

Pupil premium strategy statement – Badsley 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 | 545 |
| Proportion (%) of pupil premium eligible pupils | 54% |
| 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) | 2024/2025 to 2027/2028 (3 year strategy) |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Mark Windle |
| Pupil premium lead | Philippa Benton |
| Governor / Trustee lead | June Williams |

Funding overview

| Detail | Amount |
|--|-----------------------|
| Pupil premium funding allocation this academic year | £449,920 (304 pupils) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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> | £449,920 |

Part A: Pupil premium strategy plan

Statement of intent

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

School Context

Badsley Primary is a community school located in central Rotherham. We are a three-form entry school with Pupil Admission Number (PAN) of 90 per year group and a net capacity of 630 pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be,

but are not limited to: limited 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".

Badsley Primary, 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

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Reflecting on this, we feel it is important to reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority cohorts, groups or individuals.

Provision

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 all children have quality first teaching
- 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
- To allocate additional teaching capacity to each year group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning.
- 1-1 provision to identified pupils
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE).
- Providing specialists - Speech and Language Therapist and additional Specialist Inclusion Team (SIT) and Educational Psychologist (EP) time.

- Provide free and/ or significantly subsidised activities and educational visits, ensuring children have first-hand experiences to use in their learning in the classroom.
- To allow the children to learn a musical instrument and opportunities to sing in a choir.
- Behaviour and pastoral support during learning time and lunchtimes by providing activities to engage and promote Badsley values.
- Transition support from primary to secondary and transition internally and into EYFS.

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 | <i>Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils</i> |
| 2 | Low attainment on entry to the Early Years Foundation Stage in all areas |
| 3 | The education and well-being of many of our disadvantaged pupils have been impacted by historical school closures to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |
| 4 | Supporting pupils with SEMH additional needs have significantly increased post Covid |
| 5 | Attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. |
| 6 | Safeguarding data shows challenges associated with high numbers of families involving Social Care or Early Help involvement. |

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 |
|---|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessment. |
| Improved reading attainment (and progress) for disadvantaged pupils | <p>KS1 and KS2 reading outcomes show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>Development of whole school reading culture – supporting a breadth of genres/ texts, including specific interest, cultural/ diverse and raising aspirations.</p> |
| Improved mathematics attainment (and progress) for disadvantaged pupils | KS1 and KS2 reading outcomes show that more than 65% of disadvantaged pupils met the expected standard. |
| Continued and sustained phonics outcomes | Achieve above national average expected standard in PSC. |
| To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Speech and Language Therapist</p> <p>Bespoke programmes are put in place to support pupils and staff CPD.</p> | <p>Weak speech, language and communication skills.</p> <p>Most children are working significantly below their age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to EYFS (FS2).</p> <p>Due to poor socio-economic and disadvantaged background, pupils are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Higher than average numbers of children access SALT in FS2 and KS1. A significant number of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist and teaching assistant intervention time.</p> | <p>1,2</p> |
| <p>SEND support – part salary: SENDCo time to support and evaluate interventions, manage increased number of assessments and referrals and provide other pastoral support to families.</p> | <p>High level of need and support has meant that access to assessments is slower and current allocations need supplementing to get the right support to pupils faster. The evidence and guidance used to plan for our support and approaches regarding SEND from the EEF can be found:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</p> <p>31% of the school population are on the SEND register with an identified need/s. Of these, 60% are also Pupil Premium pupils.</p> | <p>1,2,3,4</p> |

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| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>3</p> |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>*Read Write Inc Phonics programme</p> | <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>This describes investment in phonics teaching as “high impact for very low cost based on very extensive evidence”.</p> | <p>3</p> |

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

Budgeted cost: £ 211,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Phonics and Early Reading small group support. Targeted intervention to accelerate progress of pupils not working in expected phonics phase.</p> <p>Additional small group teaching delivered by teachers – overseen by Phonics Lead.</p> | <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,3 |
| <p>Deployment of catch-up/ 'booster' teacher used to support pupils in all year groups - small groups.</p> | <p>Use of a qualified teacher to lead small group interventions targeted at specific areas or to support in class teaching of small groups of pupils to scaffold learning has moderate to good impact. Evidence from the EEF for small group tuition and individualised learning can be found by clicking the highlighted link below:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1,2,3 |
| <p>Deployment of additional teaching assistants across all year groups, providing support to pupils within lessons and through high quality interventions (both academic and SEMH focussed).</p> | <p>Referring to the EEF Guide to Pupil Premium (June 2019)... "targeted support for pupils should be a key component."</p> <p>Referring to the Sutton Trust research, 1:1 teaching within the classroom can have a potential gain impact of 5 months, whilst small group tuition increases learning by up to 4 months.</p> | 2,3,4 |

