



Birdsedge

First School

Pupil premium strategy statement

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 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	0
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/21
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Donna Waddington
Pupil premium lead	Donna Waddington
Governor / Trustee lead	Sian Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7571
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	£7571

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	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 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: School Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher CPD in planning for mixed aged classes</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,

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 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,

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

Budgeted cost: £ 6571 towards cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Group Play Therapy Sessions</i>	Research into the importance of play supports the need for children to	3

	explore and address social and emotional needs in a play based and therapeutic activity.	
<i>Individual and Filial Play Therapy Sessions</i>	Research into the importance of play supports the need for children to explore and address social and emotional needs in a play based and therapeutic activity.	3
<i>Extra Curricular Lessons and Clubs linked to sports, music, arts, etc.</i>	Exposure to broader opportunities in the curriculum support a broad and balanced curriculum and develop children's motivation for learning and school.	3

Total budgeted cost: £7571

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.

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			
Pupil Premium/School budget £ £7725 towards cost of this activity	<i>Additional teacher to give small class sizes for all core teaching of Reading, Writing, Phonics and Maths.</i>	Outcomes for children in core subjects	All complete and in place. All disadvantaged children make expected progress in core subjects

<p>Pupil Premium £1000</p>	<p><i>Educational Psychology Precision Teaching CPD</i></p> <p><i>Educational Psychology direct work with vulnerable pupils</i></p>	<p>Outcomes for DA pupils</p>	<p>Complete and in place</p> <p>All disadvantaged children made expected progress</p> <p>Educational Psychology work used to inform individual plans and teacher practice</p>
<p>School Budget</p>	<p><i>Half Termly Attendance monitoring and rewards</i></p> <p><i>Paws B Mindfulness 6 week course for all children and staff</i></p>	<p>Attendance Data</p> <p>Outcomes for DA pupils</p>	<p>Complete and in place</p> <p>Attendance of vulnerable pupils was good</p>