

Pupil premium strategy statement – Byers Green Primary School 2022 - 2025

This statement details our school's use of pupil premium (and recovery 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	78 73 71
Proportion (%) of pupil premium eligible pupils	47% 47% 41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2023 2023- 2024 2024 - 2025
Date this statement was published	01.12.22 Reviewed December 2023 Reviewed December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	W. Kirtley G. Dodds
Pupil premium lead	G. Dodds
Governor / Trustee lead	G. Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,935 £55,290 £58,920
Recovery premium funding allocation this academic year	£4495 £5510 £0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£47,430 £60,800 £58,920

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention at Byers Green Primary School is to ensure that all children achieve to their full potential irrespective of their background or the barriers they face. We intend to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We expect that all children are given the best possible start to their education and achieve or exceed National Expectations by the time they leave us at the end of Key Stage 2.

We aim to do this by:

- Delivering high-quality teaching which focuses on the areas in which disadvantaged pupils require the most support.
- Accelerating reading with a rigorous phonics programme.
- Providing opportunities for disadvantaged pupils to receive personalised learning programmes, which are tailored to their exact needs, through effective deployment of teacher time.
- To use internal data to quickly identify children who are not achieving to their full potential and deliver catch up sessions.
- Continue to develop our positive and inclusive ethos, where all staff take responsibility and action to raise expectations of what disadvantaged (and all) pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children struggle with communication (speech, language and writing) 11% children currently under SALT with Darlington NHS Trust
2	Disengagement – reading, phonics and spellings are not reinforced at home, resulting in some children not having age-related reading skills.
3	Retention of times table facts is a challenge.
4	61% of our pupils with SEN are also disadvantaged.
5	Low attendance rates for some Pupil Premium children impacts on their learning and are always having to catch up to their peers.
6	External issues affecting the child due to mental health, unemployment and parental separation can lead to disengagement.
7	Limited access to wider cultural opportunities and experiences

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
<p>Children will make rapid progress in speech and language.</p>	<p>Engagement with speech and language services and referrals made.</p> <p>Use of resources recommended by the speech and language team to be delivered in school.</p> <p>Reviews of S&L for children in KS2 and new targets set and disseminated.</p> <p>Eklan Training booked for Spring and Summer term</p> <p>S&L training booked with LA SEND team</p> <p>Additional intervention planned on one-to-one basis for children under Speech and Language Therapy</p> <p>SLA raised with SALSP team to deliver weekly lessons to support children with significant S&L delays</p>
<p>Engage parents and supply guidance as to how to support their children at home.</p> <p>Children will meet age related and higher expectations in phonics screening, reading and writing.</p> <p>Provide increased opportunities in school to read aloud to an adult.</p> <p>Continue the whole school ethos to encourage a love of reading.</p> <p>Phonics data – 67.7% 89%</p> <p>KS1 reading – 70% N/A</p> <p>KS2 reading – 56% 62%</p>	<p>Track and monitor children throughout the school year to ensure all children are making sustained progress in phonics and reading.</p> <p>Provide support to anyone behind age-related expectations to ensure the gap between disadvantaged and non-disadvantaged pupils is narrowed.</p> <p>Further targeted intervention for reading.</p> <p>Further opportunities to read aloud to an adult for pupils in KS1.</p> <p>Investment in additional Little Wandle resources to support transition to KS2</p> <p>TA support signposted to listening to readers in LKS2.</p> <p>All children past Phase 5 assessed against LW fluency scheme and books purchased – weekly fluency sessions with targeted children.</p> <p>Teachers focusing on target children on a weekly basis.</p>
<p>All children demonstrate a good understanding of key mathematical facts.</p> <p>KS1 Maths – 70% N/A</p> <p>KS2 Maths – 81% 54%</p>	<p>Set personalised targets to ensure children are learning Times Tables.</p> <p>Teaching staff to support children’s confidence and acquisition of arithmetic skills by prioritising this in their teaching.</p> <p>Set homework to support and consolidate key mathematical concepts.</p> <p>Investment in motivating computer programmes to support the learning of key facts. Whole school timetables to promote the acquisition of the facts. Celebration of success.</p> <p>Subscription to SATs bootcamp for Y6, Purchasing of resources</p>

