# Bacton Primary School
# Pupil Premium Strategy Statement 2023-24

This statement details our school's planned 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

| Detail | Data |
|---|---|
| School Name | Bacton Primary School |
| Number of Pupils in School | 58 |
| Proportion (%) of Pupil Premium Eligible Pupils | 22% (12 PP, 1PP+) |
| Academic Year/Years that our current pupil premium strategy plan covers | 2023-24 |
| Date this plan was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | David Hopkins |
| Pupil Premium Lead | David Hopkins |
| Governor Lead | Steve Lunnis & Mike Blake |

## Funding Overview

| Detail | Data |
|---|---|
| Pupil Premium funding allocation this academic year | £27,010 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total Budget** for this academic year | **£27,010** |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

# Statement of Intent

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

| Challenge Number | Details of Challenge |
|---|---|
| 1 | Internal assessments indicate that attainment in Reading and writing among disadvantaged pupils in almost all year groups is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth. Maths in year 5 and 6 of pupil premium children is lower than non-pupil premium children. |
| 2 | External assessments (SATs) from 2023 indicate that attainment in Reading, Writing and Mathematics among disadvantaged pupils in key stage 2 is below national expectations and was lower than non pupil premium children. |
| 3 | Our assessments and observations indicate that the education and wellbeing 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.<br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations particularly in reading and writing. |
| 4 | The engagement, behaviour of children where social, emotional and economic barriers exist, and safeguarding related issues are preventing the accelerated progress needed to close the attainment gap. |
| 5 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Although the gap historically was minimal, the data for 2020-2021 attendance demonstrates a larger gap and a significant increase in persistent absence between disadvantaged and non-disadvantaged pupils, further demonstrating that partial school closures and COVID-19 pandemic has negatively impacted our disadvantaged pupils to a greater extent than for other pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and closure of gaps. |

| 2020-21 (Pre-Covid) | | | | 2021-2022 | | | | 2022-2023 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Overall Attendance | | Persistent Absence | | Overall Attendance | | Persistent Absence | | Overall Attendance | | Persistent Absence | |
| PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| 93.05% | 97.92% | 15.4% | 3.9% | 93.16% | 94.5% | 0% | 13.7% | | | | |

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| 6 | Reduced access to enrichment activities due to the school's coastal rural location. |
| 7 | Low parental engagement and aspiration. |

# 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 |
|---|---|
| Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS1<br><br>*Measured: On-going and end of term assessments set by the class teacher, scrutinised and discussed in pupil progress meetings with the Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.* | By 2024-25, the number of PP children achieving the expected standard at the end of KS1 increases and is inline with or better than PP national<br>Reading target: (2/2) 100% national 68%<br>Writing target: (2/2) 100% national 60%<br>Maths: (2/2) 100% national 71% |
| Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS2<br><br>*Measured: On-going and end of term assessments set by the class teacher, scrutinised and discussed in pupil progress meetings with the Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.* | By 2023-24, the number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national<br>Reading target: (5/7) 71% national 73%<br>Writing target: (5/7) 71% national 72%<br>Maths: (5/7) 71% national 73% |
| Increased number of PP children achieving greater depth in reading, writing and mathematics at the end of KS2<br><br>*Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.* | By 2023-24, the number of PP children achieving greater depth at the end of KS2 increases and is inline with or better than PP national<br>Reading: national 28%<br>Writing: national 8%<br>Maths: national 16% |
| Gaps between the attainment of our PP and non-PP children will have reduced, demonstrating that the knowledge-gaps are closing.<br><br>*Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.* | By the end of 2023-24, internal data will show that the gap between the number of PP and non-PP children achieving the expected standard at the end of each year group has started to close. This will be shown by the gap closing after each data drop. |
| PP children are able to make accelerated progress as a result of reduced social, emotional and economic barriers<br><br>*Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.* | Children will be actively engaged in all areas of the curriculum, demonstrating the JONK characteristics/values and higher levels of engagements with less low-level disruptions.<br>Children will attain as well as their peers in all areas of learning and make at least expected progress from their individual starting points. |
| Improved attendance of persistently absent PP results in improved progress and attainment<br><br>*Measured: Termly attendance report as part of SLT report to governors. Termly meeting with the attendance governor to report on progress/challenges and next steps.* | Attendance for PP children to be in line with national expectations (96.1%), with the gap narrowed between PP and non- PP children.<br>Reduced percentage of persistent absence to be inline with non-PP children, and below national. |
| PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects<br><br>*Measured: Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.* | Children are offered and take up a wide range of clubs, educational visits and in-school visitor experiences.<br>Children are offered and take up a range of activities outside of school, both independently and with their families. |

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| Higher rates of parental engagement through home reading, parent information events and and family learning sessions.<br><br>Children will aspire to be involved in many different careers and are increasingly aware of the pathways to achieve them.<br><br>*Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events*. | PP children to regularly read at home with their parents. Increased percentages of parents of PP children to attend parent information events and family learning sessions in school.<br><br>All PP children to attend the Federation careers fair as well as a range of educational settings. |

