000 for release time</p>	All

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

Budgeted cost: £25,000

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>Cost: £25,000</p>	4, 5, 6

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

Budgeted cost: £20,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. <u>Schools and parents: developing partnerships - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</u></p> <p>Cost:£1,000</p>	4,5 and 6
<p>To employ an attendance champion to monitor and track attendance to then raise concerns with the attendance lead (AHT)</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. <u>Schools and parents: developing partnerships - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</u></p> <p>Cost: £5,000 (5 hours per week)</p>	4, 5 and 6
<p>Equal access to enrichment and extra-curricular opportunities through the following:</p> <ul style="list-style-type: none"> <li>-Pastoral enrichment sessions (in small groups or on a 1:1 and based around need).</li> <li>-Financial support provided to those who required it to attend trips and visits throughout the school year</li> <li>-Inviting a minimum of 3 external and accomplished role models into school (ensuring a broad range of backgrounds and work fields are represented)</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>Cost: £8,000</p>	4, 5, 6
<p>To extend our before and after school provision through the use of external sports clubs</p>	<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>Cost: £6,830</p>	4, 5, 6

Total Budgeted Cost: £118,830

## **Service Premium**

We use our SPP to contribute towards the following:

- monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress
- intervention strategies and support are put into place to support their learning
- the provision of a trained Teaching assistant to provide pastoral support
- Forest school set up to provide a different experience: the children have really enjoyed being able to learn outdoors and this has provided great chances to develop children's self-esteem and confidence. It also provides an outlet to provide emotional support for children who need it.
- We are also looking into membership of HMS Heroes