

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	Bude Primary Academy Juniors
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	25 December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Robinson Head of School
Pupil premium lead	Sarah Robinson Head of School
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,670
Recovery premium funding allocation this academic year	£21,000
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	£149,670

Part A: Pupil premium strategy plan

Statement of intent

Senior leaders set the expectation that teachers and support staff believe all children can achieve. All staff look for solutions to overcoming barriers to achievement through developing strong supportive relationships with children and their families and by not presuming to know what the barriers are. We want all our children to 'Respect, Learn and Achieve' and through this become confident, independent learners.

We will consider research (such as the Sutton Trust Toolkit and Education Endowment Fund) to support us in determining the strategies that will be most effective in improving academic outcomes, as well as offering broader educational opportunities for pupils who are disadvantaged. We understand the need to improve children as learners; develop their ability to self-regulate; support their social emotional and mental health needs; and improve vocabulary (speaking and listening) by giving them exposure to 'multiple meaningful interactions with language.'

We will ensure that all teaching staff and support staff are involved in the analysis of data for those pupils who receive pupil premium funding, and everyone is aware of the needs of our disadvantaged children. All children entitled to pupil premium will benefit from the funding, not just those who are underperforming (through our Unlocking Potential programme for example). Underachievement at any standard is targeted, not just academic or prior lower attaining pupils. Children's individual needs are considered carefully so that we provide support for all children who could be doing "even better if."

We will continue to strive for all children to receive consistently great teaching every day. We will ensure consistent implementation of and fidelity to the school's development plan; provide high quality CPD for teachers and support staff; and access expertise from across the Aspire Academy Trust.

To increase learning time, we will maximise the time children have to "catch up" through improving attendance and punctuality; providing early targeted intervention; working closely with Bude Infants; providing early morning and after school wrap around support; and using teaching and learning strategies which allow for more learning opportunities. We aim for all children to know more, remember more and experience more.

Challenges

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

Challenge number	Detail of challenge
1 SEND	Data shows that 25% of pupils across our Key Stage 2 have an identified SEND and 33% of pupils entitled to pupil premium have an identified SEND. There is a high proportion of pupils who have SEMH difficulties. Lesson visits, book looks, and attainment information show that these pupils are not always making good progress from their starting points. Pupils who are disadvantaged and have a SEN are disproportionately more likely to have a fixed term exclusion and disengage from learning.
2 Attendance and punctuality	Our attendance data indicates that attendance among disadvantaged pupils has been between 3% and 6% lower than non-disadvantaged and there is a higher percentage of persistent absenteeism in this group. Some of these pupils also have a SEN.
3 Family and economic difficulties	Our parent support worker has worked with the families of 40 disadvantaged pupils over the past year. The main issues as shown with referrals are with housing, poverty (applications to the hardship fund for food and clothing), family welfare and domestic violence, families have difficulties in supporting their children due their own lack of confidence in their academic ability, transport, support with signposting to services for families of pupils with SEN and an increase in anxiety and mental health issues since lockdown.
4 Assessment-maths	Data shows last year that pupils entitled to pupil premium progressed better in some areas than non-disadvantaged. There were some classes where pupils who were disadvantaged performed significantly worse than non-disadvantaged. Also disadvantaged pupils previously working at the expected standard in maths performed worse than non-disadvantaged in all year groups.
5 Reading	Pupil voice and data shows that pupils who are disadvantaged find reading and phonics difficult. Some parents find supporting this at home challenging. The current year 3 have a large number of pupils who did not pass the KS1 phonics screen 54% (75% of disadvantaged pupils did not pass). 43% of year 3 pupils would still did not pass (30% disadvantaged pupils however over half of these have a recognised SEN)
6 Writing	Pupil voice information and book scrutiny show that pupils find handwriting and spelling very difficult and are not yet fluent in these which becomes a barrier to reaching the expected standard in writing. This also affects the percentage of pupils reaching the expected standard in all three areas of reading writing and maths.

