

Baden-Powell & St. Peter's Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

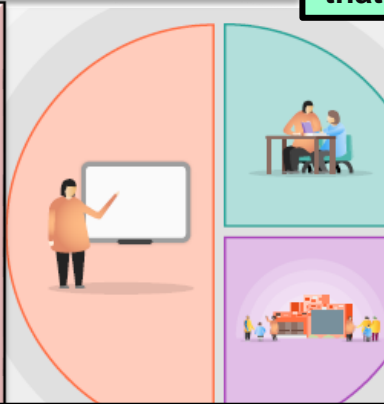
EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introdu>

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions



Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning.

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11
CIC Talking About a Generation Study

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Baden-Powell & St. Peter's CE Junior School
Number of pupils in school	718
Proportion (%) of pupil premium eligible pupils	6% (42 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 for a further three years
Date this statement was published / updated	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Rachel Rusling
Pupil premium lead	Miss Amanda Knowles
Governor / Trustee lead	Mrs Gina Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Recovery Premium funding grant	£5,655
School-led tutoring grant	£1,580
Total budget for this academic year	£91,255

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

- *For all disadvantaged pupils to reach their academic potential, with particular focus on Reading, Writing and Maths skills, knowledge and understanding; this aim then extends to the wider curriculum (largely supported and accessed through Reading).*
- *For all pupils to be able to access learning in the classroom consistently, ensuring that attendance, mental health and wellbeing are met so that these do not become barriers to learning.*
- *For all pupil to leave BPSP having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.*
- *For all pupils to have access to wider experiences that school has to offer and to not to be disadvantaged in accessing these as a result of any financial or social difficulties.*

How does your current pupil premium strategy plan work towards achieving those objectives?

In order to meet the above objectives, we have focussed on the following areas:

- *Continuing to provide high quality pupil conferencing (1:1 or small groups) so that gaps in learning, as well as pre-teaching of concepts and vocabulary enables accelerated and sustained progress for disadvantaged pupils*
- *Additional interventions and co-teaching (primarily with members of the SLT and a specialist English teacher) to support classes where the proportion and need of disadvantaged pupils is at its greatest*
- *High quality professional development and pedagogy for all staff to develop their subject knowledge and practice, especially in providing pupils with effective feedback.*
- *Continuing to develop, enhance and refine our curriculum, ensuring it remains thoughtfully chosen and well-sequenced to encourage pupils learning and memory.*
- *Providing targeted and specific pastoral care, emotional and attendance support so as to remove barriers which may prevent pupils from reaching their full potential.*

What are the key principles of your strategy plan?

- 1) *To empower teachers to know their pupils and do what is best for them, delivering high quality CPD*
 - 2) *To use evidenced targeted intervention to support pupils who are at risk of falling behind*
 - 3) *To empower parents to understand how to best support their child at home*
 - 4) *To empower children - making sure every child feels successful and valued.*
 - 5) *To find and nurture each child's passions*
 - 6) *To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not*
 - 7) *To develop support networks around children and their families*
 - 8) *To work to develop pupils' communication and language skills*
- *Underpinning these is the necessity for quality first teaching, effective curriculum planning and provision of precise feedback so that disadvantaged (and all) pupils.*
 - *Early intervention for pupils in Year Three (through 3 Reading lessons, 2 spelling lessons and RWI groups, in addition to English lessons, for instance) will enable us to better 'narrow the gap' earlier as well as preventing further gaps from appearing for disadvantaged pupils.*
 - *General approach of intervening earlier with disadvantaged (and all) pupils so that gaps are identified and then subsequently narrowed earlier, allowing children to build on securing foundations of knowledge and understanding.*

Challenges

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

Challenge number	Detail of challenge
1	Differing levels of attainment upon entry to school for year three pupils; identifying gaps in learning for all pupils across school in core subjects; identifying areas of need for further support and allocating resources in a timely and effective manner.
2	Further develop staff knowledge and expertise with regards to teaching and learning, feedback and assessment, social and emotional support for all pupils.
3	Increases in the level and severity of emotional support / mental health needs of pupils.
4	Poor attendance of identified families which is a symptom of further individualised barriers which must be overcome.
5	The impact of the cost of living crisis on those families that are more financially vulnerable: the limit on finances can limit access to resources

	families can access to support and enrich learning, access to books and library, finance driven activities, such as trip and clubs.
6	Level of parent expertise to support pupils at home.

