

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	Arthur Bugler Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	John Bryant
Pupil premium lead	John Bryant
Governor / Trustee lead	Andy Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,000
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£979
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Leadership Team consider making for this group include and would not be limited to:

- Additional staffing, thus improving opportunities for effective teaching and accelerating progress.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay or contribute to the cost for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Co-Operative values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Attendance and Punctuality issues
4	Chaotic family lives and Social Service involvement

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to high quality first teaching for all including CPD for Staff	<p>Evidence shows that excellent teaching and learning experiences all day and every day. Investing in a number of CPD opportunities for staff including the National College Online. In addition, a range of 'in school' training is used to share best practice to support the needs of the community the school serves.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET to ensure key information and principles are disseminated effectively to staff. As a school we are linked to all local hubs and support the NPQ programme nationally. In order for staff to lead effectively they are released once a term.</p>	1 & 2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Learning Support Staff to provide targeted and focused support.	<p>On entry to Early Years, disadvantaged children have low Language and Communication skills – 80% of disadvantaged children are working in the low 30-50/ 22-36 month age band with 22% of disadvantaged children working significantly below in 16-26/ 22-36 month age band. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have</p>	1&2

	the breadth of vocabulary, knowledge and skills required that 'typical' Early Years children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. 36% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of support. The additional staff sees progress accelerated in KS2.	
Access to education to support children and parents Subscription to a number of packages (Spelling Shed, TT Rockstars, Twinkl, Literacy Shed and Testbase)	Every child has equal access to books, resources, uniform and equipment. Every child has access to ICT outside of lesson time as well as quality ICT equipment to enable full access to the curriculum To provide parents with the tools to support their children at home and feel more confident.	2&4
Tutoring (2 teachers and 4 LSAs over 20 weeks, two 1 hour sessions)	Evidence shows that excellent teaching and learning experiences all day and every day. Investing in a number of CPD opportunities for staff including the National College Online. In addition, a range of 'in school' training is used to share best practice to support the needs of the community the school serves	1&2

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor – To support behaviour, a nurture approach and our families.	Evidence shows that attendance is key. Our data shows that attendance for all children and in particular those who are disadvantaged has improved year on year. Ensuring our parents/carers have support and so that we can be proactive. Evidence shows that disadvantaged are more likely to make poor choices around behaviour and our school data shows that our support and interventions have had an impact on our	3 & 4

	<p>behaviour incidents with a reduction in incidents for PPG children from 11% to 6% last year.</p> <p>Any child that suffers social, emotional or behavioural difficulties is supported such that they are then able to focus on learning.</p> <p>With COVID-19, home issues and safeguarding being the most important drive in our school. The last year has seen a significant impact on our community so additional support has been required and this is ongoing.</p>	
Cost for trips and additional wider experiences	<p>To broaden and widen children's experiences of the wider world.</p> <p>To develop children's understanding of the world around them and improve their motivation and outlook.</p>	1,2,3 & 4.

Total budgeted cost: £53,000

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.

Disadvantaged Pupil Outcomes for 2020/12 (Internal Data)	
<u>Year 2</u>	
Measure	Score
Meeting Expected Standard at KS2 RWM	57%
Reading	86%
Writing	57%
Maths	100%
Achieving High Standard at KS2 RWM	0%
Reading	0%
Writing	0%
Maths	0%
<u>Year 6</u>	
Measure	Score
Meeting Expected Standard at KS2 RWM	43%
Reading	71%
Writing	57%

Maths	57%
Achieving High Standard at KS2 RWM	6%
Reading	29%
Writing	29%
Maths	14%
Measure	Score
Reading	+0.8
Writing	-2.5
Maths	+0.1

Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
Spelling Shed	EdShed
GoRead	GoRead
NCOL	The National College

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)

This strategy will be reviewed Half Termly to ensure that the children receive highly effective support throughout the entire year.