	Whole school initiative around problem solving and reasoning.
<p>Reduce the number of persistent absentees and improve attendance.</p> <p>Disadvantaged attendance for 2022-2023 – 94.08% compared to 94.49% (other)</p> <p>PA – 7/12 disadvantaged</p> <p>Disadvantaged attendance for 2023 – 2024 – 95.21% compared to 95.94% (other)</p> <p>PA – 4/9 disadvantaged</p>	<p>Raise parental awareness of the impact of missing school through newsletter updates.</p> <p>Work with families and overcome barriers they may face.</p> <p>Work with external agencies to enforce improved attendance.</p> <p>Improve parental awareness of term-time holidays</p> <p>Engage in Attendance Superstars scheme with Vision for Education</p>
<p>Improve the emotional resilience of disadvantaged pupils and provide support for mental health.</p>	<p>Delivery of high-quality PSHCE and RSE curriculum by class teachers.</p> <p>Whole school assemblies around mental health and well-being.</p> <p>Activity days which support well-being to be planned into the school year.</p> <p>Whole staff training on SCARF (programme to deliver RSE and PSHCE)</p> <p>Engage in STAR project with Investing in Children/ EWEL team and Emotional Resilience team</p>
<p>Music tuition paid for by funding those who show an interest in this area of the curriculum.</p> <p>4 disadvantaged pupils</p> <p>5 disadvantaged pupils</p>	<p>Pupils are able to access high quality music tuition in the violin and the cost of the music teacher paid for.</p>
<p>To provide children with enrichment opportunities such as high quality trips to support the curriculum and a range of extra-curricular after school clubs.</p>	<p>Increased Subsidies and financial support offered to disadvantaged pupils</p> <p>A range of After-School Opportunities offered at a very low price or no charge.</p> <p>After -school clubs incorporated into wrap around care offer – one free club per half term to encourage uptake of disadvantaged pupils</p> <p>Financial support offered to pupils needing access to wrap around care</p>

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: £43,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children to be taught in 4 classes – keeping class sizes smaller – especially for younger age groups.</p> <p>This has still been maintained and classes are all under 25 pupils with only 9 pupils in Reception.</p> <p>Class sizes remain small.</p>	<p>EEF Teacher Toolkit; Reducing Class Sizes(+2)</p> <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p>	1,2,3,4
<p>Whole staff team to be trained in Little Wandle to ensure consistency and fidelity to the programme.</p> <p>Further training linked to fluency, Catch-Up and SEN. Training for new staff members.</p> <p>Collaborative teaching and observation to ensure consistency.</p> <p>Further training in fluency for children past Phase 5.</p>	<p>Training and staff development are key aspects in school improvement; well trained staff are more likely to have the skills needed to identify barriers to learning and put the necessary actions into place, particularly as they know the children well. Ensuring consistency in approaches is key to this; collaboration, feedback and marking, mastery learning.</p> <p>Quality Assurance of Teachers Continuing Professional Development.pdf</p> <p>A whole school approach to high quality phonics delivery with early identification and catch up for those falling behind.</p>	2
<p>Introduction of Purple Mash to develop curriculum coverage and allow for individualised instruction to be given to the children.</p> <p>Training in January to ensure best use of features.</p> <p>Other schemes purchased – TTRS, SATS bootcamp, Track-it lights, Numbots,</p>	<p>EEF Teacher Toolkit; Individualised Instruction (+4)</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Purple Mash allows children to work through activities at their own pace. It facilitates personalised feedback and instruction from the Teacher to the individual pupil.</p>	1,2,3
<p>The English curriculum is to be based around high quality texts in order to develop a love of reading, provide high quality writing opportunities and develop reading comprehension skills for all learners. Teachers will use Quality First Teaching in order to provide well-structured support to disadvantaged pupils.</p>	<p>EEF Teacher Toolkit; Reading Comprehension Strategies (+6)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 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.</p>	1,2

<p>Whole Curriculum review to ensure highest quality outcomes.</p> <p>More Independent reading books sourced.</p> <p>Fluency books purchased to underpin steps before developing comprehension.</p> <p>Review of class novels and reading opportunities across the curriculum.</p>		
<p>Teachers to explicitly teach strategies to the children to support cognition and learning. Encourage effective learning strategies and encourage positive attitudes to learning.</p> <p>Assessment strategies under review to vary opportunities and ways of gaining feedback from children.</p> <p>Pupil Voice and ambassador roles to support children in evaluating their learning and engaging in active discussion around what they have learnt.</p> <p>Specific maths teaching to support problem solving and reasoning.</p>	<p>EEF Teacher Toolkit; Metacognition (+7)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Children given the opportunity to reflect on learning before and after topics. Mind maps, thought showers, quizzes and collaborative discussions used to ensure children remember more.</p>	1,2,3,4,6