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
<p>Increase the percentage / proportion of disadvantaged pupils at both EXS and GDS (in all year groups and core subjects) from baselines or end of academic year starting points.</p> <p>(The attainment of these pupils would then continue to rise each term / year.)</p>	<ul style="list-style-type: none"> ➤ Gaps in learning are quickly identified and support put in place to act upon these: quality first teaching, conferencing, interventions, co-teaching approaches. ➤ Such interventions and conferencing groups demonstrate accelerated progress (positive progress integers from starting points). ➤ Planning, teaching and feedback – demonstrate a consistently high-quality approach (evidenced through pupil progress, monitoring and book scrutinies). ➤ Using baseline assessments (tests, moderation, and ongoing teacher assessments), identify pupils who require intervention or who would benefit from co-teaching approaches. ➤ Subsequently identified pupils to make accelerated progress by the end of the academic year to these starting points – thereby evidencing narrowing of gaps and ‘catch-up’.
<p>Continuing to improve spelling provision, staff confidence and subject knowledge so that this key area with writing is less of a barrier for disadvantaged children (and all) in reaching EXS at the end of KS2</p>	<ul style="list-style-type: none"> ➤ Continue to develop and refine approaches to the teaching and learning of spelling. ➤ Teachers to continue to use the ‘continuum of responding to spelling’ document to increase both children’s own awareness of spelling needs and their level of independence over time. ➤ Key leaders (English & Spelling Leads as well as SLT) to ensure there is a consistent approach to spelling in both teaching and feedback across the whole school.
<p>Continuing to improve reading provision (for disadvantaged pupils, including the bottom 20%) leading to improved outcomes in reading.</p>	<ul style="list-style-type: none"> ➤ Sequenced and progressive reading planning and provision – from phonic interventions and programmes (RWI) starting in Year Three, accompanied by Rising Stars: Reading Planet reading scheme, to broad and engaging text coverage, leading to well-developed and planned reading skills. ➤ Pupils falling behind quickly identified and receive targeted intervention

	<ul style="list-style-type: none"> ➤ Salford reading ages used to determine fluency interventions and support (reduce the number of pupils receiving RWI as well as an increase in the average reading ages of identified pupils).
Attendance at least 95% for disadvantaged pupils.	<ul style="list-style-type: none"> ➤ Attendance figures to be reviewed at least half-termly: key children and families supported and challenged appropriately. ➤ Where pupils have an attendance below 95%, evidence should be seen of this improving. ➤ Reduction in the number of children and percentage of persistent absence. ➤ School attendance policy and LA help is accessed is followed to support families
Barriers to learning for identified pupils is reduced.	<ul style="list-style-type: none"> ➤ Pupils to have access to pastoral care or outside agencies (e.g. CAMHS, Mosaic) as required. ➤ Those pupils who have specific needs to have these identified and then met through the use of pupil premium funding (for instance, accessing play therapy). ➤ The number of pupils receiving pastoral support to diminish over the course of the academic year (this could also be evidenced in a reduction of children on 'waiting lists'). ➤ Pupils receiving emotional support to make progress in at least one key area identified from starting point of the intervention.
All disadvantaged pupils to access aspects of school life, including trips and extra-curricular clubs.	<ul style="list-style-type: none"> ➤ Pupils have access to school uniform funding support ➤ All disadvantaged pupils to have access to school trips and residentials (partially funded support) ➤ Disadvantaged pupils to attend extra-curricular clubs: all pupils to attend at least one extra-curricular club over the course of the year; disadvantaged pupils to be represented on school sports' teams.

