

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
East Bierley CE (VC) Primary School	
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	18 pupils plus LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	L Upham
Pupil premium lead	R Divine
Governor lead	A Hey

Funding overview

Detail	Amount
<p>Pupil premium funding allocation this academic year</p> <p><small>*Due to the Pupil premium funding allocation being allocated from April – March, the below assumptions have been made to align the funding to the 21-22 academic year. 7/12th of known 21-22 funding - £12,093 5/12th of expected 22-23 funding - £15,348</small></p>	£27,441*
<p>Recovery premium funding allocation this academic year</p> <p><small>*Due to the Recover premium funding allocation being issued from April – March, the below assumptions have been made to align the funding to the 21-22 academic year. There has been no assumption that funding will continue after March 22. 7/12th of known 21-22 funding - £1,184</small></p>	£1,184*
School-led tutoring funding allocation this academic year	£1,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,245

Part A: Pupil premium strategy plan

Statement of intent

At East Bierley Primary, we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential irrespective of their background or the challenges they face. We want our children to develop a love of learning and strategies to enable them to be independent learners who retain their natural curiosity.

We use our pupil premium funding and catch-up funding to provide the essential range of experiences and education to ensure our disadvantaged children have every opportunity to share the same educational experiences of other children. We use the funding to make sure that any gaps in learning are addressed via quality first teaching and targeted interventions and to ensure that any issues identified that require additional support, in non-academic areas, have sufficient provision to remove them as barriers to learning. Our strategy balances a direct focus on academic attainment and the broader view of the 'whole child'.

Our recovery plan has a focus on the wider curriculum in order to ensure we do not restrict children's learning nor narrow their ambitions as they move through their school journey. The importance of reading is paramount and we build reading across the curriculum and learn about the curriculum topics through stories too. Opportunities are provided to develop practical and creative skills, which in themselves help develop resilience and independence. Our school focus on the mental health and well-being of all in school underpins all the curriculum work that we do.

Challenges

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

Challenge number	Detail of challenge
1	Individual children who have gaps in their phonic knowledge and lack of sufficient books at the right stage and phase in school to meet the new guidance.
2	Children having low resilience when faced with new challenges.
3	The ability for children to verbalise effectively how they are feeling, struggling to self-regulate and manage new emotions.
4	Gaps in maths knowledge specifically around the concept of number.
5	Writers lacking specific skills and confidence to achieve their potential.

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
<p>To make sure that all children have sound phonics knowledge to be able to read and write with confidence. To ensure a love of reading is embedded throughout school</p>	<p>In June 2022 we want all our year 1 and year 2 children to be on track. We aim to achieve at least pre pandemic levels in the phonic screening check.</p> <p>KS1 reading levels will be back on track to be at national or above by 2023.</p> <p>Current year 3 children to access age appropriate texts by the end of the academic year.</p> <p>To have sufficient texts in school organise explicitly by phonic phase to meet the new guidance. Staff to be confident when selecting books and teaching reading.</p> <p>Books and stories are a discussion point across school between staff and children and that everyone enjoys engaging with high quality texts.</p>
<p>To help children build their resilience, so that they can be effective learners.</p>	<p>Evidence across the curriculum, both with in books and during practical sessions, shows greater resilience and independence when applying skills. For this to be identified by children, staff and parents.</p>
<p>Children to increase their emotional vocabulary so that they can effectively express how they are feeling.</p> <p>Children to have a bank of strategies that they can use to self-regulate.</p>	<p>Children being able to verbalise their feelings using a range of vocabulary.</p> <p>A shared understanding of vocabulary through school by all staff and children.</p> <p>Behaviour records show that incidents have occur less frequently and de-escalation strategies used by all staff.</p>
<p>Children to attain expected levels in Maths.</p>	<p>By July 2023 all children in KS1 will have made expected or better progress from their Reception start point. This will be in line or better than the national average.</p> <p>By July 2024 KS2 cohorts will all achieve at the levels targeted for them pre-pandemic by the end of the key stage.</p>
<p>Children to attain expected levels in English.</p>	<p>By July 2023 all children in KS1 will have made expected or better progress from their Reception start point. This will be in line or better than the national average.</p> <p>By July 2024 KS2 cohorts will all achieve at the levels targeted for them pre-pandemic by the end of the key stage.</p>