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
Pupils who are disadvantaged and have an identified SEND will have their barriers to learning correctly identified and provision in place to meet their needs. This includes the pupils who have SEMH difficulties.	Pupils who are disadvantaged with a SEN will make at least good progress from their start points in reading writing and maths with improved outcomes at the end of KS2 by 2024/25. A reduction in the number of fixed term exclusions – with the ambition for 0 exclusions by 2024/25.
Improved reading attainment among disadvantaged pupils.	By 2024/25 the percentage of pupils who are disadvantaged and meeting the expected standard in reading at the end of KS2 will more closely align to that of pupils who are not disadvantaged. They will at least meet their prior attainment standard by 2024/25.
Improved writing attainment among disadvantaged pupils.	By 2024/25 the percentage of pupils who are disadvantaged and meeting the expected standard in writing at the end of KS2 will more closely align to that of pupils who are not disadvantaged. They will at least meet their prior attainment standard.
Improved maths attainment including those pupils previously attaining at the greater depth standard.	By 2024/25 the percentage of pupils who are disadvantaged and meeting the expected standard in maths at the end of KS2 will more closely align to that of pupils who are not disadvantaged. They will at least meet their prior attainment standard.
To achieve and sustain improved wellbeing and economic support ensuring pupils progress (particularly those pupils who are disadvantaged) is not being impacted by families economic and wellbeing situation.	<p>Pupil voice through interviews and questionnaires show pupils enjoy school and feel safe.</p> <p>Parent voice demonstrates they feel supported and communication between school and home is effective.</p> <p>A significant reduction in behaviour incidents is being reported in school.</p> <p>A reduction in the number of fixed term exclusions – with the ambition for 0 exclusions by 2024/25.</p>

<p>To achieve and sustain improved attendance for all pupils especially those who are disadvantaged.</p>	<p>Sustained high attendance. The overall attendance rate for pupils being 95% or higher or in line with national.</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: £40,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of CGP tests for year 6 Reading Grammar and maths</p> <p>£260 – Sept 2021</p>	<p>Regular testing improves pupils' retention skills and provides opportunities for the teacher to assess regularly and identify strengths and weaknesses of each pupil.</p> <p>EEF Blog: Does research on 'retrieval practice' translate into... EEF (educationendowmentfoundation.org.uk)</p>	<p>4,5,6</p>
<p>Enhancement of classroom teaching in year 3 through funding an additional teacher for two terms to support English and Maths learning in the mornings. (S Kington)</p> <p>£18,900 – Feb – Aug 2022</p> <p>RECOVERY PREMIUM</p>	<p>The year 3 cohort has 26% of pupils who have a SEN with an above average number of pupils with EHCPs. 41% of pupils are disadvantaged. Evidence shows that reduced class sizes can have an impact in lower primary. Covid lockdowns have had a big impact on the start these pupils have had to school as stated in the EEF report.</p> <p>Impact of Covid-19 school closures and subsequent support... EEF (educationendowmentfoundation.org.uk)</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>4,5,6</p>
<p>Fund TA training additional to their</p>	<p>Teaching assistants are a huge resource in school and can have a h</p>	<p>1,4,5,6</p>

<p>contracted hours to support the school development priority of maximising the impact of TA's.</p> <p>£7,375 – Jan – Aug 2022</p>	<p>significant impact on the progress and attainment of disadvantaged pupils if used effectively. There is the need for a school policy and understanding on what effective practice looks like. This includes CPD for TAs so they can have an improved impact on pupils' learning.</p> <p>Maximising the Impact of Teaching Assistants MITA (maximisingtas.co.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improve the wider curriculum implementation and impact through funding a supply teacher (D Whelan) to release subject leaders. This will ensure pupils with SEN and disadvantaged lower attaining pupils are able access/engage with and succeed in the wider curriculum.</p> <p>£14,000 - 1.5 days – Sept 2021 – July 2022</p>	<p>Evidence suggests that curriculum design may support the development of long-term memory. Subject leaders need to ensure that their subject is sequenced and there are opportunities for pupils to revisit prior learning.</p> <p>An evidence-informed approach to... Durrington Research School</p>	1,4,5,6

