# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | **Banwell Primary School** |
| Number of pupils in school  | 153 (16/11/2021) |
| Proportion (%) of pupil premium eligible pupils | 26/153 = 17% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 30th November 2021 |
| Date on which it will be reviewed | 15th July 2022 |
| Statement authorised by | Claire PocockHeadteacher |
| Pupil premium lead | Paul DavisDeputy Headteacher |
| Governor / Trustee lead | Mrs. Helen Williams |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,075 |
| Recovery premium funding allocation this academic year | £4,930 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4,000 |
| **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 | **£58,005** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * We will model the high aspirations and expectations we have for all of our children.
* We will build strong relationships with all children and their parents so that we fully understand their aspirations and any challenges they may face.
* We will provide a broad curriculum with carefully chosen content that is well-structured and logically sequenced.  Our curriculum is ambitious and designed to give **all** learners, the knowledge, skills and cultural capital they need to take advantage of future opportunities, responsibilities and experiences of further learning and employment - to succeed in life.

***‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower-attaining or disadvantaged pupils to clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.’ Christine Counsell, 2018**** We will enrich children’s education with opportunities for them to have fun, learn and celebrate with other children from across the trust.
* We will prioritise ensuring that every child accesses the very best teaching.  We will challenge and support staff to keep improving through high quality programmes of professional development.

***‘Teaching quality is a crucial factor in raising pupil attainment.’*** ***Department for Education, 2020**** We will teach all children to be academically competent learners.  The pedagogical approaches we use will enable and expect all children to actively engage in learning.
* We will create purposeful classroom environments that allow our pupils to focus on learning.
* We will ensure that we use assessment information effectively so that we give the right feedback to every child and adapt our teaching in such a way that we are confident that every child is learning.
* When pupils require additional support we will plan and deliver the most appropriate additional and different provision based on the evidence of what has greatest impact.
* We will adapt our curriculum so that it remains ambitious but also meets the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
* We will play our part in addressing non-academic barriers, including those that affect children’s mental, social, emotional and physical well-being.
* We will use **pupil premium** to help ‘disadvantaged’ pupils by improving their progress and the outcomes they achieve and we will use **catch-up premium** to support pupils to catch up for lost teaching time.  We will have a clear justification for how we choose to spend the premiums and we will monitor and evaluate the impact of the spends robustly.

***‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ EEF June 2019**** Strategies we use will be carefully selected based on secure evidence that indicates they will impact positively to resolve identified problems.  Where we do not have evidence of a strategy having impact we will stop using it.
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## Challenges

Banwell Primary School is located within a rural, village community, approximately 2.5 miles from the outskirts of Weston-Super-Mare, a large coastal town. The wider area has a very varied context, with affluent pockets in both the rural fringe and within some of Weston-Super-Mare’s scenic suburbs, as well as the significant levels of deprivation familiar to many coastal towns and their environs. The Index of Multiple Deprivation ranks Banwell as being within the 40% most deprived neighbourhoods in the country. Significantly however, the Income Deprivation Affecting Children Index ranks Banwell as amongst the 20% of most deprived neighbourhoods in the country[[1]](#footnote-1).

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| Challenge number | Detail of challenge  |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and spelling than their peers. This negatively impacts their development as readers.  |
| 3 | Internal assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. # The number of disadvantaged pupils in the YR cohort is statistically insignificant for the purpose of comparing the baseline assessment data of disadvantaged and non-disadvantaged pupils. |
| 4 | Our observations and discussions with pupils and families indicate that the well-being of some children was impacted by restricted access to school during the last eighteen months as a consequence of Covid-19. This has had a very varied impact: we were able to offer places to18 vulnerable children during periods when classrooms were closed to many pupils, ensuring support for many of our children in receipt of pupil premium funding.For many of our younger children in particular, there was reduced interaction with peers at a critical time for the development of language and socialisation skills. The consequence in school is that peer to peer relationship issues are less easily resolved without adult intervention than previously. |
| 5 | Our attendance data from 01/09/2021 – 01/12/2021 indicates that attendance among disadvantaged pupils has been 2.48% lower than for non-disadvantaged pupils. A very small group of pupils account for much of this gap. In some classes the gap is very small or does not exist – for example, in Year 6, pupils in receipt of Pupil Premium funding (19% of the class) had an attendance rate of 95.97%, whilst pupils not in receipt of Pupil Premium funding had an attendance rate of 95.66%, despite being the group most affected by absence as a consequence of Covid-19 in this period.29.1% of disadvantaged pupils have been ‘persistently absent’ compared to 11.4% of their peers during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Improved phonics and spelling skills among disadvantaged pupils.  | Assessments and observations indicate continuing improvement in phonics and spelling assessment results amongst disadvantaged pupils. This is then applied in extended writing tasks, with children able to independently access supporting resources. |
| Improved reading attainment among disadvantaged pupils. | Internal data from the Summer NfER reading tests, shows that in 2023/24, more than 70% of disadvantaged pupils across KS2 met the expected standard.# The leadership team have deliberately chosen not to focus on end of KS2 results as the data set will be statistically insignificant. |
| Improved maths attainment among disadvantaged pupils.  | Internal data from the Summer NfER maths tests, shows that in 2023/24, more than 70% of disadvantaged pupils across KS2 met the expected standard.# The leadership team have deliberately chosen not to focus on end of KS2 results as the data set will be statistically insignificant. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations
* an increase in the ability of children to manage conflict in relationships without the intervention of adults
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2023/24 demonstrated by:* the overall attendance rate for all pupils being at least 96.1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.
* the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
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## 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.

