

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	2023/2024 209 pupils 2022/2023 202 pupils 2021/2022 200 pupils
Proportion (%) of pupil premium eligible pupils	2023/2024 27 pupils 2022/2023 23 pupils 2021/2022 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 first published	December 2021
Date on which it will be reviewed	December 2022 December 2023 December 2024
Statement authorised by	L Hammond
Pupil premium lead	R Divine
Governor lead	A Hey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <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 22-23 academic year. 7/12th of known funding - £22,916. 5/12th of expected funding after April 2024 new FY- £17187</small>	£40,103
Pupil premium funding allocation academic year 2022-2023	£31,855
	£28,013

Pupil premium funding allocation academic year 2021-2022	
Recovery premium funding allocation for this academic year	£0
Recovery premium funding allocation for academic year 2022 to 2023	£0
Recovery premium funding allocation for academic year 2021 to 2022	£2232*
<p>*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.</p> <p>7/12th of known 21-22 funding - £1,184.</p> <p>5/12 of confirmed 22/23 £1148 total amount £2232</p>	
School-led tutoring funding allocation for 2023 to 2024	£0
School-led tutoring funding allocation for 2022 to 2023	£0
School-led tutoring funding allocation for 2021 to 2022	£1,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic Year	£40,103
Total budget for 2022 to 2023 academic Year	£31,855
Total budget for 2021 to 2022 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>Outcome 1 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>Outcome 2 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>Outcome 3 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>Outcome 4 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>Outcome 5 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: £20,000

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 reading 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>	4
<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>	5
<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>The use of school led tutoring from September 2022 this stopped in 2022.</p> <p>Increasing staffing in school to implement targeted EEF interventions to impact on progress.</p>	1, 4, 5
<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>	2, 3

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
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 The use of school led tutoring stopped in September 2022.	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. In addition to this utilise support from a local MAT and Local Authority to support.	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, well-being)

Budgeted cost: £5,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to run additional PSHE sessions looking at resilience and self-regulation.</p> <p>Deputy to run additional Personal development sessions.</p>	<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
<p><i>Nurture small group work and nurture PE, Enrichment, lunchtime art and creative clubs</i></p>	<p>Development of strong relationships through this approach has always had a strong impact within school</p> <p>Children to develop relationships with a range of key adults in school and children in different classes when in lunchtime clubs.</p>	2, 3
<p><i>Play leader training and opportunities for pupil leadership</i></p>	<p>Evidence within school has shown that this leads to better problem solving strategies, relationships and resilience</p>	2, 3
<p><i>SULP</i></p>	<p>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.</p>	3

2022/2022 Total budgeted cost: £31,855 *

2021/2022 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 2021 to 2022 academic year.

Pupil Premium Strategy impact for 2022- 2023

Outcome 1

- According to the DFE, in June 2023, our phonics screening check results were above national.
- Our KS1/KS2 reading results were slightly below national.
- Year three children continue to have access to age appropriate texts and children whose reading age was lower than their chronological age have access to 1:1 reading on a regular basis. We now have a number of volunteers who offer additional 1:1 reading for individuals.
- Targeted small group phonic and reading interventions in KS1 have continued to have a positive impact on progress for this group of children.
- Careful tracking of all children during pupil progress meetings has meant that all children have been tracked and quality first teaching and interventions targeted to those who need it.
- In July 2022 we bought a new phonics scheme to implement from September 2022. We bought additional reading books so that there would be sufficient texts organised explicitly by phonics stages to send home.
- The ELS programme has been running now and the scheme is becoming embedded with the current receptions and year ones starting the programme from the beginning. This has had a positive impact on phonics scores.
- Our Early Years Lead took on the role of phonics lead and undertook the relevant training.
- Book talk and the love for reading is still very evident in school. Books were bought to consolidate and support previous topic learning.
- More whole class sets of books are being bought to support whole class guided reading sessions.
- Phonics training has been given to our reading ambassadors so that they can read and support our younger children.
- A history story is shared with each class every week and then revisited every year.
- Story time is time tabled in each class and children get to enjoy a range of stories around different themes.
- All new school staff have had access to on line ELS training and support from the phonics lead.

Outcome 2

- Resilience is something we are still focusing on. Drop ins and pupil voice show that children are building resilience. Group work tasks in class, nurture PE and focused PSHE sessions are strengthening this. The use of Picture books continue to be used to help children understand strong emotions. Teaching staff in school are all Alex Timpson trained and our nurture worker is Elsa trained.
- Reading ambassadors have been appointed and we have found that having peer role models has enabled younger and older children to learn from each other and in turn become more resilient. Pastoral ambassadors have been appointed and trained in restorative practise to help build resilience in children when playing. Evidence has shown that giving children responsibilities in school helps with their confidence and in turn their resilience. Children in school take great pride in the roles they have been given and become good role models to others.
- Commando Joes training has taken place for all teaching staff and sessions will be set up to work on team building skills and resilience.
- Our Elsa continues to complete one to one work with targeted children to help support their emotional well-being and resilience.
- The school council along with subject leaders and SLT collect pupil voice.
- Clubs have been set up at lunchtime to incorporate older and younger children working together with the older children modelling how to make mistakes and not win every time in games. This is having a positive impact on resilience.
- Nurture PE is continuing with our sports coach to help build children's confidence and resilience.