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

Budgeted cost: £9157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class teachers to deliver intervention sessions/ catch up sessions on a weekly basis.</p> <p>KS1 – 2 teachers: 5 x 15 minute sessions per day</p> <p>2 teachers: 2 x 25 minute sessions per week</p> <p>KS2 – 2 teachers: 2 x 25 minute sessions per week</p> <p>Needs identified and intervention timetable</p>	<p>EEF Teacher Toolkit; Small Group Tuition (+4)</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1,2

<p>planned for small groups and one-to-one sessions.</p> <p>Precision Teaching training by Educational Psychologist</p> <p>Target children identified for class teacher focus</p> <p>Precision Teaching for 2 pupils 3 x 10 mins per week</p>	<p>Internal data has been used in order to identify need and put intervention lessons in place for learners.</p>	
<p>Additional phonics sessions – 30 minutes per day to be incorporated into the curriculum/timetable</p> <p>Phonics taught as separate Y1 and Y2 lessons</p> <p>Catch-up sessions planned for Y3</p> <p>Targeted phonics support for rapid catch-up</p> <p>Regular phonics reviews and targeted children identified.</p>	<p>EEF Teacher Toolkit; Phonics (+5)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Using Little Wandle Letters and Sounds revised, we are raising expectations in phonics. By focusing on this early reading skill, we feel that we are unlocking the whole curriculum for the children. All staff are aware of how important this skill is and are directing personalised programmes to the children to ensure sounds are learnt and retained. This is also supporting the children with low attendance as they have an opportunity to revisit sounds.</p>	1,2,5

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

Budgeted cost: £6156

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and wellbeing – weekly lessons following SCARF curriculum</p> <p>Weekly assemblies targeted at Mental Health and Well-being.</p> <p>Activity and theme weeks planned across the school year to address 5 steps to wellbeing (NHS)</p> <p>Engagement in STAR project to incorporate a wider universal offer for all pupils.</p> <p>Well-being groups introduced to incorporate low demand times where</p>	<p>EEF Teacher Toolkit; Social and Emotional Learning (+4)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p>	6

<p>well-being and getting along are the focus.</p>		
<p>Music tuition for disadvantaged pupils. After-school clubs, trips and visitors to enrich opportunities for disadvantaged pupils 5 pupils accessing tuition Subsidy towards school trips</p>	<p>EEF Teacher Toolkit; Arts Participation (+4) There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	<p>6, 7</p>
<p>Digital subscriptions to support bespoke learning</p> <p>Purple Mash Subscription £888</p> <p>Letterjoin Subscription £144</p> <p>Scarf Subscription £192</p> <p>Little Wandle Letters and Sounds £350</p> <p>TT Rockstars Subscription and Numbots £205</p> <p>Track-its - £300</p>	<p>Evidence from EEF research indicates that digital technology suggests: (+4) gain</p> <p>research findings show that providing digital technology packages that enable children to practice can impact on their ability to remember key concepts and ideas</p>	<p>1,2,3</p>

Total budgeted cost: £58,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Teaching Strategies:

Teachers allowed the children time to practise skills and focused on quality rather than quantity of work covered. We identified that due to the impact of the lockdowns, children needed to be encouraged to 'have a go' especially in areas such as creative writing. Teachers adapted practice to allow children to draft and re-draft, edit and type work up. By taking more time over pieces of work, it instilled a greater pride in the children's output and more conscious thought to the skills required to complete the tasks well. Following advice from the NCETM documentation, in maths, teaching staff also used the approach of teaching in more depth to gain a better understanding of various concepts. This approach will be continued into the new academic year and MT plans adapted accordingly.

Review of Assessments:

We continued our whole school termly assessment cycles and used internal data to ensure the progress of all learners. We used this data to identify pupils who had not performed in line with targets and set targeted intervention to close the gap.

Review of Targeted Intervention:

All teaching and teaching assistant time was planned and used to the maximum benefit of the learners, especially the disadvantaged. Timetabled interventions were highly effective in targeting children's needs. We found that one to one tuition, for small periods of time (10-15 minutes) were the most effective interventions to support catch up. We will be using this approach in the next academic year.

Results for 2023 were as follows:

KS1: 5/10 disadvantaged (50%) Reading 70% / GD 20% Maths 70% / GD 30% Writing 70% / GD 0%	KS2: 12/16 disadvantaged (75%) 56% RWM (all) 58% (disadvantaged) Reading 56% / GD 13% Maths 81% / GD 0% Writing 75% / GD 0%
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KS2 results for 2024:

7/13 pupils disadvantaged (46%)

Reading 4/7 achieved at expected standard

Maths 4/7 achieved at expected standard

Writing 4/7 achieved at expected standard

4 children accessing weekly S&L with SALSP team

8 children accessing weekly well-being groups

All of KS2 accessing STAR project work including work on reliance, wellbeing and anxiety.