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train all teachers and support staff to enable them to follow the guidance for teaching reading and assessing phonics and identifying next steps. Release relevant staff to provide in house training for all staff and volunteers.	Evidence shows having all staff follow a consistent approach impacts positively on pupil progress. On-going assessment and identifying next steps is essential to help children make good progress. EEF has shown that high quality feedback can help children make an additional 8 months progress.	1
Prioritisation of reading skills through reading lessons, the sharing of high quality texts throughout the curriculum and story time and the importance of DEAR time.	Evidence shows reading has the largest impact on attainment in other subjects and developing an enjoyment of independent reading will help improve attainment in other subject areas and with vocabulary. Focus on learning to read and then reaing to learn.	1
To provide additional training to staff looking at specifically at the Alex Timpson Approach.	Evidence shows that having all staff attachment and trauma trained leads to a whole school ethos that allows children to thrive and learn.	2, 3
Training staff to have a deeper understanding of the Zones of Regulation and de-escalation strategies.	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of the year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion Metacognition Toolkit Strand Education Endowment Foundation EEF	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>
<p>Enhancement of our English teaching and planning in line with DFE and EEF guidance. We will provide training across the teachers and support staff to ensure consistent strategies, with a focus on vocabulary and language use.</p>	<p>EEF states that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p>	<p>5</p>
<p>Increase staffing to enable implementation of strategies for school led tutoring, ongoing interventions and in class support.</p>	<p>Impact of interventions and effectiveness of support staff in classes. School Led tutoring guidance evidencing 1-1 and small group interventions.</p>	<p>1, 4, 5</p>
<p>Increase in provision of sports coaching to run target groups, provide training for children and provide additional structured support at lunchtimes</p>	<p>Structured use of sports and play leaders during play times and lunchtimes helps provide children with strategies and support.</p>	<p>2, 3</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support across school.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Targeted one to one interventions using precision teaching.	Precision teaching is an evidence based intervention which is proven to improve accuracy and fluency when reading and spelling.	1, 4, 5
School-led tutoring for pupils whose education has been most impacted by the pandemic.	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	1, 4, 5
Experienced teacher to provide team teaching and coaching to others to improve outcomes in core subjects.	School based evidence has shown that using the expertise of the staff in school to train and coach each other has a positive impact on pupil progress.	4, 5
Half termly PPM to review attainment and progress of key groups and identify any children in need of additional support.	Accurate tracking of data and regular review ensures children do not 'slip through the net' and interventions / additional support can be adapted in response to needs	1, 2, 3, 4, 5

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

Budgeted cost: £5,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to run additional PSHE sessions looking at resilience and self-regulation.	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of the year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion</p> <p>Metacognition Toolkit Strand Education Endowment Foundation EEF</p>	3
<i>Nurture small group work and nurture PE, Enrichment, lunchtime art and creative clubs</i>	Development of strong relationships through this approach has always had a strong impact within school	2, 3
<i>Play leader training and opportunities for pupil leadership</i>	Evidence within school has shown that this leads to better problem solving strategies, relationships and resilience	2, 3
<i>SULP</i>	The SULP programme is designed to support pupils with their communication skills. Previous use within school has had a positive impact on behaviour within the classroom.	3

Total budgeted cost: £30,245*

**Each individual area above cost more than disclosed, the additional spend is covered by the wider school budget.*

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 2020 to 2021 academic year.

The Pupil Premium Strategy Impact for 2020-2021 is published on the website.

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

The approach we take to curriculum in school, with weekly enrichment for all classes, is designed to ensure we have a strong focus on relationships in school and know our children well. This helps address issues.

School Led Tutoring implemented after October half term 2021 to ensure accurate assessments are made and we identify the children who will benefit most from this strategy.