Outcome 3

- There continues to be a whole school ethos of nurture at East Bierley. Staff are Alex Timpson trained and have accessed emotion coaching training. We use the zones of regulation and regularly talk about our feelings, staff are good at modelling this. Staff will also help children unpick how they are feeling using set language. I can see you are feeling...
- PSHE is planned and taught through school and picture books are used to explore a number of themes and strong feelings.
- Our nurture worker works with individual children who need more focused support to help with dealing with string emotions and she is ELSA trained.
- Help from external agencies is sought to help with specific needs that link to emotional vocabulary.
- Observations around school and comments from external visitors show that the school's ethos is embedded and children are becoming more able to verbalise how they are feeling.
- Older children in their leadership roles nurture younger children and the language they used is that which has been modelled by staff.
- Older children have been seen to be helping younger children in clubs helping and encouraging them.

- One member of staff is currently training in art psychotherapy to support children to express their emotions in a different way.

Outcome 4

- According to the DFE our KS1/KS2 attainment is in line with national. Our KS2 data showed that progress was above national.
- The use of Power Maths books is now embedded and has helped children catch up and we have seen an increase in children's confidence when answering reasoning questions. Corbett maths and daily calculation across school has helped to improve fluency.

Outcome 5

- New staff starting in January 2024 have completed CHOL training and have the opportunity to take part in CHOL sessions during the next academic year.
- There is a re focus on handwriting in school and children who need it complete fine motor skills interventions.
- Dictation is now used across the curriculum and is helping to improve writing pace.
- According to the DFE, our KS1/KS2 results are in line with national.
- As a school we continue to have a focus on oracy to improve writing outcomes. On line training has been accessed by teachers and good practise shared.
- Work in books shows that writing is improving through school. Post pandemic, we are working on stamina for writing and we are using dictation as a method to improve this. For children with specific needs Laptops are used for extended pieces of writing and this has been successful.
- To improve creativity and engagement with writing we are continuing to use creative communities CHOL to help inspire writers.
- Targeted interventions through the use of Nussy, Toe by Toe and precision teaching has impacted positively on spelling and children's self-esteem and confidence.
- All children access Spelling Shed and spelling rules are taught using ELS.

Reviewed 2022- Impact Statement.

Outcome 1

- According to the DFE, in June 2022, our phonics screening check results were in line with national.
- Our KS1/KS2 reading results were also in line with national.
- Year three children have access to age appropriate texts and children whose reading age was lower than their chronological age have access to 1:1 reading on a regular basis
- Additional reading with SLT and targeted small group phonic and reading interventions in KS1 had a positive impact on progress from this group of children.
- Careful tracking of all children during pupil progress meetings has meant that all children have been tracked and quality first teaching and interventions targeted to those who need it.

- In July 2022 we bought a new phonics scheme to implement from September 2022. We bought additional reading books so that there would be sufficient texts organised explicitly by phonics stages to send home.
- Our Early Years Lead took on the role of phonics lead and undertook the relevant training.
- All other staff in school have had access to on line ELS training,
- Book talk and the love for reading is still very evident in school. Books were bought to consolidate and support previous topic learning.

Outcome 2

- Resilience is something we are still focusing on post pandemic. Drop ins and pupil voice show that children are building resilience. Group work tasks in class, nurture PE and focused PSHE sessions are strengthening this. The use of Picture books are also used to help children understand strong emotions. Teaching staff in school are all Alex Timpson trained and our nurture worker is Elsa trained. Reading ambassadors have been appointed and we have found that having peer role models has enabled younger and older children to learn from each other and in turn become more resilient. Pastoral ambassadors have been appointed and will be trained in restorative practise to help build resilience in children when playing. Evidence has shown that giving children responsibilities in school helps with their confidence and in turn their resilience. Children in school take great pride in the roles they have been given and become good role models to others.

Outcome 3

- There is a whole school ethos of nurture at East Bierley. Staff are Alex Timpson trained and have accessed emotion coaching training. We use the zones of regulation and regularly talk about our feelings, staff are good at modelling this. Staff will also help children unpick how they are feeling using set language. I can see you are feeling...
- PSHE is planned and taught through school and picture books are used to explore a number of themes and strong feelings.
- Our nurture worker works with individuals children who need more focused support to help with dealing with string emotions.
- Help from external agencies is sought to help with specific needs that link to emotional vocabulary.
- Observations around school and comments from external visitors show that the school's ethos is embedded and children are becoming more able to verbalise how they are feeling.

Outcome 4

- According to the DFE our KS1/KS2 attainment is in line with national. Our KS2 data showed that progress was significantly above national.

- The use of Power Maths books has helped with Covid catch up and we have seen an increase in children’s confidence when answering reasoning questions. Corbett maths and daily calculation across school has helped to improve fluency.

Outcome 5

- According to the DfE, our KS1/KS2 results are in line with national.
- As a school we have had a focus on oracy to improve writing outcomes. On line training has been accessed by teachers and good practise shared. In house training has been undertaken to share good practise and to look at sentence stacking.
- Work in books shows that writing is improving through school. Post pandemic, we are working on stamina for writing and we are using dictation as a method to improve this. For children with specific needs Laptops are used for extended pieces of writing and this has been successful.
- To improve creativity and engagement with writing we are using creative communities CHOL to help inspire writers.
- Targeted interventions through the use of Nesy, Toe by Toe and precision teaching has impacted positively on spelling and children’s self-esteem and confidence.

The Pupil Premium Strategy Impact for 2020-2021 was 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. School led tutoring stopped in September 2022 with a shift to support/ interventions in the classroom and high quality first teaching.

