

# Pupil premium strategy statement – Basildon CE Primary School 2024-2025

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	175 (including nursery) 155 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	4.6% (Nursery – Y6) 5.2% (Reception - Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Melissa Cliffe, Director of Primaries Emma Parish, Head of School
Pupil premium lead	Claire Ward, SENCo
Governor / Trustee lead	Camille Howard, link governor for PPG and SEND

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£7,400</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Basildon Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker and those who are young carers.

High level quality first teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for pupils' education recovery, such as through its focus on supporting pupils' emotional wellbeing as well as providing targeted academic support through same-day school led interventions for pupils whose education remains affected by the events of the last few years, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and supported effectively in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

As a school we also recognise the importance of a child's personal, social and emotional wellbeing on their academic and holistic development and place a high level of importance on providing all pupils with support for this area of their development. As such, this area of support is given equal status within our plan.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations by teachers, and discussions with pupils indicate underdeveloped oracy skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This has also been a challenge for EAL pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils (including those with EAL) generally have greater difficulties with phonics and spelling than their peers. As a result, this negatively impacts their development as readers and writers. Research shows that reading levels for younger pupils (particularly up to Year 4) are still delayed due to the disruption of recent years.
3	<p>Our internal assessments and observations indicate that maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in recent years, our disadvantaged pupils arrived slightly below age related expectations in baselining assessments.</p>
4	Our assessments, observations, discussions with pupils and families indicate that the education and the social and emotional wellbeing of many of our disadvantaged pupils have been impacted longer term by the partial school closures during recent years, to a greater extent than for other pupils. The emotional and social wellbeing of our disadvantaged pupils has required ongoing support following the closures and teacher referrals for emotional support have increased over recent academic years. These findings are supported by national studies.
5	<p>Our attendance figures for the academic year 2023-2024 showed an overall improvement as the year progressed. This was similar to the national trend as nationally, attendance figures increased again during the academic year 2023-2024. Our percentage of pupils classed as 'persistent absentees' was also lower than national rates.</p> <p>However, the attendance figures for our disadvantaged pupils during the year 2023-2024 were typically lower than the school's average attendance and a number of these pupils were (or were at risk of) being persistent absentees.</p>

## 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
Improved oracy and vocabulary skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oracy and vocabulary among disadvantaged pupils and those with EAL. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and spelling attainment among disadvantaged pupils.	Y1 Phonics Screening outcomes for disadvantaged pupils meet national standards. KS1 and KS2 reading and SPaG outcomes show that more disadvantaged pupils met the expected standard or above. EAL pupils (where applicable) make accelerated progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 and KS2 maths outcomes show that more disadvantaged pupils met the expected standard or above, and that progress rates for these pupils are improved.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a sustained participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Improved levels of attendance across the school, but particularly amongst disadvantaged children.	<ul style="list-style-type: none"> <li>• Attendance figures for 2024-2025 will show an increased level of attendance, <u>particularly for our disadvantaged pupils</u>.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£1,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD and support for teachers through a coaching and mentoring approach (including as part of ECT training and support)	Coaching and mentoring has been shown to be successful in developing professionals and improving pupil outcomes. <a href="#">Coaching and Mentoring - EEF</a>	1, 2, 3
Ongoing targeted CPD for LSAs from PPG lead (including focus areas on classroom support, supporting regulation and behaviour, and leading interventions).	Evidence shows that well trained LSAs are more effective when supporting learning. <a href="#">Interventions - EEF</a>	1, 2, 3
Continued speech and language training for teachers and LSAs (both in house and CYPIT led).	Aiding communication and language development has a positive impact. <a href="#">Comm and lang approaches - EEF</a>	1, 2
Oracy support and training (and EAL where appropriate) for teachers and LSAs.	Oracy is an area of whole school focus, the teaching of these skills are known to positively impact students. <a href="#">Oral language interventions - EEF</a>	1
Targeted CPD for teachers on metacognition and teaching approaches, supporting children's understanding of themselves as learners.	Teaching metacognition is known to have a positive impact on learners. <a href="#">Metacognition - EEF</a>	1, 2, 3

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

Budgeted cost: **£3,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teach sessions led by teachers and/or LSAs. Teachers	Our own observations show how pupil engagement increases as a result of	1, 3

run weekly pre-teach sessions on the upcoming maths or English content and disadvantaged children are part of these sessions. Pre-teaching also takes place in other subjects for new vocabulary (e.g. at the start of a unit and then recapped weekly)	pre-teach sessions. This method of supporting learning is also recognised by research as being effective. <a href="#">Small group tuition - EEF</a>	
Same day interventions, run by LSAs, are in place and mean that any gaps identified in lessons can be addressed the same day, before the child moves on to the next lesson. These sessions typically focus on the content of that day's maths or English lessons.	Additional interventions, run by LSAs, can be very effective in supporting learning when they are carefully planned and prepared based on the child's needs. <a href="#">Interventions - EEF</a> <a href="#">Small group tuition - EEF</a>	1, 2, 3
Additional, 'same day' phonics sessions linked to Monster Phonics are in place for children needing additional support. These are primarily run up to year 3 and disadvantaged children are included in these sessions.	Phonics is recognised as an effective strategy for teaching early reading. Additional support for pupils helps to ensure they progress well. <a href="#">Phonics - EEF</a> <a href="#">Interventions - EEF</a> <a href="#">Small group tuition - EEF</a>	2