Activity in this academic year (2023-24)

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: £21,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ➤ Continued spelling CPD: Jane Considine approach to spelling, 'Go-Grapheme Grafters' and 'Focus Five' to be taught across the school. ➤ Review of the RWI provision so as to ensure that this is the 'right' approach for all our children (including disadvantaged) – support to be provided by Inclusion, English and Phonics leads here. ➤ Continued development of our approach to providing high quality feedback to children (and further CPD for new to school staff) ➤ Application of the learnt knowledge and experience of both our AHT (Mental Health and Wellbeing Lead) and Pastoral Care team to ensure children's needs are identified and met (including seeking and directing access with external agencies). ➤ Continued and further curriculum developments, primarily around a new assessment system for identifying children who need to catch-up on the 'key 3' knowledge strands in Discovery lessons. 	<p>Investments in ensuring pupils have access to high quality T & L. CPD for teachers in moderation and identifying gaps allows teaching to be more personalised</p> <ul style="list-style-type: none"> ➤ EEF ranks reading intervention strategies as having +5 months impact. ➤ The EEF ranks feedback as having an impact of +8 months. ➤ Research suggests regular verbal feedback is the most powerful tool for facilitating individual progress and overall improvements to learning (John Hattie; Black et al). 	<p>2: Further develop staff knowledge and expertise with regards to teaching and learning, feedback and assessment, social and emotional support for all pupils.</p>

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

Budgeted cost: £51,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued increasing access to the highest quality of teaching for all disadvantaged pupils</p> <ul style="list-style-type: none"> ➤ Action planning to ensure Quality First Teaching. ➤ Senior leaders and subject specialists to continue co-teach with staff in classes with high proportions of disadvantaged children (and SEN children). ➤ Two AHTs released to support in maths lessons in both Year 3 and Year 6. ➤ Further embed processes for assessment of data tracking ➤ Continuation of mixed attainment grouping in classes to improve models of language and pupil self-esteem. ➤ Planned in pupil reflection time for all pupils (purple pen) in core subjects responding to feedback. ➤ All Year 6 children receive 6 English and Maths lessons a week (continuation of the 'Flexi' lesson, which is supported by members of the SLT). ➤ Continued refinement and consistent application of reading and spelling approaches in Year 3. ➤ Pupils needs (academic, emotional, social, SEND and more) to be carefully considered when placing with teachers for the academic year 2023/24; pupils to be grouped (classes and Maths sets) with teachers best placed to meet their needs. 	<ul style="list-style-type: none"> ➤ John Dunford highlights that quality first teaching has the most significant effect on disadvantaged pupils. ➤ EEF ranks metacognition and self-regulation as having +8 months impact. ➤ Co-teaching approach alongside 'intervention within the classroom' has proven (see previous two years' impact analysis) to be more effective than only running interventions which would have withdrawn pupils from the classroom (with the strong exception of pupil conferencing at BPSP). ➤ Teachers to focus upon scaffolding and differentiation to best meet the needs for every learner within class. ➤ Teachers continue to take increased accountability for the progress of children in their class / set. ➤ Keeping the lid off: continuing to avoid putting a 'ceiling' on learning raises the bar for all pupils, including disadvantaged. ➤ Intervention and support proven to be more impacting earlier on (preventing gaps in the first place before they widen). 	<p>1: Differing levels of attainment upon entry to school for year three pupils; identifying gaps in learning for all pupils across school in core subjects; identifying areas of need for further support and allocating resources in a timely and effective manner.</p> <p>2: Further develop staff knowledge and expertise with regards to teaching and learning, feedback and assessment, social and emotional support for all pupils.</p>
<p>Targeted pupils make accelerated progress (both at EXS and GDS).</p> <ul style="list-style-type: none"> ➤ Teachers of disadvantaged children to have regular (at least weekly) 	<ul style="list-style-type: none"> ➤ EEF ranks one-to-one tuition as having +5 months impact. ➤ EEF ranks reading intervention strategies as having +5 months impact. 	<p>1: Differing levels of attainment upon entry to school for year</p>

