

## 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   |
|---|--|
| School name   | Basildon CE Primary School                           |
| Number of pupils in school  | 181  |
| Proportion (%) of pupil premium eligible pupils   | 5%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025                               |
| Date this statement was published   | December 2021  |
| Date on which it will be reviewed   | July 2022  |
| Statement authorised by   | Melissa Cliffe,<br>Headteacher                       |
| Pupil premium lead  | Claire Ward, Senior<br>Teacher and SENCo             |
| Governor / Trustee lead   | Rachel Chapman, link<br>governor for PPG and<br>SEND |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £10415 |
| Recovery premium funding allocation this academic year  | £500   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £6150  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £17065 |

# 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 disadvantaged pupils to achieve that goal, including progress 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 education recovery, notably in its focus on supporting pupils' emotional wellbeing as well as providing targeted academic support through same-day school led interventions for pupils whose education has been worst affected, 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.  |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and spelling than their peers. As a result, this negatively impacts their development as readers and writers.   |
| 3                | Our internal assessments and observations indicate that maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils.<br><br>On entry to Reception class in the last year, our disadvantaged pupils arrived slightly below age related expectations in baselining assessments.   |
| 4                | Our assessments (including wellbeing survey), 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 by partial school closures, 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 the last two years. These findings are supported by national studies. |

## 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 skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oracy and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |

|   |   |
|---|---|
| <p>Improved phonics, reading and spelling attainment among disadvantaged pupils.</p>                                  | <p>Y1 Phonics Screening outcomes for disadvantaged pupils meet national standards.<br/>         KS1 and KS2 reading and SPaG outcomes show that more disadvantaged pupils met the expected standard or above.</p>   |
| <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>  | <p>KS1 and KS2 maths outcomes show that more disadvantaged pupils met the expected standard or above.</p>   |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <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> |

## 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: £4,200

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of Chris Quigley Early Years Resources (curriculum support documents). Training for staff on how to implement these into EYFS classes. | Using these resources will strengthen our EYFS curriculum and provision for all areas of learning.<br><a href="#">Early literacy – EEF</a><br><a href="#">Early maths – EEF</a><br><a href="#">Play based learning - EEF</a> | 1, 2, 3                       |
| Targeted CPD for LSAs from PPG lead (around classroom support and interventions).   | Evidence shows that well trained LSAs are more effective when supporting learning.<br><a href="#">Interventions - EEF</a>  | 1, 2, 3                       |
| Targeted CPD for teachers and LSAs on maths, funding release time for maths lead.   | The mastery approach, which we use in maths, has been shown to have a positive impact on progress.<br><a href="#">Mastery - EEF</a>  | 3                             |
| Speech and language training for LSAs (in house and CYPIT led).   | Aiding communication and language development has a positive impact.<br><a href="#">Comm and lang approaches - EEF</a>   | 1, 2                          |
| Oracy training with teachers and LSAs, funding release time for oracy lead.   | Oracy is one area of whole school focus, the teaching of these skills are known to positively impact students.<br><a href="#">Oral language interventions - EEF</a>  | 1                             |
| Purchasing training for staff on the local authority's DfE validated systematic synthetic phonics programme.                                    | Teaching phonics is a recognised method of supporting early reading development.<br><a href="#">Phonics - EEF</a>  | 2                             |
| Targeted CPD for teachers on metacognition, supporting children's understanding of themselves as learners.                                      | Teaching metacognition is known to have a positive impact on learners.<br><a href="#">Metacognition - EEF</a>  | 1, 2, 3                       |
| CPD time updating feedback policy with staff.   | Quality feedback is known to have a positive impact on learning.<br><a href="#">Feedback - EEF</a>   |                               |

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

Budgeted cost: £6,965

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pre-teach sessions led by teachers and/or LSAs. Teachers run weekly pre-teach sessions on the upcoming maths content, 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) | Our own observations show how pupil engagement increases as a result of pre-teach sessions. This method of supporting learning is also recognised by research as being effective.<br><a href="#">Small group tuition - EEF</a>                                    | 1, 3                          |
| 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.  | 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.<br><a href="#">Interventions - EEF</a><br><a href="#">Small group tuition - EEF</a>                  | 1, 2, 3                       |
| Additional phonics sessions 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.<br><a href="#">Phonics - EEF</a><br><a href="#">Interventions - EEF</a><br><a href="#">Small group tuition - EEF</a> | 2                             |

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

Budgeted cost: £5,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |  |            |
|---|--|------------|
| Whole staff training on therapeutic thinking behaviour approach, refreshing and embedding the approach across the school.   | Adopting a whole school approach, whilst also supporting individuals is believed to have positive effects.<br><a href="#">Behaviour interventions - EEF</a>  | 4          |
| 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.<br><a href="#">SEL interventions - EEF</a>   | 4          |
| Fund hours for wrap around care for identified disadvantaged pupils. Within this time there are opportunities for enrichment activities through clubs and additional support for areas of need. | This has been identified within our school as an area of importance for supporting our disadvantaged pupils and their families. In some cases this helps with improving parental engagement. Supporting the pupils to experience enrichment activities is also known to have a positive impact on learning.<br><a href="#">Parental engagement - EEF</a> | 1, 2, 3, 4 |
| Training on in-class daily wellbeing sessions for all staff.  | Supporting pupil's social and emotional development is recognised as important and effective in terms of supporting their learning.<br><a href="#">SEL interventions - EEF</a>   | 4          |

**Total budgeted cost: £17,065**

## 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.

Our baseline internal assessments at the start of 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum (such as their reading, writing and maths), but also in wider areas of the curriculum and areas of development, such as history, geography, oracy and vocabulary). Knowing that historically some of our disadvantaged pupils had not achieved ARE at the key assessment points, or had not always made rapid enough rates of progress heightened our urgency to tackle these areas.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closure appeared most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality, full curriculum throughout the year. This included periods of partial closure through the year, such as the January-March 2021 national lockdown, in which we delivered a successful method of remote teaching consisting of multiple daily live lessons, use of the google classroom platform, additional support with resources where needed and the incorporation of some online resources such as those provided by Oak National Academy. Throughout the school closures we have run an effective and highly attended key worker and vulnerable child provision. Many of our disadvantaged pupils attended this provision, either part time or full time.

Our assessments and observations indicated that pupils' behaviour for learning, wellbeing and mental health were also impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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

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

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

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

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

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was 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 and their individual needs varies greatly from year to year (and year group to year group), it is not possible to make accurate and useful comparisons with other schools or with data from previous years.**

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). 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 to boost wellbeing, behaviour, attendance, and aspiration. Activities will 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 new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies 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. We 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.