

# 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	207
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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	10/10/2022
Date on which it will be reviewed	10/10/2023
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	£102,123
Recovery premium funding allocation this academic year	£5,292
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
<b>Total budget for this academic year</b>	<b>£107,415</b>

# 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: £ 2805

Activity	Evidence that supports this approach	Challenge number(s) addressed
NPQH Course	<a href="https://www.gov.uk/government/publications/national-professional-qualifications-npqs">https://www.gov.uk/government/publications/national-professional-qualifications-npqs</a>	4,6,9
NPQSL	<a href="https://professional-development-for-teachers-leaders.education.gov.uk/senior-leadership">https://professional-development-for-teachers-leaders.education.gov.uk/senior-leadership</a>	9
KS1 Moderator training	Improved phonics outcomes and writing in KS1	1, 2, 7
KS2 Moderator training	Improved writing outcomes in KS2	1, 2, 7
Inclusion INSET with Trust schools	Keynote speaker: Karen May, independent SEMH Consultant <a href="https://www.ac-education.co.uk/">https://www.ac-education.co.uk/</a>	3,4, 9

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

Budgeted cost: £ 122782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two qualified teachers and 2 Teaching Assistants in	EEF suggests that small group tuition has an average impact of four months additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> These	1, 2, 3, 4, 7, 9

Year 6 allows daily small group tuition sessions in Maths, Reading and Writing	reduced ratios also support pupils' resilience and self-belief as they have more opportunities to interact with the Teacher / TA and receive instant feedback.	
Weekly breakfast reading club for pupils in Year 6	<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a> Disadvantaged pupils were prioritised for this intervention, which included providing a breakfast snack and small group tuition combined.	1, 2, 3, 4, 7, 9
Weekly breakfast maths club for pupils in Year 6	<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a> Disadvantaged pupils were prioritised for this intervention, which included 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 20% of pupils have daily 1:1 phonics intervention.	Strategy used in Summer 2021: vast majority of pupils who were in this group made accelerated progress in phonics and reading.  EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 7
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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>	1, 2, 7
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.  <a href="https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/What-Works-for-Literacy-Difficulties-6th-Edition-2020.pdf">https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/What-Works-for-Literacy-Difficulties-6th-Edition-2020.pdf</a>	1, 7

Homework Support	Successful in previous years.	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	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 of feelings; giving; following instructions; listening; paying attention and play skills.	1, 7, 9
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 to take a lead on attendance following the implementation of the attendance policy.	6
Education Psychology service level agreement – 2 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. <a href="https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-months">https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-months</a>	5, 8
Range of extra-curricular activities including dance, performance and karate available.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	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 identity and gives every child a sense of belonging.  <a href="https://www.simplypsychology.org/maslow.html">https://www.simplypsychology.org/maslow.html</a>	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.  <a href="https://www.simplypsychology.org/maslow.html">https://www.simplypsychology.org/maslow.html</a>	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 on anxiety, challenging behaviour and transition and through having a very open-door policy.	2,4, 6
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.	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: £149,254**

## 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 2021 to 2022 academic year

Academic Year 2021 - 2022	
Intended Outcome:	Result:
Improved phonics in KS1	Phonics outcomes in Year 1 were above national for disadvantaged pupils (75%).
Attainment in reading to be at least in line with national expectations	KS2 outcomes above national (75%) for disadvantaged pupils, KS1 outcomes were below national (67%) for disadvantaged pupils. However, all pupils (including PP pupils) made accelerated progress in reading. Strategies adapted this year to increase focus on disadvantaged learners.
Attainment in writing to be at least in line with national expectations	KS1 and KS2 outcomes were slightly below national expectations for disadvantaged pupils. Strategies adapted this year to increase focus on disadvantaged learners.
Attainment in maths to be at least in line with national expectations	KS2 outcomes above national (71%) for disadvantaged pupils, KS1 outcomes were below national (68%) for disadvantaged pupils. However, all pupils (including PP pupils) made accelerated progress in maths. Strategies adapted this year to increase focus on disadvantaged learners.
Maintain low levels of exclusions and reduce behaviour incidents	Only 1 pupil had fixed term exclusions prior to transitioning to specialist provision.

## 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A