

Pupil premium strategy statement

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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 Green Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lisa Taylor (Head teacher)
Pupil premium lead	Jan Briggs
Governor / Trustee lead	Dawn Bentley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160.660
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£160,660

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Bailey Green Primary School we specifically target the use of our Pupil Premium funding to ensure that our Pupil Premium children receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantage can create a wide range of barriers which may impact on a child's learning.

Our ultimate objectives are to:

- Remove barriers to learning created by disadvantage.
- Narrow the gaps between pupil premium and non-pupil premium children both within school and nationally.
- Ensure ALL children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop their confidence and vocabulary to communicate effectively in a wide range of contexts.
- Support children to allow them to become emotionally secure and to develop resilience.
- Access a wide range of opportunities and experiences to develop their curiosity, knowledge and understanding of the world.

In order to achieve our objectives we will;

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access high quality teaching.
- Review staffing to ensure we have sufficient targeted support.
- Provide focused, personalised intervention to address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to visits, residentials and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through our robust data analysis

Class teachers will identify specific intervention and support for individual pupils which will be discussed and reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and well-being needs will access high quality provision from appropriately trained Thrive adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers as indicated by the Yr1 screening results.</p> <p>2019 - 78% FSM compared to 92% Non FSM</p> <p>2022 - 64% FSM compared to 89% Non FSM</p> <p>This negatively impacts their development as readers compared to their peers.</p>
2	<p>Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of KS1 and KS2.</p> <p>Key Stage 1 2022 - 57% FSM compared to 86% Non FSM</p> <p>Key Stage 2 2022 - 76% FSM compared to 97% Non FSM.</p>
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> <p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of KS1 and KS2.</p> <p>Key Stage 1 2022 - 38% FSM compared to 83% Non FSM</p> <p>Key Stage 2 2022 - 68% FSM compared to 88% Non FSM.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to social deprivation and problems at home.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased since the pandemic. 20 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, receiving small group interventions.</p>
5	<p>Our attendance data in 2021-2022 indicates that attendance among disadvantaged pupils was 3% lower than for non-disadvantaged pupils.</p> <p>10 disadvantaged pupils were 'persistently absent' (under 80%attendance) during 2021-2022. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 phonics understanding throughout the school among our disadvantaged children.	Phonics outcomes at the end of Yr1 to show that 78% of disadvantaged children met the standard.
Improved reading attainment for disadvantaged pupils at the end of KS1 and KS2. Improved reading attainment among our disadvantaged children.	Reading outcomes in 2023 to show that more than 65% of disadvantaged pupils met the expected standard at the end of KS1 and 80% met the expected standard at the end of KS2.
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	Writing outcomes in 2023 to show that more than 60% of disadvantaged pupils met the expected standard at the end of KS1 and 75% met the expected standard at the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025 demonstrated by: <ul style="list-style-type: none">• qualitative data from pupil voice, student and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupil.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025 demonstrated by: The percentage of all disadvantaged pupils who are persistently absent being broadly in line with non-disadvantaged pupils.

We have set challenging targets above national average.

This is a working document which we will review annually with the senior management team and amend if necessary.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to ensure subject and pedagogical expertise.	Ensuring the effectiveness of teaching and that every teacher is supported to keep improving is described by the EEF as 'the key ingredient of a successful school and should rightly be a top priority for pupil premium spending' (EEF, 2021). Bailey Green to continue to heavily invest in continuous professional development for teachers in pedagogy, subject leadership and subject specialism with a focus on dialogic activities to promote and embed reading and writing.	1, 2, 3
Subject consultants and subject leads with expertise in relevant areas – ensuring high quality teaching for all in addition to a targeted pupil premium approach	There is a very strong evidence base that high quality teaching for all has the most significant impact on raising achievement and closing the significant attainment gap (EEF, 2021).	1, 2, 3

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Continue to fund a phonics tracker inline with a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

Intervention support in phonics and reading, writing. At Bailey Green we focus on enabling all children to achieve success from their starting point. Additional small group and intervention support is an important part of our provision in identifying gaps and ensuring that they are systematically addressed, this is done in conjunction with high quality classroom based teaching and is informed by the EEF guidance for effective implementation of interventions (EEF 2021).	Intervention support in phonics, reading and writing. At Bailey Green we focus on enabling all children to achieve success from their starting point. Additional small group and intervention support is an important part of our provision in identifying gaps and ensuring that they are systematically addressed, this is done in conjunction with high quality classroom based teaching and is informed by the EEF guidance for effective implementation of interventions (EEF 2021) .	1, 2, 3
Maintain the training of 2 members of staff in THRIVE to support pupils' experiencing behavioural and emotional difficulties and lead staff training linked to class thrive profiles.	Funding from our Pupil Premium and Recovery Premium budgets will be allocated to implement Thrive sessions for identified pupils across the school (individually, paired and small groups, as appropriate). Where more specialist support is required, counselling will be implemented for those pupils who have high behaviour or SMEH needs. Ensuring that SMEH continues to be a high priority across the school with a focus on pupils' mental health, well-being and behaviour has never been more important given the impact of COVID-19	4

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

Budgeted cost: £62,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance rates for pupils eligible for pupil premium across the school ensuring that the number of pupils eligible for PP who	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with	5

are Persistent Absence (PA) decreases significantly. Ensure all office staff take part in attendance training to enable lowest attenders to be tracked quickly and addressed.	schools that have significantly reduced levels of absence and persistent absence.	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 160,66.00

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.

Results at the end of the academic year 2022 at the end of Year 6 showed that the performance of targeted children was above national average in all areas.

Disadvantaged 2021/2022		
Achieved the Standard	National Average 2022	Bailey Green 2022
Maths	57%	80%
Reading	63%	76%
Writing	68%	56%
GPS	88%	59%
Science	67%	72%
RWM	43%	64%

All assessments showed that the performance of disadvantage children has fallen since 2019.

Our assessment of the reasons for this points primarily to Covid-19 impact over the last 2 years, which disrupted the education al all areas of the curriculum to varying degrees. As evidenced in schools across the country, this was most detrimental to our disadvantaged children as they were not able to benefit from our pupil premium funding due to school closures and classes having to isolate.

However, our results show we are still above national average which is due to the intense catch-up programmes and targeted interventions that were given to our disadvantaged children last year.

Overall absence has fallen again (excluding the Covid year of 2019/2020) to 2.96%. The lowest in 8 years. This is due to highlighted absentees being tracked and offered individual family support.

Our observations and assessments indicate that disadvantaged children behaviour, wellbeing and mental health were all well supported by our intense thrive programmes and intervention from our trained Thrive TAs and our behaviour support works within school.