

Pupil premium strategy statement 2022-23 to 2025-26

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	Bailey's Court Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	40
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2025-26
Date this statement was published	October 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Andrew Lynham, Headteacher
Pupil premium lead	Martin Telfer, Deputy Head
Governor / Trustee lead	John Underhill, Inclusion Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,605
Recovery premium funding allocation this academic year	£3,118
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£64,723

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our children make good progress, achieve well in all areas of their learning and develop as healthy well-rounded individuals. Regardless of children's backgrounds, our expectations remain the same for all children from EYFS to Y6. The particular focus for this strategy plan is to support all of our disadvantaged children, including our existing high attainers in all year groups.

Within this group, we will be supporting our vulnerable children including those children and families who have a social worker. Our intention is that the children in this sub-group will be supported by this strategy regardless of any disadvantage.

Quality first teaching will be driving this strategy with our class teachers planning and delivering high quality teaching and learning experiences for the children in their care which will continue to support the achievement and progress of both disadvantaged and non-disadvantaged children. Our extensive intervention programme is carefully tailored to supporting the progress and attainment of children, including the non-disadvantaged, in response to dips in attainments and progress and also those who need support with their mental health and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and subsequent discussions with staff and children have demonstrated that for many of our children, including our disadvantaged children, their language development, social/emotional development and well-being are a cause for concern. For some groups, there continues to be a 'legacy-impact' from Covid-19 lockdowns and time out of school when a significant number of our disadvantaged children did not fully engage with remote learning during periods of lockdown despite regular support from school.
2	Assessments and observations suggest that our disadvantaged children (and other groups) are having difficulties with reading and phonics. Again, there has been a significant impact on children particularly in our younger age groups due to the legacy of Covid-19 lockdowns and the time children were not in school or preschool.
3	Assessments and observations suggest that our disadvantaged children (and other groups) are having difficulties with writing. Again, there has been a significant impact

	on children in our younger age groups due to the legacy of Covid-19 lockdowns and the time children were not in school or preschool.
4	Discussions with parents and children show an increasing number of children are missing out on life experiences and SMSC development opportunities. This is partly due to the Covid-19 pandemic and the economic downturn that we are currently experiencing.

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 oral language skills and engagement with their learning amongst disadvantaged children	Assessments, observations and conferencing will demonstrate progress in this area with 90% children able to use oral language in line with age group expectations. Support will include a range of strategies including the tailored learning planned by the teachers which will involve periods of 'Discovery Time' (self-initiated learning), very focussed interventions for specific children and regular reinforcement of expectations and basic skills.
Improved ability to use phonics to support reading fluently and engagement in 'reading for pleasure' among disadvantaged children	Reading outcomes for disadvantaged children by 2024-25 show that 85% of our disadvantaged children have met expected standards in reading and phonics appropriate to their age. Support will include use of an approved reading scheme built on phonic progression, the investment in additional targeted resources for specific groups (Reading Wise) and deployment of additional staff to teach phonics and reading recovery interventions.
Improved progress and attainment in writing among disadvantaged children.	Writing outcomes for disadvantaged children by 2024-25 show that 80% of our disadvantaged children have met expected standards. Support will include the continued deployment of the Dream Team, Talk for Writing and Power of Reading strategies.
Improved progress and attainment in maths among disadvantaged children.	Maths outcomes for disadvantaged children by 2024-25 show that 85% of our disadvantaged children have met expected standards. Support will include the continued employment of the Dream Team, continuous provision as appropriate and an ongoing focus on basic tables/arithmetic and application of key skills
Improved social, emotional and well-being outcomes for all pupils including our disadvantaged children	Conferencing of children, questionnaires and discussions with parents will show that the vast majority of children have good mental health and well-being outcomes and know where to access help when they find themselves in need. Support will produce sustained improvements in mental health, engagement in enrichment activities, self-esteem and happiness in school. Observations of behaviour of key children show a positive attitude to school and attendance of disadvantaged children which is in line with expectation of non-disadvantaged children.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review the agreed approaches used for first teaching with all teachers to ensure they fully understanding school expectations and provide additional training as needed. Phonics, guided reading, reading intervention, Power of Reading and Talk for Writing training provided for all staff annually	Staff are following these guidelines and children are able to make expected progress in reading, writing and maths.	2, 3
To review with teachers the approaches taken to child-initiated learning in Reception and Year 1 to ensure that children are able to spend appropriate time engaging in discovery time and child-initiated learning	Staff are following these guidelines and children are able to make expected progress in reading, writing and maths.	1
To review with all teachers the approaches taken to developing oracy in school including modelling of language during lesson inputs, vocabulary mats and modelling of language	Staff are following these guidelines and children are able to make expected progress in reading, writing and maths.	1

