

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	387
Proportion (%) of pupil premium eligible pupils	29.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2022-2025)
Date this statement was published	20/12/22
Date on which it will be reviewed	10/07/23
Statement authorised by	Chloe Coles
Pupil premium lead	Matt Sweeney
Governor / Trustee lead	Hilary Hodge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,665
Recovery premium funding allocation this academic year	£11890
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£ 142,555

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 that relate to the quality of education. As a school, our intention is that all pupils make good progress, achieve high attainment across all subject areas 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 disadvantage 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 new 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	<p>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) discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic and continued into the academic year 2021-2022. An increasing proportion of the pupils supported each day by our pastoral 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. There is a high percentage of vulnerable pupils within persistent absenteeism compared to non pp pupils and the percentage of PP children attending school on time is lower compared to non PP pupils.</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 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. We have 31 service children who require additional support with social and emotional needs.

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-PP 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	High levels of wellbeing demonstrated through: <ul style="list-style-type: none"> • Qualitative data from student voice, parent surveys and teacher observations. • Significant increase in respectful relationships. • Reduction in behavioural issues displayed • Increase in participation in enrichment activities particularly among disadvantaged pupils. • A reduction in the number of referrals made to our 'front room' pastoral hub. • SDQ questionnaires will demonstrate children viewing themselves in a more positive light.

Opportunities given to support and target SEMH barriers to learning through family or personalised support	4,5	<ul style="list-style-type: none"> • Pupils with SEMH barriers to make progress due to interventions and support given to them. • 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. • SDQ assessments demonstrate that children have a greater self-understanding and are able to identify their own emotional barriers. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	4	Sustained high attendance demonstrated by: Overall absence rate for all pupils to decrease. For the absence rate gap between disadvantaged pupils and their peers to decrease by 1%
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	All PP children have access to: <ul style="list-style-type: none"> • Appropriate uniform • A range of enrichment activities, providing opportunities to attend events or compete representing the school. • Attend school trips and residential • A cooked school meal

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To secure consistently 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners,	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, 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	All

<p>and particularly for disadvantaged pupil. Improving quality first teaching (QFT) by:</p> <ul style="list-style-type: none"> • Enrolling a number of staff on to the OTI teaching programme to enhance their knowledge of teaching and learning. • To release these staff to be able to access the training materials effectively and share good practice with other staff. • Maintain a strong focus on QFT in our internal CPD programme. • 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. 	<p>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>EEF Effective Professional Development</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</p>	<p>Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p>	<p>2</p>

<p>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"> • Access external CPD on reading and the teaching sequence. • Maximise support from the LA English Advisor. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. • Develop a culture of reading by embedding a consistent approach to reading for pleasure using the DEAR approach. <p>PP funding to be used to release staff to attend LA whole class fluency reading project, they will then, as part of our CPD schedule share and train all other staff members on this in conjunction with English SL</p>	<ul style="list-style-type: none"> • prediction (based on text content and context); • questioning; • clarifying; • summarising; and • activating prior knowledge. <p>Texts should be carefully selected to support the teaching of these strategies. (EEF)</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</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 & L Toolkit). Synthetic phonics approaches have higher impacts, on average, than analytic approaches. (EEF)</p>	<p>3</p>

<p>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>Covering staffing costs to ensure that all staff are able to attend trauma and attachment training. This will improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff – for example trauma and attachment training for all 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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

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

Budgeted cost: £12000

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.</p> <p>'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.</p> <p>It is to:</p> <ul style="list-style-type: none"> • increase pupils' confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils too (EEF) 	<p>4,5,6</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring</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 (educationendowmentfoundation.org.uk) And in small groups: Small</p>	<p>1,2,4,5,6</p>