<p>conferencing and tuition with disadvantaged pupils and others selected on need.</p> <ul style="list-style-type: none"> ➤ A part-time, well qualified and experienced specialist English and SEN teacher continues to work with disadvantaged children, SEN children and / or those who are underachieving in relation to ARE. ➤ School led tutoring used to support improvement of writing for Year 4 pupils 	<ul style="list-style-type: none"> ➤ Research suggests regular verbal feedback is the most powerful tool for facilitating individual progress and overall improvements to learning (John Hattie; Black et al). The EEF ranks feedback as having an impact of +8 months. ➤ School analysis shows additional progress through positive progress figures of those in receipt of conferencing. 	<p>three pupils; identifying gaps in learning for all pupils across school in core subjects; identifying areas of need for further support and allocating resources in a timely and effective manner.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific needs of individual pupils (including LAC) are met so that they can access learning fully.</p> <ul style="list-style-type: none"> ➤ Emotional support programmes to again be run this year on a needs basis, using programmes such as Milo and Hamish (with TAs trained in using this programme). ➤ Ensuring that provision and access to pastoral care is available to those children who need it – reducing those children on the waiting list, and recognising and demonstrating improvements for these children in key areas. ➤ Support for families of PP+ children - PP Lead to meet with individual families to discuss what additional support can be provided by school. ➤ Forest Schools continued provision to be offered (free of charge) to disadvantaged pupils – twenty places available each term. ➤ Service premium children to have access to Forest School provision once a half-term (co-lead with a member of the pastoral care team). 	<ul style="list-style-type: none"> ➤ EEF ranks social and emotional learning as having +4 months impact. ➤ Families and parents who feel supported by the school are more likely to engage and support their own children with learning. 	<p>3: Increases in the level and severity of emotional support / mental health needs of pupils as a result of school closures.</p>
<p>Increased attendance for all disadvantaged pupils.</p> <ul style="list-style-type: none"> ➤ Attendance of all pupils but specifically Pupil Premium children to be monitored half-termly (unless poor attendance is flagged prior to this) closely by both our attendance lead and Parent Support Lead; PP Lead to support with liaising, 	<ul style="list-style-type: none"> ➤ Increased pastoral support and close collaborative work with the school attendance officer will help to address poor attendance. ➤ Engagement with support from our MAT with difficult to reach families. 	<p>4: Poor attendance of identified families which is a symptom of further individualised barriers which must be overcome</p>

<p>discussing and challenging poor attendance of disadvantaged pupils.</p> <ul style="list-style-type: none"> ➤ To work closely in conjunction with the local authority to support and challenge parents where attendance is low. 		
<p>Ensuring those disadvantaged children within school have access to essential resources.</p> <p>Ensuring all disadvantaged pupils have access to school trips and residential.</p> <ul style="list-style-type: none"> ➤ The school will provide suggested or required uniform and equipment, if this cannot be supplied by the family; the school will assess this on an individual basis. ➤ Support for some parents on a case-by-case basis to access support in funding school trips. <p>Ensuring all pupils, including disadvantaged, have access to and are actively encouraged to experience a wide range of extra-curricular activities.</p> <ul style="list-style-type: none"> ➤ PP, Music and PE Leads to work closely together to ensure that children have priority access to extra-curricular activities (in addition to fully-funded Forest Schools) as well have opportunities to represent the school in order to boost self-esteem and recognise a variety of talents. 	<ul style="list-style-type: none"> ➤ We do not believe finances should prevent a pupil from having access to the equipment that they need to learn and feel part of the school community. ➤ Pupils at a financial disadvantage should still be entitled to participate and enjoy what school is able to offer in terms of learning and experiences. <ul style="list-style-type: none"> ➤ 'School cultures and practices: supporting the attainment of disadvantaged pupils' DfE August 2018 Link between physical health and mental wellbeing (New SRE statutory curriculum) ➤ Supporting pupils to have hobbies and interests shown to have positive impact on self-esteem and support pupils in making future careers choices 	<p>5: The impact of the cost of living crisis on those families that are more financially vulnerable: the limit on finances can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities, such as trip and clubs.</p>
<p>To improve the level and quality of parental engagement.</p> <ul style="list-style-type: none"> ➤ Subject leaders, Senior leaders and others to continue to lead parental invitation evenings relating to Reading, Writing and Maths: subject knowledge, strategies and materials to support children's learning outside of school. 	<ul style="list-style-type: none"> ➤ Support from home shown to influence pupil's learning (Deforges). ➤ EEF ranks the effect of parental involvement as having +5 months impact 	<p>6: Level of parent expertise to support pupils at home</p>