during child-initiated learning opportunities.		
Resources (time, training, staff and materials) to further develop continuous provision in Reception and Year 1 for all children including disadvantaged	Development of our continuous provision across KS1 and into Y3 will have a significant impact on target children enabling them to develop language skills and access key learning when they struggle to engage in a more formal class setting especially in Y2 and Y3.	1, 2, 3, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing experienced teachers as part of our Dream Team to work in all of our KS2 classes 2/3 mornings a week to provide tutoring/1 to 1 and small group interventions to support children catch up in reading, writing and maths	Deployment of three very experienced teachers to support across KS2 provides targeted additional teaching to small groups responding the direction of class teachers follow ongoing classroom teaching and assessment	2, 3
Employing quality teaching assistants as part of our Dream Team to work in all of our KS1 classes 2/3 mornings a week and some afternoons to provide tutoring/1 to 1 and small group interventions to support children catch up and reach year group expectations with phonics, reading, writing and maths	Deployment of additional support in Y1 and Y2 focussed on teaching of phonics, small group interventions building basic skills and development of continuous provision will bridge learning gaps and build social skills.	2, 3

Pastoral Lead to support well-being of children	Pastoral Lead to support well-being and engagement of children and families. 1:1 interventions, mentoring and ongoing support with agencies (working closing with our Inclusion Lead) is helping to remove barriers that prevent children from learning academically	1
Appointment of a sports mentor to support key children who have behaviour issues	This approach is helping children manage some of their behaviour issues, build self-esteem, resilience and confidence for a number of children who have struggled to engage with school and learning	1, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular whole day/half day Forest School sessions for all children to support their holistic development	The school has run Forest school for over 10 years and has seen the significant impact it has on children's holistic development and raising their self-esteem	1, 4
A range of lunchtime clubs and activities, including martial arts, behavioural sports coaching, yoga, singing and a group club for vulnerable children	Providing key children with additional provision at break times enables them to relax, build relationships and refresh which builds confidence and learning capital	1
Lunch time Play Pod provides opportunities to explore, be create and interact with their peers in a guided way with trained staff to develop play skills	Providing key children with additional provision at break times enables them to relax, build relationships and refresh which builds confidence and learning capital	1
A number of funded opportunities are provided for all disadvantaged children and their families to help expand their life	Disadvantaged children are offered funded clubs (both in and outside of school), funded school visits (including residential camps), uniform, musical instrument lessons and free breakfast club places. This enables disadvantaged	1, 4

experiences and opportunities	children to contribute fully to life in school.	
A nurture room 'The Nest' which supports children in the morning who struggle to integrate in the classroom due to emotional and social issues develop skills which enables them to integrate back into the classroom with their peers	This has been run for a number of years very successfully and enables children to develop their social and emotional needs to the point where they can be successful learners in a classroom environment alongside their peers.	1
ELSA support on a weekly basis either through a structured programme or adhoc drop in sessions as needed	Emotional Literacy Support Assistants enable to children engage more fully in school through interventions, counselling and work with families.	1

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 work with disadvantaged children to support their mental health and overall wellbeing has been very effective and a large number of children have displayed significant improvements in this area. This is particularly the case of children who have accessed the Nest and engaged with our forest school and ELSA programmes. Our internal assessments for 2021-22 show that the progress of our disadvantaged children in maths and reading was in line with their peers. In writing however, our disadvantaged children's progress was slightly behind that of other children. The school still has pockets of disadvantaged children who due to the Covid-19 pandemic are still behind attainment expectations in reading and writing. This is particularly the cases for younger children in the

Our whole school attendance for 2021-22 was at 96.3%. Attendance for our disadvantaged children was below that whole school average at 89.4%. We are continuing to work with these families to improve attendance and at the end of term 1 for 2021-22, attendance is up by nearly 2%.