

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	176 (including nursery) 148 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Melissa Cliffe, Headteacher
Pupil premium lead	Claire Ward, SENCo
Governor / Trustee lead	Rachel Chapman, link governor for PPG and SEND

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10720
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2985
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14205

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. This is also particularly a challenge for our 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 2) 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 the last two years, our disadvantaged pupils arrived slightly below age related expectations in baselining assessments.</p>
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 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 the last three academic years. These findings are supported by national studies.
5	Our attendance figures for the academic year 2021-2022 were lower than our usual higher rates. This was partly due to higher than average levels of illness (including covid related), and partly due to higher levels of term time holiday absences than are generally taken. Lower attendance figures were a national trend during the academic year 2021-2022. The average attendance figure for our disadvantaged pupils during the year 2021-2022 was 88.57%, lower than the school's average attendance of 93.4%

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 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 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.
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"> • qualitative data from student voice, student and parent surveys and teacher observations • a sustained participation in enrichment activities, particularly among disadvantaged pupils.
Improved levels of attendance across the school, but particularly amongst disadvantaged children.	Attendance figures for 2022-2023 will show an increased level of attendance, particularly for our disadvantaged pupils.

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: **£3955**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Monster Phonics Scheme	Using these resources will strengthen our early reading and phonics and oracy provision for EYFS and KS1. Teaching phonics is a recognised method of supporting early reading development. Early literacy – EEF Phonics - EEF	1, 2
Targeted CPD for LSAs from PPG lead (around classroom support and interventions).	Evidence shows that well trained LSAs are more effective when supporting learning. Interventions - EEF	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. Mastery - EEF	3
Speech and language training for teachers and LSAs (both in house and CYPIT led).	Aiding communication and language development has a positive impact. Comm and lang approaches - EEF	1, 2
EAL and Oracy support and training for teachers and LSAs.	Oracy is an area of whole school focus, the teaching of these skills are known to positively impact students. Oral language interventions - EEF	1
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. Metacognition - EEF	1, 2, 3

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

Budgeted cost: **£5750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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)</p>	<p>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.</p> <p>Small group tuition - EEF</p>	<p>1, 3</p>
<p>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.</p>	<p>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.</p> <p>Interventions - EEF Small group tuition - EEF</p>	<p>1, 2, 3</p>
<p>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.</p>	<p>Phonics is recognised as an effective strategy for teaching early reading. Additional support for pupils helps to ensure they progress well.</p> <p>Phonics - EEF Interventions - EEF Small group tuition - EEF</p>	<p>2</p>

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

Budgeted cost: **£4500**

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. Behaviour interventions - EEF	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. SEL interventions - EEF	4, 5
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. Parental engagement - EEF	1, 2, 3, 4, 5
Refresher 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. SEL interventions - EEF	4, 5
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. Parental engagement - EEF	2, 3, 5

Total budgeted cost: £14,205

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.

Our internal assessments at the end of 2020/21 (which help to provide a form of baseline for the start of the next academic year) suggested that the performance of disadvantaged pupils was generally improving, but still lower than the levels that had been targeted. This was consistent in key areas of the curriculum (such as their reading, writing and maths). Gaps in other areas of the curriculum (such as history, geography, oracy and vocabulary) also continued to highlight disparity between disadvantaged children and their peers. 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 means that this remains a key area of priority within our next year's strategy. Our validated phonics scheme was chosen, in part, due to its multi-sensory approach that we have identified as a successful method of learning for many of our disadvantaged pupils.

Whilst the academic year of 2021-2022 did not involve any disruption through national lockdowns or school closures, it was still affected heavily by the aftermath of the pandemic and significant levels of pupil and staff illness and absence over the year. As there were still restrictions and recommendations for covid illness, many children had multiple periods of absence, and there were several periods of severe disruption due to high levels of staff absence. Attendance figures were also affected by high than average rates of absence due to term time holidays (including some that had been rearranged from previous bookings during the pandemic and were authorised as a result). The school is encouraging families not to take term time holidays and has made the decision not to authorise any term time holidays this year.

Our assessments and observations indicate that pupils' behaviour for learning, wellbeing and mental health have improved slightly over the year, but also recognise that this is not consistent and there are still groups of pupils who still require higher levels of support, including disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this work again this year 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.