

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	Badgerbrook Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	25 / 420 (5.95%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Angie Meyrick Headteacher
Pupil premium lead	Liane Morgan Key Stage 2 Lead
Governor / Trustee lead	Mitzi Moran / Val Moore Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,365
Recovery premium funding allocation this academic year	£2,755
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	£27,120

Part A: Pupil premium strategy plan

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 identify and work to address the challenges faced by vulnerable pupils, including those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged in their learning 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 also 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 integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and the gathering of pupil and teacher voice, 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 which 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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with developing age-related reading skills than their peers. Current assessment evidence suggests that, at present in Year 6, 50% (2/4) are on track to

	meet or exceed the expected standard in reading. (School internal data analysis.)
2	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with developing age-related writing skills than their peers. Current assessment evidence suggests that, at present in Year 6, 50% (2/4) are on track to meet or exceed the expected standard in writing. (School internal data analysis)
3	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with developing age-related Maths skills than their peers. Current assessment evidence suggests that, at present in Year 6, 50% (2/4) are on track to meet or exceed the expected standard in maths. (School internal data analysis)
4	Assessments, observations and wider research suggest that the education and well-being of many of our pupils, including those who are disadvantaged, have been impacted by partial school closures due to COVID-19. This has resulted in the creation of knowledge gaps, leading to pupils falling further behind age-related expectations.

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
To work to narrow the gap in attainment in reading through quality first teaching and closely monitored intervention groups.	End of year outcomes for 2021 / 2022 (including formal Key Stage 1 and 2 assessments) will show greater numbers of disadvantaged pupils meeting or exceeding the expected standard. [Priority 1 on the existing 3-year strategy.]
To work to narrow the gap in attainment in writing through quality first teaching and closely monitored intervention groups.	End of year outcomes for 2021 / 2022 (including formal Key Stage 1 and 2 assessments) will show greater numbers of disadvantaged pupils meeting or exceeding the expected standard. [Priority 1 on the existing 3-year strategy.]
To work to narrow the gap in attainment in Maths through quality first teaching and closely monitored intervention groups.	End of year outcomes for 2021 / 2022 (including formal Key Stage 1 and 2 assessments) will show greater numbers of disadvantaged pupils meeting or exceeding the expected standard. [Priority 1 on the existing 3-year strategy.]

<p>To identify the barriers to learning for pupil premium pupils. Analyse specific social, emotional, behavioural, well-being or other self-esteem issues which need to be addressed.</p>	<p>High levels of personal well-being will be demonstrated through student voice and good levels of attendance and punctuality. [Priority 3 on the existing 3-year strategy.]</p>
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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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of teaching staff – recruitment, retention and training of teaching staff.	The training of staff with up-to-date, relevant, evidence-based training for quality first teaching, small group interventions and feedback (written and verbal) adds +8 months progress as detailed in the EEF toolkit.	1, 2, 3 & 4
Funding of learning support assistants – recruitment, retention and training of appropriately qualified support staff.	The training of staff with up-to-date, relevant, evidence-based training for quality first teaching, small group interventions and feedback (written and verbal) adds +8 months progress as detailed in the EEF toolkit.	1, 2, 3 & 4

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

Budgeted cost: £3,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in Key Stage 1 and Key Stage 2 delivered by experienced teachers.	Small group interventions have been shown to be effective: + 4 months (EEF Toolkit evidence). Collaborative learning strategies have been shown to add + 5 months progress.	1, 2 & 3

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enhancement - pupil premium support fund to allow disadvantaged pupils to access extra-curricular opportunities.	It is imperative that disadvantaged pupils are not further affected by inability to participate in activities due to financial constraints – such inequality can have significant impact on well-being. Participation in extra-curricular provision, for example linked to the arts or physical activities has been shown to add between +1 and +3 months progress (EEF Toolkit evidence).	4

Total budgeted cost: £27,120

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.

Throughout the challenges of last academic year's disruption, we continued to identify areas of need and required support for our disadvantaged pupils. Individual pupil voice remained at the forefront of consideration, and the impact of COVID-19 disruptions to learning was analysed in this way for forward planning.

The academic progress of pupil premium children remained a focus in pupil progress meetings across all year groups, as it will continue to in the future. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources and live virtual teaching. The engagement in learning of our disadvantaged pupils was closely monitored and communication was made with parents where appropriate for academic or wider welfare support.

No formal statutory assessments took place during the summer of 2021. Our internal assessments suggest that the performance of disadvantaged pupils was low in some core subject areas. Data shows that, at Year 6, 75% (3/4 pupils) met the expected standard in reading; 25% (1/4) met the expected standard in writing and 25% (1/4) met the expected standard in maths. 0% exceeded the expected standard in all three areas. (School internal data analysis.)

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We continue to focus on the provision of wellbeing support for all pupils, and targeted interventions where required.

Externally provided programmes

Programme	Provider
N / A	

Service pupil premium funding (optional)

Measure	Details
N / A	

Further information (optional)

N/A

Further information (optional)

N/A