# Bacton Primary School

# Pupil Premium Strategy Statement

## 2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

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AIM

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Aspire | Improve | Master

# School Overview

| Detail | Data |
|---|---|
| School Name | Bacton Primary School |
| Number of Pupils in School | 81 |
| Proportion (%) of Pupil Premium Eligible Pupils | 19.8% |
| Academic Year/Years that our current pupil premium strategy plan covers | 2024/25 |
| Date this plan was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Abi Carter |
| Pupil Premium Lead | Abi carter |
| Governor Lead | L. Gatwood |

# Funding Overview

| Detail | Data |
|---|---|
| Pupil Premium funding allocation this academic year | £21,193.33 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total Budget** for this academic year | £21,193.33 |

# 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

## Challenges

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, writing and maths among disadvantaged pupils across the school is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth. |
| 2 | Predictions for External assessments (SATs) 2024/5 indicate that attainment in Reading, Writing and Mathematics among disadvantaged pupils in key stage 2 will be below national expectations and will be lower than non pupil premium children. |
| 3 | Reduced access to enrichment activities due to the school's coastal rural location. |
| 4 | Low parental engagement and aspiration. |
| 5 | The engagement behaviour of children where social, emotional and economic barriers exist, and safeguarding related issues are present, prevent the accelerated progress needed to close the attainment gap. |
| 6 | Attendance data indicates that disadvantaged pupils do not attend school as regularly as non-disadvantaged. Persistent Absence data is higher for children in receipt of Pupil Premium: |

| 2023/24 | | | |
|---|---|---|---|
| Overall Attendance | | Persistent Absence | |
| PP | Non-PP | PP | Non-PP |
| 94.7% | 95.8% | 23.1% | 9.3% |

# 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 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 2024-25, the number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national. |
| Increased number of PP children achieving the expected standard in phonics.<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 Y1 increases and is inline with or better than PP 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.<br>Families engage with Active Norfolk Hire Hub, run by school. |
| Higher rates of parental engagement through home reading, parent information events 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.<br>Increased percentages of parents of PP children to attend parent information events and family learning sessions in school.<br>PP children are able to access E-Books at home to broaden the range of texts experienced.<br>All PP children to attend the Federation careers fair as well as a range of educational settings. |
| Improved attendance for disadvantaged pupils, including persistently absent PP which 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 team Targeting Support Meetings. Weekly monitoring of school attendance.* | Reduced percentage of persistent absence to be inline with non-PP children, and below national.<br>Increased attendance of all PP children. |

# 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:

| Activity | Evidence that supports this approach | Challenge Number(s) Addressed |
|---|---|---|
| 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** High impact for very low cost based on limited evidence. +5 | 1, 2 |
| To continue to embed JONK (Joy of Not Knowing), metacognition and the Key Concepts at Bacton Primary. | **Metacognition and self-regulation** Very high impact for very low cost based on extensive evidence +7 | 1, 2, 3, 4, 5 |
| To further develop whole school reading approach to improve children's reading comprehension and fluency, through a new evidence based system and the introduction of Little Wandle Phonics scheme.. | **Reading comprehension strategies** Very high impact for very low cost based on extensive evidence +6<br>**Oral language interventions** Very high impact for very low cost based on extensive evidence +6 | 1, 2, 3, 4 |
| To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the rolling curriculum. | **Reading comprehension strategies** Very high impact for very low cost based on extensive evidence +6 | 1, 2, 3, 4 |

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

## Budgeted Cost:

| Activity | Evidence that supports this approach | Challenge Number(s) Addressed |
|---|---|---|
| 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 Lexplore Reading Interventions for all children working below or towards the expected standard<br>• Small group, targeted writing intervention sessions.<br>• Small group and 1:1 reading comprehension interventions across Key Stage Two.<br>• Identified and targeted Teacher Led Interventions | **Teaching Assistant Interventions** Moderate impact for moderate cost based on moderate evidence +4<br>**Phonics** High impact for very low cost based on very extensive evidence. +5<br>Small group tuition Moderate impact for moderate cost, based on limited evidence. +4<br>One to one tuition Moderate impact for high cost, based on extensive evidence. +5<br>Reading comprehension strategies High impact for very low cost, based on extensive evidence. +6<br>Oral language interventions Moderate impact for very low cost, based on extensive evidence. +5 | 1, 2, 6 |
| To support children with the transition to Reception/Year 3 | **Teaching Assistant Interventions** Moderate impact for moderate cost based on moderate evidence +4<br>Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 | 1, 2, 4, 5, 6 |

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

## Budgeted Cost:

| Activity | Evidence that supports this approach | Challenge Number(s) Addressed |
|---|---|---|
| To provide subsidised school visits (50% cost) for all Pupil Premium children. | <br> | 3, 4, 5 |
| To provide support for parents through identified time within the Safeguarding practitioners timetable. |  | 3, 4, 5, 6 |
| To provide reading rewards for children engaging in reading at home. | <br> | 4, 5, 6 |
| To provide breakfast and after school clubs for identified Pupil Premium children to support with morning routines and school attendance. | <br> | 1, 2, 4, 5 |

## Total Budgeted Cost: [insert sum of 3 amounts stated above]

# 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 2024 academic year.

67% of the cohort were pupil premium.

At the end of key stage 2
33% of pupil premium children attained ARE in reading

33% of pupil premium children attained ARE in writing

50% of pupil premium children attained ARE in mathematics

33% of pupil premium children attained ARE in reading, writing and mathematics combined.

These percentage were lower than national figures but inline with predictions when considering starting points and other factors.

Interventions as set out in the plan took place consistently throughout the academic year.

# External Provided Programmes

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.

| Programme | Provider |
|---|---|
| | |
| | |
| | |
| | |

# Service Pupil Premium Funding (Optional)

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

# Further Information (Optional)

| Measure | Details |
|---|---|
| *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.* | |