<ul style="list-style-type: none"> ➤ Subscription to Marvellous Me, to further develop parental involvement and engagement with school. ➤ Children and parents to discuss learning, outcomes and progress following the posting of 'Marvellous Me' messages home – used to reinforce learning and to secure positivity linked to learning and progress. ➤ For disadvantaged pupils whose parents do not regularly attend parent consultation meetings, consider other key staff in school to attend of their behalf as their mentors. 		
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Total budgeted cost: £91,255

Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

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

Attainment Outcomes for PP children at the end of Key Stage 2:

Reading: 56% at EXS or above; 11% at GDS

Writing: 44% at EXS or above; 11% at GDS

Maths: 56% at EXS or above; 11% at GDS

Combined: 44% at EXS or above; 11% at GDS

PP progress across the school (in-year):

Whole year progress	Reading	Writing	Maths
Year 3 (from KS1)	0	+0.2	-0.2
Year 4	+0.41	+0.12	+0.06
Year 5	+0.10	-0.2	0
Year 6	+0.32	+0.44	+0.31

LAC Progress across the school:

- Reading: Expected progress in year / -0.44 progress from KS1
- Writing: +0.22 progress in year / +0.33 progress from KS1
- Maths: +0.11 progress in year / -0.22 progress from KS1

ALL LAC children had access to additional opportunities, discussed and agreed with parents and other leaders (e.g. Inclusion Lead around play therapy. Music tuition has also been provided through the use of the additional funding with positive feedback shared by parents.

Attendance:

Whole School: 96.2% PP children: 95.5% (an increase of +2.2%) from the previous academic year.

Persistent Absence:

Whole School: 4.6% PP children: 5.5% (a significant reduction, under half over the period of the last two years)

Pastoral Care:

Of all disadvantaged pupil who received ELSA and/or pastoral support this year (17), 6 of these made 1 area of improvement, whilst it is the professional view of the PC team that a further 7 children no longer need scheduled support (to be replaced with ad hoc provision).

School have also been able to reduce the waiting list for pastoral care by seeing an additional 27 children this year (36 still on the waiting list).

Catch-Up Intervention Progress:

Across the academic year, 158 children have received catch-up intervention for at least one term in at least one subject (with some children, of course, receiving more than this). A total of 6,162 individual tuition hours have been delivered over the course of this academic year.

Due to funding, we have not been able to reach as many children as initially intended with the use of the catch-up premium and school-led tutoring funding. However, there is still positive evidence of accelerated progress being made as a result of how this funding has been utilised and directed:

Year 3	36 children made progress in at least one core subject following intervention
Year 4	25 children made progress in at least one core subject following intervention
Year 5	12 children made progress in at least one core subject following intervention
Year 6	40 children made progress in at least one core subject following intervention

Financial Support:

School were able to approve all requests for financial support (including board and lodgings for all FSM children for residential), resulting in no disadvantaged pupil being unable to attend a trip or visit or prevent them from fully engaging with learning due to financial difficulty.

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?	<ul style="list-style-type: none"> ➤ Service premium allocation funding was included in the overall costs for pastoral care provision and our conferencing approach. ➤ This academic year and beyond, pastoral care provision for service pupil premium children will be solely attributed towards pastoral care provision – we are also planning on re-launching the Forest School half-termly opportunity for service children in 2023-24 and beyond.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> ➤ Pupils were supported emotionally when separated from parents or in forming new friendships if required.