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

Budgeted cost: £148,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Deployment of Pastoral/ Safeguarding Assistants to support learning behaviours and pastoral support for identified pupils/ groups of pupils.</p> | <p>Behaviour for learning is key to pupil progress. Following the successful implementation of the Badsley behaviour system, proactive and targeted support has been identified for vulnerable pupils/ groups of pupils.</p> <p>With safeguarding and mental health being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with a significant increase in social care involvement.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>4,6</p> |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and time for staff to develop and implement new procedures and appointing attendance/ support officers to improve attendance.</p> <p>Part salary- attendance officer as part of the safeguarding team continues to identify vulnerable pupils and families and provide support in raising attendance outcomes.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance officer deployed within safeguarding/pastoral team to identify, monitor and support most vulnerable and disadvantaged families.</p> | <p>5,6</p> |
| <p>Improve communication with parents – informing/ promoting parent engagement in supporting learning by providing staff CPD for the use of Dojo.</p> | <p>The EEF suggest that developing parental involvement can benefit pupils' social and emotional development as well academic progress</p> | <p>3,5</p> |

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| Continue to promote/ use ClassDojo across school. | | |
| Provide parents with resources in order to support learning at home. Purchase of revision materials for children in Y6. | Financial constraints often mean that revision material to support Y6 children in preparing for their SATs tests are not always available. Y6 pupils to be provided with revision materials in preparation for KS2 assessments. | 3 |
| Provide opportunities for pupils to access/ engage with high quality materials for home reading. Purchase of high quality reading materials for new Whole Class Reading approach and refresh of core texts Subscription to Oxford Owl – Online supplementary reading | Lack of parental support with Reading at home slows progress in subsequent years. Reading material needs to provide adequate challenge but also reflect the interests/culture/background of our children and needs to demonstrate high aspirations. Pupils are enthused by the books that they read and these books both reflect our most disadvantaged pupils but also demonstrate high aspirations. Disadvantaged pupils receiving further support with reading will have access to Oxford Owl online readers to further develop skills. | 3 |
| To provide enrichment activities. *School Music Service for whole class music tuition. *School library service | Pupils have equal opportunities to access experiences that financial constraints may prevent them from doing ordinarily- learning musical instrument or accessing books from a library. Pupils to access quality learning materials relevant to current learning projects and supplement loans for fiction reading. | 3,4 |
| Staffing for targeted after school / lunchtime clubs aimed at providing extra-curricular opportunities for specific Pupil Premium children (including both academic and social activities) | The Education Endowment Foundation’s Teaching and Learning Toolkit states that: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit <ul style="list-style-type: none">• Programmes that extend school time have a positive impact on average• Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well- | 4,5 |

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| | <p>trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <ul style="list-style-type: none">• Additional lunchtime supervisors with additional resources/activities for additional extra-curricular activities. | |
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| <p>Badsley Pantry</p> <p>Providing food provisions for families in need.</p> | <p>Food deprivation is high and has seen a significant increase in request for food parcels during the cost of living crisis. Breakfast food, in addition to other provision is included in the parcels. Research shows hungry children do not perform as well.</p> | <p>6</p> |
| <p>Out of school learning experiences: Funding to allow off site learning (visits and memorable experiences) to be accessible and affordable for all pupils with additional subsidies for those eligible for funding.</p> <p>Delivery of Forest School experiences in the newly developed school grounds through work with POPs (external provider)</p> | <p>Whilst EEF evidence is still unclear, there is evidence to suggest that outdoor learning increased self-confidence and resilience. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. https://sylva.org.uk/forestschools/report</p> <p>Pupils to develop vocabulary and deepen knowledge and understanding through POPs outdoor activities (linking to wider curriculum).</p> | <p>3,5</p> |
| <p>Wrap around care – breakfast club.</p> | <p>Our breakfast club is attended by a wide breadth of the school cohort – from FS2 to Y6, EAL, SEND and Pupil Premium pupils. Often PP pupil attendance is subsidised or paid for and it greatly supports the wellbeing of many families. Additionally, for some behaviour and arriving on time has improved following children having places at the provision.</p> | <p>3,5,6</p> |
| <p>Safeguarding – CPOMS – accurate and up to date records for the safeguarding and support of most vulnerable pupils.</p> | <p>Safeguarding of pupils is paramount importance. Since introduction of CPOMS, more accurate records are now held. Staff feel more comfortable creating chronological records of minor concerns which will support in building a larger picture increasing pupil welfare. Safeguarding Leads were able to access and communicate accurately throughout the pandemic and passing</p> | <p>6</p> |

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| | information to other schools is safer and quicker. | |
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Total budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------|--------------------------------------|-------------------------------|
| <i>Add or delete rows as needed.</i> | | |
| | | |

Total budgeted cost: £ 498,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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