



Birdsedge

First School

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

Detail	Data
School name	Birdsedge First School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Donna Waddington
Pupil premium lead	Donna Waddington
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2000
Recovery premium funding allocation this academic year	£6725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£8725

Part A: Pupil premium strategy plan

Statement of intent

Ultimately we want all children at Birdsedge First School, no matter their background, to reach their full potential. In order for this to happen we aim to identify any barriers to learning for children and ensure provisions are carefully planned to address and remove these. In addition to this, we also recognise that other pupils, who do not receive direct funding, may be disadvantaged. As a result, the school invests in providing high quality teaching and learning for ALL pupils. Quality First teaching is our primary focus.

Our strategy is informed by research, including that of the Education Endowment Foundation and like all aspects of our School Development work is driven by and centred around our school vision of providing 'Birdsedge BEST':

- ALL children should have Brilliance in their knowledge through a broad and balanced curriculum, that is made accessible to all.*
- ALL children should have Excellence in their education by making sure lessons are consistent, differentiated and use strong and high quality teaching.*
- ALL children should have an equal opportunity to be Successful in their wider lives both now and in the future due to the knowledge, skills and experiences we give them.*
- ALL children should feel safe and happy through the Trust we have in each other. Ultimately, we want all of this to happen in a safe, positive and inclusive school culture.*

Challenges

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

Challenge number	Detail of challenge
1	Gaps in basic English and maths key skills
2	Gaps in early reading impacting of access to the wider curriculum
3	Social and Emotional Needs impacting on learning
4	Poor fine motor skills
5	Difficulties with working memory and processing new information and concepts

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
The gaps in basic Maths and English skills in our disadvantaged or vulnerable children are closed towards being at Age Related Expectations	<ul style="list-style-type: none"> • All children make expected progress between start and end points • Those children working below age related expectations make good or better progress to close gaps in learning
Gaps in early reading skills are closed so that children can better access their wider curriculum	<ul style="list-style-type: none"> • All children make expected progress between start and end points • Phonics baselines show good or better progress for all disadvantaged children • Reading benchmarking shows good or better progress for all disadvantaged children • All children achieve well in their wider curriculum
Social and Emotional Needs are supported so these do not impact on learning and achievement	<ul style="list-style-type: none"> • All children are happy to attend school and feel safe and confident in class • Social and Emotional needs of all children are met and supported so children can learn to the best of their ability
Difficulties in fine motor skills are supported so that children develop age appropriately	<ul style="list-style-type: none"> • All children make good progress in their physical development • Those children needing additional support are given this so they make good progress in their writing
Difficulties with working memory and processing new information is supported effectively so that good learning happens in all lessons for all children	<ul style="list-style-type: none"> • All lessons are structured to support regular retrieval practise • Children learn more and remember more over time

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: £ £7725 (towards cost of this activity)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher to give small class sizes for all core teaching of Reading, Writing, Phonics and Maths.</i>	EEF Research: Quality First Teaching impacts the most of pupil progress and attainment. High teacher to child ratio enables more quality teacher intervention at a small group level as well as quality first teaching for all year groups.	1, 2, 4, 5

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational Psychology Precision Teaching CPD</i>	Mr Ted Raybould, Mr Chris Reeves, Dr Jonathan Solity developers of Precision Teaching over the years and the impact this has on supporting children with working memory and retaining basic skills.	1, 2, 5
<i>Educational Psychology direct work with vulnerable pupils</i>	Educational Psychology direct work has always had a significant impact on being able to meet the needs of those children who need additional support.	1, 2, 4, 5

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

Budgeted cost: £ Other School Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Half Termly Attendance monitoring and rewards</i>	Regular monitoring, support meetings and motivators have shown to have a positive impact on school attendance and pupils being happy in school.	3
<i>Paws B Mindfulness 6 week course for all children and staff</i>	A curriculum that was co-developed by teachers with students from Ysgol Pen Y Bryn in North Wales alongside a senior mindfulness teacher and trainer with the Centre for Mindfulness Research and Practice at Bangor University in Wales (one of the most renowned institutions for mindfulness research and practice).	3

Total budgeted cost: £7725 + £1000 = £8725

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.

Allocated Spend	How will we spend the Pupil Premium funding? (Actions)	How we will measure impact. (Success Criteria)	Impact
Teaching and Learning Strategies and interventions			
School budget	Update feedback policy practices in the light of COVID 19 PPE for staff in order to provide feedback and support safely CPD for staff to work effectively during home/school learning	Staff Training 7.9.20 Staff meeting minutes Book scrutiny Pupil voice Outcomes for DA pupils	All complete and in place.

£4,111	Enhanced staffing ratios to ensure effective support for disadvantaged pupils	Outcomes for DA pupils	Staffing ratios in place and targeted to supporting those children who are disadvantaged. This was reviewed and adapted at each Pupil Progress Meeting to ensure support is targeted appropriately and effectively.
School budget	Access to sport and educational/emotional development experiences	Sporting data	
£2,223	Targeted support for vulnerable pupils - Interventions and small group/1:1 work	Outcomes for DA pupils	In place and ongoing
School budget	Behaviour support and interventions; focused work with Communication & Interaction Team, Psychological Service, Speech and Language Therapy Service, CAMHS, etc.	Accident tracking Behaviour logs Exclusions CPOMS tracking SEND files	In place for those children that need it and ongoing.

<p>School budget</p>	<p>CPD for staff around appropriate homework task to be most effective (quality of task)</p> <p>Communication with parents</p> <p>Resourcing</p> <p>Research into appropriate learning platforms.</p> <p>Consider which children will need to access funding for resources to ensure equality when working at home.</p> <p>Work packs an option and available for vulnerable children</p>	<p>Parent voice</p> <p>Lesson observations to consider impact of learning being recalled easily</p>	<p>2 Parent phone call sessions have taken place and any targeted support required in place.</p> <p>IEP system has been re-designed and includes personalised homework.</p>
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<p>School budget</p>	<p>Migration to Microsoft teams</p> <p>Children given own email accounts</p> <p>Planning time for recovery curriculum</p> <p>Planning time for lockdown procedures</p> <p>Welfare groups in place</p> <p>CPD for Teachers: online teaching</p> <p>CPD for ETAs: online teaching</p>	<p>Parent voice</p> <p>Data</p> <p>Pupil voice</p>	<p>School is fully migrated to Microsoft Teams with email accounts set up and in use for all staff and pupils.</p> <p>Spring Term dedicated staff CPD time to monitoring, support and training for online learning.</p>
<p>School budget</p>	<p>Phonics CPD for Teachers</p>	<p>Lesson observation</p>	<p>Some phonics CPD took place during Spring Term but was restricted and interrupted due to lockdown. This is</p>

	Phonics CPD for ETAs	Data Individual letters and sounds assessments	planned in the CPD and monitoring calendar for Summer Term.
£1,314 School Budget	Individual 1:1 assessment tracking and regular reading sessions for vulnerable children Purchase Reading Benchmark Assessment Toolkit	Reading Data Running, Reading Records	1:1 assessment tracker purchased and used for all children. All children in school are RAG rated and this is used to pitch additional reading sessions for those who need it.
School budget	Fine motor skills/handwriting small group work	Work scrutiny	In place and ongoing through Quality First Teaching
School budget	ETA's to be trained on using Microsoft Teams	Parent voice	Some training has taken place and ongoing support is in place as needed.

School budget	Children to be grouped with appropriate staff to enable them to have a 'key worker' type person to connect with for home support	Staff voice	ETA time was used for 1:1 Teams calls and sessions with those children needing it. In place and ongoing as need arises.
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