<p>ing for pupils whose education has been most impacted by the pandemic.</p> <p>The majority of the pupils who receive tutoring will be disadvantaged, including those who are high -attainers.</p>	<p>group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To create, convert and resource a dedicated space where children can discuss their thoughts and feelings with trained staff to ensure that children have access to the necessary materials to support their social and emotional learning.</p> <p>To provide training for a pastoral lead to adequately support individuals with social and emotional concerns.</p> <p>To release staff in order for them to attend whole school trauma and attachment training to all staff, ensuring that they are equipped to support children in the most pertinent way.</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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>SEMHSeminar2019-Content.pdf (babcock-ldp.co.uk)</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> <ul style="list-style-type: none"> - Purchasing one new ipad for each class - Purchasing specific software/social media (tapestry) to 	<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. Schools and parents: developing partnerships - GOV.UK (www.gov.uk)</p>	<p>All</p>

document children's successes and progress		
- To purchase 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.	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. Social and emotional learning EEF (educationendowmentfoundation.org.uk) SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk)	4,5,6
Equal access to enrichment and extra-curricular opportunities	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.	4,5,6

Total budgeted cost: £ 127,000

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
Improved oral language skills and vocabulary among disadvantaged pupils	A whole school oracy programme and 'rules for talk' are beginning to be embedded within school. There are high expectations of children's responses in some classes but this is not consistent and is not echoed in written work, as demonstrated by book looks and monitoring data.
Improved phonics attainment among disadvantaged pupils.	Whilst there was a reduction in the gap between disadvantaged pupils and the cohort in both Y1 (11%) and Y2 (2%), the percentage of pupils passing the phonics check is still relatively low with 87% of children nationally meeting the expected standard. This is an area of whole school development this year and we are hoping that the

	attainment gap between disadvantaged pupils and the cohort will continue to reduce but the percentage of all children meeting the expected standard will be in line with national.
Improved reading attainment among disadvantaged pupils	The gap between disadvantaged pupils and the rest of the cohort closed by 5% at the end of KS2 to a 13% difference. In Year 2 the gap did not close by 5%. As identified by external monitoring, the level of challenge and pitch of appropriate texts was not correct and had a detrimental impact on our learners.
Improved writing attainment for disadvantaged pupils at the end of KS2	Attainment in writing to show an increase in % disadvantaged pupils meeting the expected age related standard. Gap closed by 21% to 12% by the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school particular disadvantaged pupils.	<ul style="list-style-type: none"> There is minimal data and observation information to state whether this has been successful. Whilst there have been some improvements in pupil well-being at a class level, the number of pupil-self and teacher referrals made to our new pastoral support team and area, demonstrate that there is not a sustained improvement to children's well-being. Opportunities for enrichment have had a positive impact on our disadvantaged and service children, with pupil voice demonstrating a willingness to trial new opportunities or clubs that arose from our enrichment visits.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	<p>Sustained high attendance demonstrated by:</p> <p>Overall absence rate for all pupils has not decreased.</p> <p>The desired outcome for the previous year's statement targeted a reduction in the absence rate gap between disadvantaged children and their peers to from 0.7-1.1 to 0.5.</p> <p>The absence rate gap between disadvantaged pupils and their peers sat at 0.94.</p> <p>In the review of last year's statement, it stated that persistent absence for disadvantaged children was 5.7 % higher, there has been no reduction in this figure for the 2021-2022 academic year.</p> <p>This year, we are focussing on the pastoral support in place for these children to encourage to attend by giving them a safe space to explore their emotions, self-esteem and emotional barriers to progress. An attendance lead is still in place focussing on whole school attendance again and our disadvantaged and service pupils are being closely monitored. However, this is not being funded by Pupil Premium funding as the whole school absence rate needs addressing and reducing.</p>

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)

<p>How our service pupil premium allocation was spent last academic year</p> <p>A Military Lead dedicated to the emotional wellbeing and academic achievement of 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>
<p>The impact of that spending on service pupil premium eligible pupils</p> <p>Whole new impact:</p> <p>Teachers observed improvements in wellbeing amongst service children. We have found that impact was not monitored or assessed thoroughly regarding our service pupils and therefore it has been difficult to accurately judge the impact of this. Moving forward, we are exploring how the service pupil premium funding can be used more effectively, with a particular focus on providing trauma, attachment and well-being support and training, ensuring that all staff are released to attend this.</p>

Further information (optional)

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