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

Budgeted cost: **£2,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and training for staff on therapeutic thinking behaviour approach, (refreshing and embedding the approach across the school and with new staff), as well as support and training for staff on supporting and managing extreme behaviour in pupils.	Adopting a whole school approach, whilst also supporting individuals is believed to have positive effects. <a href="#">Behaviour interventions - EEF</a>	4, 5
Funding additional hours for ELSA and in-school counsellor to support disadvantaged pupils with their emotional wellbeing.	This has been identified within our school based on previous experience. It is also recognised as good practice to support emotional wellbeing through additional intervention. <a href="#">SEL interventions - EEF</a>	4, 5
Fund hours for wrap around care for identified disadvantaged pupils. Within this time there are opportunities for enrichment	This has been identified within our school as an area of importance for supporting our disadvantaged pupils and their families. In some cases this	1, 2, 3, 4, 5

activities through clubs and additional support for areas of need.	helps with improving parental engagement. Supporting the pupils to experience enrichment activities is also known to have a positive impact on learning. <a href="#">Parental engagement - EEF</a>	
Provide parent information sessions for different areas of the curriculum, particularly core areas such as phonics and maths.	Supporting parents to feel more confident with the teaching methods and approaches used at school is known to raise parental engagement and have a positive impact on learning, attitudes towards school and attendance. <a href="#">Parental engagement - EEF</a>	2, 3, 5
Promotion and celebration of improved attendance in pupils, through increased engagement with parents, professionals and children.	Supporting families to aim for improved attendance for their children through a range of strategies (these may vary depending on the situation or reason behind absence). <a href="#">Attendance Report - EEF</a>	5

**Total budgeted cost: £7,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**N.B. As our number of children receiving pupil premium is very low (just 3.3% in 2023-2024) and their individual needs vary greatly from child to child (and year group to year group), it is very difficult to make accurate and useful comparisons with other schools or with data from previous years.**

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data where appropriate and our own internal summative and formative assessments.

The data demonstrated that broadly, our disadvantaged pupils attained and progressed as we had predicted for the academic year 2023-24. Due to the small numbers of disadvantaged pupils per year group, this meant that for some cohorts the data was above the local authority and national figures, and for some it was below. Similarly, our internal comparisons (disadvantaged versus non-disadvantaged pupils) also found these differences from cohort to cohort. For our Year 6 disadvantaged pupils, their SATs results showed that 100% met the expected standard for the end of primary school in reading, spelling, punctuation and grammar.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (from data collated by nationwide assessment tools) and to results achieved by our non-disadvantaged pupils.

We found that the data was difficult to compare due to the small numbers of eligible pupils. These small numbers meant that for some cohorts the data was above the local authority and national figures, and for some it was below. As a result, we continue to monitor each disadvantaged pupil's progress and attainment termly to identify any trends or changes.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the attendance of our disadvantaged pupils was below the average of all pupils (and the national figures) and was particularly low for some children, despite support and intervention from school. This support and intervention remains a key area of focus for the academic year 2024-2025 and early signs show that this is having a positive impact on the attendance rates for persistent absentees. Overall, instances of additional support for wellbeing or emotional development for disadvantaged pupils was slightly higher than that for non-disadvantaged pupils.

Based on all the information above, overall, the performance of our disadvantaged pupils met our expectations (and in some cases exceeded), and we are at present



broadly on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the 'Intended Outcomes' section above.

Our evaluation of the approaches delivered last academic year indicates that the focus on oracy, early reading and phonics (including through the continued implementation of a phonics scheme and additional same day phonics interventions) has had a positive impact on our younger disadvantaged pupils. Our focus on supporting wellbeing, including through ensuring maximum time for our ELSA and in-school counsellor to support vulnerable pupils has been particularly effective for our KS2 disadvantaged pupils. Focusing on maths mastery and providing same-day interventions has been effective for all disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The 'Further Information' section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

**N/A – no programmes currently used.**

Programme	Provider

## Service pupil premium funding (optional)

**N/A – currently no service pupil premium children on roll.**

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

## Further information (optional)

**N.B. As our number of children receiving pupil premium is very low (just 3.3% in 2023-2024) and their individual needs vary greatly from child to child (and year group to year group), it is very difficult to make accurate and useful comparisons with other schools or with data from previous years.**

### Additional activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- continuing to embed more effective practice around assessment and feedback, including through a recently reviewed and updated marking and feedback policy, as well as a recently implemented new assessment tool. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- continuing to embed a 'Mental Health Lead' following a [DfE grant](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities (in and out of the standard school day) to boost wellbeing, behaviour, attendance, and aspiration. Activities will partly focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated activity undertaken historically and the impact of this on pupil outcomes, as well as triangulating evidence from multiple sources of data including: assessments, school data (including attendance data), engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies, books and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Historically we have also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.