

Pupil premium strategy statement - Bitterne Manor Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 (Targets are set for one year but strategies are intended to be in place for 3 years, dependent on annual review)
Date this statement was published	06/10/2023
Date on which it will be reviewed	06/10/2024
Statement authorised by	Governors
Pupil premium lead	Jo Egerton
Governor / Trustee lead	David Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114040
Recovery premium funding allocation this academic year	£6912
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£120,952

Part A: Pupil premium strategy plan

Statement of intent

At Bitterne Manor Primary School, we have high standards and expectations. As a team, we work together to provide the very best education for the children in our care. We recognise that children have individual needs and our aim is to provide a safe, happy, stimulating environment, where everybody is valued and encouraged to fulfil their potential.

Our key aims are to:

- ensure that our teaching and learning opportunities meet the needs of all pupils.
- ensure that appropriate provision is made to meet the needs of pupils who belong to vulnerable groups, which includes those from socially or economically disadvantaged backgrounds.
- ensure that the funding is used appropriately to meet the needs of any pupils at risk of underachievement, who are in receipt of free school meals. We also reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- allocate funding following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all pupils receiving Free School Meals will be in receipt of Pupil Premium interventions at one time.

NB. In making provision for socially disadvantaged pupils, we recognise that not every child in receipt of free school meals will be socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication and language (evidence EYFS Baseline Assessments, Reading Fluency Assessments, Salford Reading test analysis, end of year assessment reviews, book scrutiny and Special Educational Needs and Disabilities information). This barrier impacts on inference in reading, vocabulary choices and quality of writing and the ability to reason and communicate in maths.
2	Low levels of parental literacy / numeracy and/or mental health needs, means that parents are not able to support with home learning, particularly for those children with higher levels of need (SEN/emotional) so that basic skills become automatic

3	Lower levels of resilience and resourcefulness, in some cases lower self-belief.
4	A small number of pupils have multiple complex barriers to learning including SEND. Whilst this is addressed in part through the SEND budget, additional resources are needed to ensure pupils can access class learning. This is particularly around learning behaviour, anger management and emotional literacy.
5	Lack of wider experiences beyond the school, often costly (e.g. music, sport and visits) which reduces the opportunities children have to practice, apply and enrich their learning.
6	Higher levels of absence which impacts on pupil outcomes and progress. Gaps in learning also develop as pupils miss out on developing and securing key skills.
7	Difficulties with language acquisition, which impacts on all reading and writing.
8	Many of our disadvantaged pupils have limited life experiences beyond the immediate vicinity of their homes, which leads to them struggling to make conceptual links across the curriculum and them having a very limited world view.
9	A high proportion of pupils exhibit behaviours reflecting poor mental health and wellbeing.

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 outcomes for disadvantaged learners, based on their starting points.	80% of disadvantaged learners to be working at ARE in Maths, Reading and Writing in all year groups, based on summative termly tests used to inform teacher assessment and end of key stage outcomes.
Improved attendance of disadvantaged pupils and a reduction in persistent absentees.	96% attendance across all groups, including disadvantaged pupils and percentage of persistent absences to be reduced.
Maintain low level of exclusions and further reduce behaviour incidences	Five or less fixed term or permanent exclusions. Number of logged behaviour incidences to be reduced.
A greater proportion of disadvantaged pupils to be working at greater depth across the curriculum.	15% of disadvantaged pupils to reach GDS or higher standard in Reading, Writing and Maths at the end of KS2.
Improved community involvement	Percentage of pupils engaging with the community award, taking on

	responsibilities in school, achieving their Governor's Award and engaging with clubs will be equal to their peers.
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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: £ 4,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
NPQH Course	https://www.gov.uk/government/publications/national-professional-qualifications-npqs	4,6,9
Senior Mental Health Lead Training	https://www.gov.uk/guidance/senior-mental-health-lead-training https://realtraining.co.uk/senior-mental-health-lead-training (partially funded by the DfE)	2,3,4,9
Autism in Schools Project	Following a successful pilot, Southampton City Council has prioritised the roll out of the programme to all schools.	3,4,9
KS2 Moderator training	Improved writing outcomes in KS2	1,2,7
Writing INSET with Trust schools	Keynote speaker: Liz Chamberlain author of Inspiring Writing in Primary Schools	1,2,5,7,8
Reach Trust Writing Project – Year 4	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3,7
Lexia Training	The school have successfully been recruited on to the lexia reading core 5 project to test a computer based reading programme in Year 2. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1,2,3,4,7

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

Budgeted cost: £ 158,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two qualified teachers and a Teaching Assistant in Year 6 allows daily small group tuition sessions in Maths, Reading and Writing	EEF suggests that small group tuition has an average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition These reduced ratios also support pupils' resilience and self-belief as they have more opportunities to interact with the Teacher / TA and receive instant feedback.	1, 2, 3, 4, 7, 9
Weekly writing breakfast club for pupils in Year 6	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res Disadvantaged pupils are prioritised for this intervention, which includes providing a breakfast snack and small group tuition combined.	1, 2, 3, 4, 7, 9
Weekly breakfast maths club for pupils in Year 6	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res Disadvantaged pupils are prioritised for this intervention, which includes providing a breakfast snack and small group tuition combined.	1, 2, 3, 4, 7, 9
Minimum of one teaching assistant in each year group to enable same day interventions , based on teachers' assessment for learning during lessons.	The EEF state: 'Compliance analysis suggests that pupils in schools that implemented Same Day Intervention as the programme developer intended may have made, on average, two months additional progress in mathematics compared to pupils in control schools.'	1,2,7
Bottom 30% of pupils have daily 1:1 phonics intervention or Lexia.	Strategy used in 2022/23: 93% (27/29) pupils passed the phonics screening. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 7

