

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (updated Autumn 2024)

Detail	Data
School name	Bitterley CE Primary
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022--2025
Date this statement was published	September 2022
Date this statement was reviewed	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kerrie Lewis
Pupil premium lead	Kerrie Lewis
Governor / Trustee lead	Jon Hughes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	15,110
Recovery premium funding allocation this academic year <b>Recovery premium has been pooled at MAT level to support CPD initiatives and training for teaching &amp; learning, safeguarding and early years.</b>  The money is funding some of the central team resources supporting these areas on a one-off basis. This is the final year of the Recovery Premium funding.	£2,000
Pupil premium funding carried forward from previous years	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£18,700</p>
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# Part A: Pupil premium strategy plan

## Statement of intent

Bitterley CE Primary school.

*Our ultimate objectives for our disadvantaged pupils:*

- narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- enable disadvantaged pupils in school to make or exceed nationally expected progress rates
- ensure disadvantaged pupils receive necessary support with their health and mental wellbeing in order to succeed and make progress in school

*Our current pupil premium strategy plan, working towards achieving the objectives:*

- ensuring all teaching is good or better
- High quality focused CPD to ensure the above
- All our work through pupil premium will be aimed at accelerating pupil progress, moving children to at least age related expectations
- a focus on 'in the moment interventions' and scaffolding to ensure pupils 'keep up' rather than 'catch up'
- Working with other agencies to ensure good attendance of all pupils
- To communicate effectively in a wide range of contexts
- Clear mental health strategy and develop resilience

*Key principles of our strategy plan:*

Our decisions have been made using the EEF research highlighting the most effective approaches. Specific research has cited:

- Collaborative learning approaches
- In the moment feedback
- Mastery learning
- Metacognition and self –regulation
- Oral language interventions
- Reading comprehension strategies
- Parental engagement

## Challenges

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

Challenge number	Detail of challenge
1	Previous poor teaching and low expectation
2	Lack of implementation of a high quality validated phonics programme
3	Lack of oral fluency in order to clearly express thoughts ideas and understanding
4	Low attainment of reading writing and maths in KS1
5	Lack of understanding of the importance of attending school every day and arriving punctually
6	Pupils and parents not always understanding good mental health

## 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
Progress in Reading	Standards in reading are at least at national for Y2 and Y6
Progress in Writing	Standards in writing are at least at national for Y2 and Y6 SPAG scores at national
Progress in Mathematics	Standards in maths are at least at national for Y2 Y6 Standards in Y4 multiplication check are at national Gaps in all other year groups closing for PP children
Phonics	At least in line with national average for year 1 and 2
Improved attendance	At least in line with national average PA in line with national
Oral Fluency	Improved oracy of pupils across all curriculum areas
Other	Parental engagement is good-Children are supported with daily reading, phonics and homework. Pupils supported well so that they are able to self -regulate and understand the importance of good mental health in order to make progress and develop resilience.

## 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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching and curriculum development</p> <p>CPD funds allocated To training for teachers and teaching assistants</p>	<p>Quality teaching at least good every day.</p> <p>CPD has a greater impact on standards than other interventions and solutions</p>	1,2,3,4
<p>Phonics and reading Little Wandle scheme in place across Reception and Year 1 with interventions in Y2+ Where appropriate</p> <p>Purchase of high quality linked texts CPD Leadership</p>	<p>EEF phonics has a positive impact overall (+5 months)</p> <p>An important component in the early reading skills particularly for children from disadvantaged backgrounds</p>	1,2,4
<p>Development of maths teaching</p> <p>Introduction of White Rose mastery scheme and resources</p> <p>Sustaining mastery teaching and leadership</p>	<p>The impact of mastery learning approaches is an additional 5 months progress, on average over the course of a year.</p>	1,3,4
<p>Development of writing teaching</p> <p>Introduction of Talk for Writing group or paired work that allow pupils to share thought processes</p>	<p>Talk for writing schools have found that children initially double their rate of progress and where the approach has been systematically across a setting have achieved outstanding success</p> <p>Just over <math>\frac{3}{4}</math> of Y6 children achieved the expected standard in reading, writing and mathematics in 2019.</p>	1,2,3,4

Peer coaching for oracy Teachers and teaching assistants - encouraging pupils to read aloud and then have conversations about book content with teachers and peers modelling inference through the use of structured questioning  Modelling and use of stem sentences, linked to rich subject specific vocab	Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.:  +6 months	3
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant to provide feedback and in the moment interventions in order for pupils to keep up rather than catch up and to provide emotional support.	In the moment targeted feedback to pupils has been found to have a high impact on learning outcomes + 6 months.	1,4
Little Wandle targeted keep up and rapid catch up interventions	EEF phonic approaches have been consistently found to support children to master the basics of reading 5+ months	1,2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional EWO involvement in order to improve the attendance of all pupils	The links between attendance and achievement are strong Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	5
Residential and music lessons	Research shows that pupils taking part in extra- curricular /curriculum enhancement activities have a greater sense of self- worth, develop stronger social skills and become more resilient learners  Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months	1,6
Allocated time for research on mental well- being-being in school and policy writing	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	6
CPD for ELSA- emotional literacy support	See above While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs	6

**Total budgeted cost: £15,5`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 2023 to 20224 academic year.

When looking at outcomes it is important to consider the very small cohort numbers. Generally, disadvantaged pupils made good progress and attained well, at least in line with non disadvantaged pupils and often above non disadvantaged pupils.

Early Years – No disadvantaged pupils

Phonics Y1 disadvantaged children did not meet the standard – However, good progress was identified.

Key Stage 2 SATs

Writing- 100% of disadvantaged pupils were expected+

GPS- 100% of disadvantaged pupils were expected +

Maths- 50% of disadvantaged pupils were expected +

Reading – 50% of disadvantaged pupils were expected +

Attendance

Whole school- 96%, PP 95% both above local and national average

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Maths Mastery	White Rose maths and NCETM
Talk for Writing	Pie Corbett
Geography, history, DT, music schemes	Kapow

Art	Access Art
Times Table Rock Stars	TT Rockstars
Spelling Shed	Edshed
PSHE scheme	Jigsaw