

Pupil premium strategy statement – Betley CE Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	109 pupils
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2021-September 2024
Date this statement was published	September 2021
Date on which it will be reviewed	November 22, November 23 and November 24
Statement authorised by	Jan Phillips
Pupil premium lead	Sam Ray
Governor	Jan Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£580
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6,500

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- Every child with his/her individual needs and gifts is unique and special.
- All members of staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 1 -2 -1 support
- Additional teaching and learning opportunities provided through trained TAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument
- Behaviour and nurture support during lunchtimes by providing activities to

engage and promote values and thus enhance learning.
This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children as a group need to continue to make as rapid progress in their reading as non-pupil premium children. We will improve phonics and reading to enhance reading skills and influence reading for pleasure.
2	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need so we will ensure targeted interventions and we will continue to develop well-being opportunities to support Social, emotional and Mental Health needs.
3	Our pupil premium children as a group need to continue to make as rapid progress in their maths as non-pupil premium children. Therefore a structured daily intervention will take place from Year 1-6 with additional interventions taking place
4	To develop communication and language skills and PSED as priority in EYFS due to COVID

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	Performance Related: Achieve above national average progress scores in KS2 Reading (0) Additional: Children engaged in reading at home, use of MYON,
Progress in Writing	Performance Related: Achieve above national average progress scores in KS2 Writing (0)

Progress in Mathematics	Performance Related: Achieve above national average progress scores in KS2 Maths (0)
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD: Literacy Lead Accelerated Reader Programme £4,000 per annum	Reading comprehension strategies (EEF 6 months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves Children have access to High Quality books online, regularly assessed and able to access quizzes. Staff completed CPD	1
Staff CPD Teaching Royal Shakespeare £800	EEF (+3 months) Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts- based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. All children from Reception to Year	2

	6 to take part in partnership with a RSC accredited school.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring – Teaching Assistants 12 sessions (30 mins) £1,389.60	EEF (+5 months) One to one tuition involves a teaching assistant giving a pupil intensive individual support.	3
Times Table Rockstars (£176)	EEF (+5 months)	3
NELI Interventions TA in reception class completing interventions £1,200	EEF (+ 6 months) Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	4

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

Budgeted cost: £2,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor (1 hour a week) £1,560 per annum	EEF (4 months) 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	2

	on the academic or cognitive elements of learning.	
Music Teacher – all children take part achieve Arts Award £1,179	EEF (+3 months) Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.	2

Total budgeted cost:

Teaching (for example, CPD, recruitment and retention)	£4,800
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	£2,765
Wider strategies (for example, related to attendance, behaviour, wellbeing)	£2,739
Total	£10,304

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The children that are Pupil Premium children did not take part in any KS1 or KS2 Assessments. Note that we have only four children that are in receipt of PP funding.

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of our children at the time of completing this review is 95.6%. This is continually analysed with our Education Welfare Officer. Based on all the information above, the performance of our disadvantaged pupils have met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

The school counsellor has had success with children and this has included supporting children to ensure that they are ready to learn. Having a school counselor has had a profound impact on pupils, enhancing their readiness to learn. They provided a safe space to address emotional, social, and academic challenges, offering invaluable support. Equipping pupils with coping strategies, counselors fostered resilience and mental well-being, positively influencing their readiness to engage and succeed academically.

Interventions have included precision teaching, keep it up (Little Wandle Phonics Programme) and the use of Star reading assessments to ensure children have access to the correct level of book and focus on multiplication through the use of TT Rockstars.

Through the use of a specialist teacher all children have completed the Arts Mark and completing the Artsmark program in our school fostered creativity, critical thinking, and self-expression. It enhanced students' cultural understanding, empathy, and confidence. Through arts integration, children developed essential skills applicable across disciplines, nurturing a holistic approach to learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Ren Learning
Spelling Shed	The Literacy Shed
Literacy Shed	The Literacy Shed
TT Rockstars	Maths Circle

