

# Bassenthwaite Primary School



## Pupil Premium Strategy 2021-2022

### Rationale

Bassenthwaite Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

### Background

Pupil Premium funding is a government initiative that targets additional support at pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but school's are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of Extended services to raise aspiration e.g. residential trips annually and for widening pupils' awareness of the wider cultural diversity e.g. trips, visitors to school.

### Key Principles

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

#### **High expectations**

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

## **High Profile**

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium profiles are completed each term.

## **Early Intervention**

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

## **Inclusive Provision**

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding

## **High Quality Teaching and Learning**

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that **all** pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

## **Emphasis on Basic Skills**

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

## **Strategies**

### **Identifying Need**

Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

## **Identifying barriers to Learning**

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

## **Use of Data**

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non pupil premium pupils within the school. This data is used to provide school improvement targets
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

## **Provision**

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Provision is changed annually according to need. Our provision includes:

- Small group interventions and 1:1 tutoring
- Support with speech and language in the early years.
- SATs booster classes
- High quality feedback from staff
- Activities to support aspiration of pupils

## **Reporting**

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- Our Pupil Premium spending for the current academic year detailing how the funding is to be spent.
- The head teacher provides reports to the Governing Body on how effective provision has been in achieving its objectives.
- A pupil premium governor monitors pupil premium performance termly.

Date of next review: September 2022

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Bassenthwaite
Pupils in school	34
Proportion of disadvantaged pupils	3%
Pupil premium allocation this academic year	£2690
Academic year or years covered by statement	2021-2022
Publish date	June 2021
Review date	June 2022
Statement authorised by	LGB
Pupil premium lead	S Royle
Governor lead	M Taylor

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No stat data
Writing	
Maths	

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	
Measure	Activity
Priority 1	To ensure 100% achieve expected standard on phonics screening. Purchase Read, write, Inc and train all relevant staff.
Priority 2	Close the gap in Maths attainment using One Billion program supported by the WELL project
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£2690

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS1 and KS2 Reading	July 22
Progress in Writing	Achieve national average progress scores in KS1 / KS2 Writing	July 22
Progress in Mathematics	Achieve average KS1 / KS2 Mathematics progress score	July 22
Phonics	Achieve national average expected standard in PSC	July 22
Other	Improve attendance of disadvantaged pupils to LA average	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Embed use of Accelerated Reader across all year groups to increase reading for pleasure
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£2690

### Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Using MAT education welfare officer to support families with attendance
Priority 2	Improving attendance and readiness to learn for the most disadvantaged pupils
Barriers to learning these priorities address	Lack of parental engagement
Projected spending	Unknown

### Monitoring and Implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days

Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead to have two days to train TA to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
Progress in Reading and Writing	KS2 teacher assessment shows increase from 40% exp to 100% exp
Progress in Mathematics	KS2 teacher assessment shows increase from 60% to 100% exp
Phonics	Increase from 67% to 100%