



# Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year 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

Metric	Data
School name	Binfield CE Primary
Pupils in school	409
Proportion of disadvantaged pupils	2.7%
Academic year or years covered by statement	2022-2023
Publish date	December 2022
Review date	December 2023
Statement authorised by	Suzie Featherstone-Wright
Pupil premium lead	Philippa Brazell
Governor lead	Jane Roylance

## Funding overview

Pupil Premium funding allocation this academic year	<b>£16,260</b> Based on x11 children (1 LAC) Currently 17 on roll (Dec 22)
Tutoring (x14 pupils on census)	<b>£3780</b> <b>(£2268 DFE/£1512 School)</b>
Pupil Premium funding carried forward from previous years	<b>£0</b>
<b>Total Budget for this academic year</b>	<b>£18,528</b>

## Disadvantaged pupil performance scores for last academic year

Measure	Percentages RWM (no Score)
Meeting expected standard at KS2	R=60% Sp=100% M=40% W=40%
Achieving high standard at KS2	R SP M W = 0%

### Statement of Intent

At Binfield CE Primary School, 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 also 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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.

### Our challenges

Challenge	Detail of challenge
1	Attainment and progress in relation to peers at end of Key Stage 2
2	KS2 progress in Reading, Writing and Maths
3	Progress and attainment of PP who are 'doubly disadvantaged' (PP and SEND)
4	Emotional wellbeing following and family dynamics which can impact on this and the learning potential eg attendance
5	Access to technology for home/remote learning purposes as some children do not have access to their own devices.

## Our intended outcomes for disadvantaged pupils

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 outcomes	Success criteria
To ensure all achieve at least ARE with good levels of progress and are engaged in their learning	PP pupils will meet ARE and those who have other disadvantages make good or better progress through QFT.
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Maths	Achieve national average progress scores in KS2 Maths
Progress in Reading	Achieve national average progress scores in KS2 and early reading attainment
Increasing rates of progress across KS2 for high attaining pupils	High prior attainment pupils make as much progress as their peers with same starting points in RWM. Evident through teacher assessment and NFER. Y6 includes SATs results.
Doubly disadvantaged PP children to diminish the difference (progress and attainment) in relation to their peers.	PP who are doubly disadvantaged make good or better progress (from starting points) within teacher assessment. Provision to be targeted and adapted accordingly.
Pupils are emotionally ready to learn and progress and parents engage with their child's learning. Attendance is good.	PP and their families have access to ELSA/FSA/mentoring resources. Additional LSA support in lessons and, when restrictions allow, the offer of a homework club. Parents attend parents evening and support the completion of home learning. Ensuring children's attendance and punctuality is at least good.
Pupils have access to their own devices at home.	Laptops supplied to children.

## 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 priorities for current academic year

Budgeted cost: £800

Aim	Target	Challenge number & Target date

PP children to engage with their learning and wellbeing needs are met.	Wellbeing education and recovery curriculum approaches to continue to target PP children both in the classroom and through ELSA work. Feedback through pupil discussions and teacher observations and evidence in books.	4 Ongoing
PP to continue to receive the highest quality teaching to ensure all attain to the best of their ability	Ongoing staff training/CPD to embed QFT. Continued CPD on developing writing skills and Maths provision. Focus on PP priority (all abilities) within the classroom with additional targeted support from LSA/Class Teacher/SENDSCO ( <i>EEF Toolkit Teaching Assistant Intervention</i> ). Evidence gathered through book looks, observations, data analysis ( <i>Diagnostic Tool EEF</i> ).	1,2,3 Termly
Achievement and progress in Reading, Writing and Maths to improve.	Pre-teaching basic and new skills happening in every classroom. Practical resources and differentiated learning evident. Learning walks, book looks and data analysis will provide evidence.	1,2,3,5 Termly

### Targeted academic support for current academic year

**Budgeted cost: £12,021**

Aim	Target	Challenge number & target date
To ensure all PP achieve at least expected ARE and/or good levels of progress.  For doubly disadvantaged PP children to diminish the difference between progress and attainment in relation to their peers.	Small group and/or 1:1 support with experienced teacher/ SENDSCO. Writing and Maths provision for targeted children. This will raise levels of confidence to draw upon during independent work in the classroom ( <i>EEF Toolkit one to one tuition</i> ).	1,2,3  Summer 2022
	Morning booster groups to support gaps in learning Y5/6 with experienced teacher. Offered to PP children, along with low achievers.	1,2,3  Summer 2022