Budgeted cost: £8,200

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:[Standardised tests | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4  |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.  | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:[Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Review of current synthetic phonics programme and potential purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-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 | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| 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):[Social and Emotional Learning | EEF](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 |

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

Budgeted cost: **£37,605**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:[Phonics | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Teaching Assistant interventions within classroom to support disadvantaged pupils to access the core class learning via pre-teaching and targeted support | In class interventions have the advantage of enabling all children to access the core curriculum. Moderate impact for moderate cost.[Teaching Assistant Interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1,2,3,4,5 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 |

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

Budgeted cost: **£12,200**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on behaviour management and well-being approaches with the aim of developing our school ethos and improving behaviour across school.  | Both targeted interventions and universal approaches can have positive overall effects:Behaviour interventions | EEF  | 5 |
| Contribution to Learning Mentor salary to support pupils and staff in managing behaviour and engaging with families to embed desired changes. | Engaging with parents has moderate impact for low cost:[Parental engagement | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 4,5 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.Support for breakfast club to allow working parents of disadvantaged pupils to access the employment ladder.Contribution to Learning Mentor salary to lead attendance strand. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 6 |
| Providing access to wider experiences |  | 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. | All |

**Total budgeted cost: £58,005**

# 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 2020 to 2021 academic year.

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| **Lockdown**The range of restrictions in place nationally during 2020/21 had an effect on the whole school community, and significantly impacted on our intended focus for pupil premium funding. We found that the effects have been very uneven and many families have been affected, often suddenly and unexpectedly.As a school we monitored our community’s resilience through lockdown by phoning each family weekly throughout. We used this information to identify which children would benefit most from being invited into school and where best to allocate laptops. We ordered the maximum number of laptops for which we were eligible.**Attendance**Of the 34 children in school registered as in receipt of pupil premium funding in January 2021, 9 were offered laptops and 15 (44% of PPG-eligible children) were registered for school places during this period, compared to 26% of children not eligible for pupil premium funding. Once all children returned to school in Spring 2021, observations suggested that children who had continued to attend school during this time were more able to integrate well with their peers, and had accessed and participated in a higher percentage of learning during the lockdown period.In addition, a number of planned activities were unable to go ahead: our Sports Provider was unable to operate across multiple schools and therefore we did not have the behaviour and well-being support here that we had planned; breakfast and after school clubs, planned to increase attendance, were unable to operate for much of the academic year; and trips and events did not go ahead, affecting our anticipated spend on enhancement activities. |

# Further information

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| In 2021/22, the school and our incredibly active local community also supported our families in the following ways:**Foodbank**March 2020, the school and Banwell Parish Council set up a foodbank in the first lockdown which initially operated from the school and subsequently from the nearby Children’s Centre. The foodbank remains in place and the school is a registered foodbank outlet.December 2020, the school issued WONDE vouchers using funds from the Covid Winter Grant Scheme. This was repeated in subsequent school holidays.January 2021, the school initially used school and DfE money to provide food parcels via Chartwells. We then managed the government voucher system via EdenRed.**Other support for families at Christmas**Word Wizard. In 2021, and previously, a member of the local community who proof reads books, donated enough books for every child in receipt of Pupil Premium funding to have a book as a present for Christmas.Christmas 2020, the Clerk of the Parish Council supplied gift bags via the school for every Pupil Premium child at Christmas. Banwell Parish Council also worked with a group of local chefs to provide Christmas Dinner for nominated families in need.An anonymous local resident also funded ‘Chocs for Champs,’ providing a gift box of chocolates for all pupil premium eligible children and all young carers at the school in 2019. We acted as the regional hub for the project in 2021 and accessed funding for presents to over 600 children across the wider region of North Somerset and the neighbouring County of Somerset. |

1. [http://dclgapps.communities.gov.uk/imd/iod\_index.html#](http://dclgapps.communities.gov.uk/imd/iod_index.html) [↑](#footnote-ref-1)