	Lexia trial aimed to solidify phonics skills to promote strong foundations for reading and provide early intervention for struggling readers.	
Book Buddies	Older pupils read with struggling and disadvantaged pupils twice per week for 15 minutes. Those pupils who do not receive support at home are prioritised. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 2, 7
Multiplication Buddies	Older pupils support struggling and disadvantaged pupils twice per week with securing their times tables. Those pupils who do not receive support at home are prioritised. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	
FFT Wave 3 Literacy Intervention	This intervention is used with disadvantaged pupils in Year 1 who did not meet a GLD in Year R and who are struggling to secure their phonics. https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/What-Works-for-Literacy-Difficulties-6th-Edition-2020.pdf	1, 7
Homework Support	Successful in previous years.	2

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

Budgeted cost: £23,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support	Our ELSA supports pupils from across the school with a wide range of emotional literacy support packages to address individual issues and improve attitudes to learning including: anger management, managing feelings and supporting communication. She also works with pupils in the classroom to ensure strategies taught can be applied and not seen as a separate intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 6, 9
Identified pupils in Year R, Year 1 and Year 2 who struggle with social skills, attend a weekly session.	The Education Endowment Foundations (EEF) suggests that on average, oral language approaches have a high impact on pupils' outcomes of 6 months additional progress. Time to talk is designed to teach and develop young children's social interaction skills and improve oral language. The skills taught include: eye contact; turn taking; sharing; greetings; awareness	1, 7, 9

	of feelings; giving; following instructions; listening; paying attention and play skills.	
Identified pupils in Key Stage 2, who struggle with social interaction and oral language, attend weekly sessions.	The Education Endowment Foundations (EEF) suggests that on average, oral language approaches have a high impact on pupils' outcomes of 6 months additional progress. Talkabout is a highly regarded 3 term intervention that focuses on developing self-awareness and self-esteem, using a practical resource.	1, 3, 7, 9
Educational Welfare Support – six days across the year	DHT leads on attendance – this proved successful last academic year with attendance for the whole school at 95.8% at the end of the academic year and ?? for PP pupils.	6
Education Psychology service level agreement – 4 purchased days in addition to statutory work.	This support helps to identify specific needs of individual pupils and how best to support them in school.	3,9
Extra-curricular community sporting opportunities and trips to enhance the curriculum	This provides pupils the opportunity to participate in sporting events outside of school and participate in school trips. These are either fully or partially funded. https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	5, 8
Range of extra-curricular activities including multi-sports, performance and karate available.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	5,8
Uniform grant	Pupils eligible for the PPG are given a uniform allowance of £30 per academic year to purchase school uniform. Enabling all pupils to wear the same uniform ensures they look smart, gives the school an identify and gives every child a sense of belonging. https://www.simplypsychology.org/maslow.html	9
School milk and breakfast if needed	Pupils eligible for the PPG are provided with milk daily and if they have not had breakfast will be offered this by the ELSA. Pupils in KS2 will be offered fruit if they do not have a snack. https://www.simplypsychology.org/maslow.html	9
Developing active parental engagement	Parents are being targeted through a range of strategies including: meet and greets with the children in Year R; targeted SENCO / ELSA support; parental workshops e.g. on anxiety; challenging behaviour; phonics and maths and through having a very open-	2,4,6

	door policy. Parents will also be encouraged to join in with Cultural Day as this proved successful last academic year.	
Lunchtime Clubs / Catch-up opportunities	In addition to completing homework, pupils can use the school laptops to access Bug Club (reading) or Times Tables Rockstars (maths) during the school day / lunchtimes. This is to ensure they have fair access to these online resources. Colouring club is offered to those pupils who find the playground overwhelming.	2
Development of the curriculum	Maestro curriculum purchased and continues to be adapted for use with our learners to support their conceptual links.	8

Total budgeted cost: £187,087 (This is partially funded from the SEN Notional budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year

Academic Year 2022 - 2023	
Intended Outcome:	Result:
Improved attendance	The overall attendance of PP pupils in 2022-2023 was 94.8% which is above the national average of 93.7% for all pupils.
Improved phonics in KS1	Phonics outcomes in Year 1 were 89% for PP pupils.
Attainment in reading to be at least in line with national expectations	At the end of Key Stage 2, 71% of disadvantaged pupils achieved Age Related Expectation (ARE) in reading and 14% achieved the higher standard (HS). 21% of this disadvantaged group had an EHCP. At the end of Key Stage 1, 78% of disadvantaged pupils achieved ARE in reading.
Attainment in writing to be at least in line with national expectations	At the end of Key Stage 2, 57% of disadvantaged pupils achieved Age Related Expectation (ARE) in writing. 21% of this disadvantaged group had an EHCP. At the end of Key Stage 1, 67% of disadvantaged pupils achieved ARE in writing.
Attainment in maths to be at least in line with national expectations	At the end of Key Stage 2, 57% of disadvantaged pupils achieved Age Related Expectation (ARE) in maths. 14% achieved the higher standard (HS). 21% of this disadvantaged group had an EHCP.

	At the end of Key Stage 1, 78% of disadvantaged pupils achieved ARE in maths.
Maintain low levels of exclusions and reduce behaviour incidents	1 disadvantaged pupil received a fixed term exclusion for 1 day.
Improved community involvement	36% of disadvantaged pupils achieved the Governors Award by the end of Year 6. This demonstrates a commitment to their learning; exemplary behaviour and community involvement during their time at the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics Bug & Bub Club	Pearsons
Maestro Curriculum	Cornerstones
Lexia Reading Core 5	Lexia Learning Systems