	Targeted interventions within the classroom with a focus on RWM for PP children, delivered by LSA. Continued use of AI programs to support targeted learning of PP children and remote teaching available when needed ( <a href="#">EEF Toolkit Digital Technology/Research Report</a> ).	All  Summer 2022
	A daily touch base to support wellbeing. Including pre-teaching and basic skills. 1:1 familiar adult checking in with PP to build positive relationships ( <a href="#">EEF Toolkit Reading Comprehension Small Group and in Class</a> ).	All  Summer 2022
Tutoring (as above)	Small group focused tutoring – reading and writing. Four afternoons weekly by qualified teacher.	1,2,3 Autumn/Spring

### Wider strategies for current academic year

**Budgeted cost: £4,951**

Aim	Target	Challenge number & target date
Pupils are emotionally ready to learn and parents are engaged in their learning. Attendance and punctuality is good.	Family Support Advisor appointed to work with vulnerable families and improve parental engagement to allow parents to be involved in supporting their children's learning. Also supporting families to raise attendance/punctuality. Attendance officer role to analyse attendance and contact low attenders	4  Ongoing
As above	KLC (Kids Learning club) a home learning club after school for PP to complete learning tasks, with support of an LSA.	1,2,3,4 Termly
Supporting and mentoring those experiencing either emotional or behaviour challenges.	Social & emotional learning interventions (ELSA) which target areas of learning to improve pupil's interaction with others and self management of emotions, rather than focusing directly on	4  Ongoing

	the academic elements of learning. ( <i>EEF Toolkit Mentoring</i> ).	
Pupils have access to their own devices.	Loan of laptops to appropriate children to support with their home learning.	5 Ongoing
PP pupils are given the opportunities to learn alongside their peers and engage with their learning.	Access to school trips, sporting events and extra curricular clubs offered to enable PP to participate in activities that can increase outcomes and social mobility.	1,3,4 Ongoing
PP pupils have access to appropriate learning assessments to understand their challenges and target provision.	Use of outside agencies to assess and identify further areas of need in order for teaching to be further tailored to meet individual needs.	1,2,3 Ongoing

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and reflection time.	Use of Inset days and additional cover provided by HLTAs CPD
Targeted support	Ensuring appropriate interventions are in place and reviewed for effectiveness and impact.	Initial data entry and review after 8 weeks Learning walks.
Wider strategies	Engaging the families facing most challenges	Working closely with LA, where appropriate. Making contact, face to face where possible.

## Review: last year's aims and outcomes

<p>Our final SATs results for these children was mixed. Although not all children reached EXP level, they all made good progress. Reading - 60% EXP progress, Maths – 60%, Sp –100% with 20% greater.</p> <p>The previous pandemic has impacted on the gaps they faced in their learning and targeted teaching has been used to address this, however the majority of these children started at a lower point to their peers and have lost more learning than them. Developing the use of technology has helped address this, with the purchase of further devices for every child in KS2 and additional CPD.</p> <p>Although, small group interventions and booster groups took place more consistently from the Summer term, the increased level of absence of both the children and teaching staff during the Spring term, due to COVID, was also an additional challenge faced when identifying and supporting the children close the gaps due to a high level of staff/child sickness. Less focused interventions and additional opportunities took place during this time and were more sporadic</p>
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as a result of this. However, tutoring has begun recently to help close the gaps and the impact of this will be measured and reviewed regularly. An additional home learning club has been restarted to support those having difficulty in completing home work tasks.

New reading books were purchased for the whole school, with a focus on additional resources for early readers, in line with current Ofsted guidance to ensure the teaching of reading is consistent and all children have access to a variety of language-rich texts.

The additional emphasis on wellbeing and mental health has shown that and concerns have been very well addressed quickly and their behaviour and emotional well being challenges were well supported. Close working between the Support Team consisting of the SENDCO, ELSA/Behaviour Support Assistant and Family Support Worker ensured that wrap around support was offered to support both the child and their families early. Although, anxiety was witnessed with some of the older children, the majority were ready to learn and engaged well within lessons.

Attendance was 91.8%, lower than the previous year but higher than the national average.