# 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: £3000

| Activity | Evidence that supports this approach | Challenge Number(s) Addressed |
|---|---|---|
| To purchase Monster Phonics online reading books linked to the phonics scheme and intervention programme used across Key Stage Two. | Phonics<br>Moderate impact for very low cost, based on very extensive evidence. +4<br>Reading comprehension strategies<br>High impact for very low cost, based on extensive evidence. +6 | 1<br>2 |
| To continue to use Lexplore to assess all children's reading age and identify those children who require reading intervention. | | 1<br>2 |
| To develop the whole school Maths Mastery programme to ensure coherence in the teaching of mathematics from Early Years to Key Stage Two. | Mastery learning<br>Moderate impact for very low cost, based on moderate evidence. +5 | 1<br>2 |
| To provide high quality tailored CPD days for Teachers and Teaching Assistants to ensure High Quality First Teaching across the curriculum and key focus areas. | Mastery learning<br>Moderate impact for very low cost, based on moderate evidence. +5 | 1<br>2 |
| To provide high quality mentoring and support for Early Career Teachers. | Mentoring<br>Low impact for moderate cost based on moderate evidence. +2 | |
| To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the two-year rolling curriculum. | Reading comprehension strategies<br>Very high impact for very low cost based on extensive evidence +6 | 1<br>2 |
| To purchase a range of mathematics resources to ensure each class has a varied and consistent range of concrete representations. | Improving Mathematics in Key Stages 2 and 3<br>Eight recommendations to improve outcomes in maths for 7–14 year olds | 1<br>2 |
| To further develop the whole school Guided Reading approach to improve children's reading comprehension and fluency, through a new evidence based five step process. | Metacognition and self-regulation<br>Very high impact for very low cost based on extensive evidence +7<br>Reading comprehension strategies<br>Very high impact for very low cost based on extensive evidence +6<br>Oral language interventions<br>Very high impact for very low cost based on extensive evidence +6<br>Peer tutoring<br>High impact for very low cost based on extensive evidence +5<br>Feedback<br>Very high impact for very low cost based on extensive evidence +6 | 1<br>2 |

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| To continue to embed JONK (Joy of Not Knowing), metacognition and the Key Concepts at Bacton Primary. | Metacognition and self-regulation<br>Very high impact for very low cost based on extensive evidence<br>+7 | 1<br>2<br>3<br>4 |
| To implement further reading for pleasure opportunities and a revamped reward system to encourage further reading at home and develop a love of reading for all children. | Ofsted raising standards improving lives<br>Research and analysis<br>**Research review series: English**<br>Updated 15 July 2022<br>Department for Education<br>**Research evidence on reading for pleasure**<br>**Education standards research team** | 1<br>2<br>3 |
| To develop a new 'Feedback and Presentation' policy across the school, focusing on giving high quality feedback immediately during lessons. This will reduce teacher's workload and allow more time to adapt lessons to match the needs of each class. | Feedback<br>Very high impact for very low cost based on extensive evidence.<br>+6 | 1<br>2<br>3 |

## Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

### Budgeted Cost: £20,410

| Activity | Evidence that supports this approach | Challenge Number(s) Addressed |
|---|---|---|
| To provide at least 15 hours tailored 1:1 and small group tutoring for at least 16 children across the school (to top up the school-led tutoring fund) in both key stage 1 and 2 | Small group tuition<br>Moderate impact for moderate cost, based on limited evidence.<br>+4<br>Mentoring<br>Low impact for moderate cost based on moderate evidence.<br>+2<br>One to one tuition<br>Moderate impact for high cost, based on extensive evidence.<br>+5 | 1<br>2 |
| To provide 1:1 and small group SEMH interventions DESTY<br><br>To continue to work alongside Ormiston Families to provide individualised 1:1 Mental Health Support through referrals to EMHPs. | Metacognition and self-regulation<br>Very high impact for very low cost based on extensive evidence<br>+7<br>Behaviour interventions<br>Moderate impact for low cost based on limited evidence<br>+4<br>Social and emotional learning<br>Moderate impact for very low cost based on very limited evidence<br>+4 | 1<br>2<br>3<br>4<br>5 |
| To provide targeted children with Nessy Reading and Spelling intervention and Numbots online subscription.<br><br>To provide all children with a Times Table Rockstars subscription. | Digital technology<br>Moderate impact for moderate cost, based on extensive evidence.<br>+4<br>Phonics<br>Moderate impact for very low cost, based on very extensive evidence.<br>+4<br>Individualised instruction<br>Moderate impact for very low cost based on limited evidence<br>+4 | 1<br>2<br>3 |
| To provide intensive in class small group and 1:1 support daily during English, Mathematics, Guided | Teaching Assistant Interventions<br>Moderate impact for moderate cost based on moderate evidence<br>+4 | 1<br>2<br>3<br>4 |

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|---|---|---|
| Reading and Spelling for identified children across Key Stages 1 and 2. | Individualised instruction<br>Moderate impact for very low cost based on limited evidence<br>+4 | |
| To provide daily check ins, sensory breaks and sensory circuits for identified children to support their emotional wellbeing and therefore allow them to access the curriculum. | Metacognition and self-regulation<br>Very high impact for very low cost based on extensive evidence<br>+7 | 1<br>2<br>3 |
| To develop the package of interventions offered across the school, including the development of specialist Teaching Assistants and spaces for interventions to take place.<br>Interventions to include the following:<br>• Daily one to one reading for identified children<br>• 1:1 Reading confidence and comprehension intervention delivered by Coram Beanstalk<br>• 1:1 Lexplore Reading Interventions for all children working below or towards the expected standard<br>• Small group, targeted writing intervention sessions.<br>• Small group Monster Phonics Interventions across Year Three and Four.<br>• Small group and 1:1 reading comprehension interventions across Key Stage Two.<br>• After school Maths Interventions for both ARE and GD target children.<br>• Small group and 1:1 Speech and Language interventions Neli<br>• Identified and targeted Teacher Led Interventions | Teaching Assistant Interventions<br>Moderate impact for moderate cost based on moderate evidence<br>+4<br>Phonics<br>High impact for very low cost based on very extensive evidence.<br>+5<br>Small group tuition<br>Moderate impact for moderate cost, based on limited evidence.<br>+4<br>One to one tuition<br>Moderate impact for high cost, based on extensive evidence.<br>+5<br>Reading comprehension strategies<br>High impact for very low cost, based on extensive evidence.<br>+6<br>Oral language interventions<br>Moderate impact for very low cost, based on extensive evidence.<br>+5 | 1<br>2<br>3<br>4 |

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

### Budgeted Cost: £3,600

| Activity | Evidence that supports this approach | Challenge Number(s) Addressed |
|---|---|---|
| To provide subsidised school visits (50% cost) for all Pupil Premium children. | Outdoor adventure learning<br>Moderate impact for moderate cost, based on moderate evidence.<br>+4<br>Arts participation<br>Moderate impact for very low cost based on moderate evidence<br>+3 | 4<br>5<br>6<br>7 |
| To provide subsidised and free breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance. | Outdoor adventure learning<br>Moderate impact for moderate cost, based on moderate evidence.<br>+4<br>Extending school time<br>Moderate impact for moderate cost based on limited evidence<br>+3 | 3<br>4<br>5<br>6 |
| To provide Small Group Music Tuition for one term. | Arts participation<br>Moderate impact for very low cost based on moderate evidence<br>+3 | 3<br>6 |
| To provide parental workshops and Reading Cafes. | | 7 |

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|---|---|---|
| To provide confidential support for parents through identified time within the Safeguarding practitioners timetable. | Parental engagement<br>Moderate impact for moderate cost, based on moderate evidence.<br>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3 | |
| To continue to use a range of strategies to support children's attendance at school.<br>*Continued use of revised LA attendance policy including the use of fines for 9 unauthorised absences.<br>*Weekly head of school monitoring of attendance data and contacting parents whose child's attendance is causing concern.<br>*Attendance (98% or better) certificates and badges issued at the end of each term along with a family prize draw (days out, meals out etc.)<br>*Attendance reported to parents through the weekly news sheet<br>*Weekly £10.00 attendance award for the class with the highest attendance.<br>*Weekly well done 100% attendance that week text sent to parents/guardians | | 1<br>2<br>3<br>4<br>5<br>6<br>7 |
| To continue regular transition work with Starfish Preschool to ensure a smooth transition between preschool and EYFS - Reception year. | | |

## Total Budgeted Cost: £27,010

# 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.

Our attainment at the end of key stage 1 of disadvantaged pupils was inline with national in ARE reading but below national in ARE writing and maths. In Greater Depth reading, writing and maths attainment was below national figures.

Our attainment at the end of key stage 2 of disadvantaged pupils was above national in ARE reading, writing and maths with 100% of pupil premium children achieving the expected standard. Pupil premium attainment in greater depth reading, writing and maths was lower than national figures.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Google classrooms.

Attendance in 2021/22 at 91.32% was lower than in the preceding year of 94.87%. Attendance of all pupils was 94.01. The gap between pupil premium attendance and all pupils attendance is larger than in previous years, and the dip in pupil premium attendance is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan

# Externally Provided Programmes

| Programme | Provider |
|---|---|
| Beanstalk Reading Support | Beanstalk Education |

# Service Pupil Premium Funding (Optional)

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Externally Provided Programmes (Optional)

| |
|---|
| Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding. |