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

Budgeted cost: £16,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Number Sense	Use of this intervention in the infant school which is part of the academy has proven to have impact.	4

<p>maths catch up programme.</p> <p>Initial and ongoing training for TAs who will deliver the programme.</p> <p>£300 - Due June 2022</p>	<p>Origins of Number Sense Maths Number Sense Maths</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Read Write Inc phonics – additional phonics sessions.</p> <p>Training for year 3 teachers and TAs and ongoing support from RWI.</p> <p>£1500 Estimated cost* £500 Resources</p>	<p>This is the phonic programme used by the infant school and one of the agreed programmes from the DfE. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p>Contact details for the validated systematic synthetic phonics (SSP) programmes - GOV.UK (www.gov.uk)</p>	5
<p>Read Write Inc Fresh start</p> <p>£1500*</p> <p>*Part of the Fresh Start package</p>	<p>This is a programme to support upper KS 2 pupils and particularly those who are disadvantaged with phonics and is for struggling readers in Key Stage 2. It can be effective for those pupils who are still not confident with decoding.</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	5,6
<p>RWI online subscription</p> <p>£130</p>	<p>This will support teachers and TAs with resources and access to lesson materials.</p> <p>Contact details for the validated systematic synthetic phonics (SSP) programmes - GOV.UK (www.gov.uk)</p>	
<p>Teacher employed for targeted intervention in year 4.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>41% of pupils are disadvantage in Year 4. This teacher, who knows the school and pupils well, will work with identified</p>	4,5,6

<p>£2,100 RECOVERY PREMIUM £10,500 – Feb – Aug 2022</p>	<p>pupils in a targeted approach which will be additional to the teaching within the classroom.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £92,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>H Lee SENCO– 2 days. Fixed term agreement for additional 2 days support this academic year</p> <p>£23,046</p>	<p>The SENCo will review current practice and support teachers and TAs with identifying and meeting pupils’ needs so that they make good progress. Ensuring pupils develop confidence and can work independently. Pupils with SEND have the greatest need for excellent teaching. Many of pupils with SEND are also eligible for free school meals.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4,5,6</p>
<p>Trauma Informed Schools (TIS) TA practitioner to support pupils with self-regulation, resilience, and independence enabling them to access the learning in the classroom.</p> <p>£17,637</p>	<p>Pupils who are taught how to self-regulate are better able to access their learning and make progress.</p> <p>Education Endowment Foundation EEF</p>	<p>1,3,4 ,5</p>
<p>Parent Support Worker (14.8hrs) – support parents with helping their children with reading; support parents to access services; Run drop-in sessions. Improve</p>	<p>Relationships and good communication are key to supporting parents with barriers to pupils attending well. Parent support worker along with the senior leadership team set out clear expectations and seek to identify barriers. There is a policy in place and the parent support worker attends the</p>	<p>2,3,5</p>

<p>attendance and punctuality.</p> <p>£10,287</p>	<p>attendance review meetings . She undertakes actions as well as making necessary referrals. Research shows that the higher the overall absence at KS2 the lower the likely level of attainment at the end of KS2.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	
<p>Pastoral support worker.</p> <p>£14,902</p>	<p>Trained in counselling and mental health support for individual pupils. Organises and supports therapy dog who attends weekly – building resilience and confidence in pupils. The support is targeted and responds to immediate need identified from safeguarding/welfare referrals. Studies show that there is an increase in pupils with possible mental health disorders in primary schools.</p> <p>mhcyp 2020 rep.pdf (digital.nhs.uk)</p>	3
<p>Nurture lunch time support (SENCo and TIS practitioner*.</p> <p>£8760 - (H Lee)</p> <p>*Costs already included</p>	<p>Identified pupils are encouraged to attend the club at lunch time and take part in games and activities which promote self-regulation and skills such as turn taking and learning to get along. This ensures a smooth transition into afternoon learning as well as developing strategies to support resilience in the classroom.</p> <p>The EEF Toolkit and Nurture Groups (nurtureuk.org)</p>	1,3
<p>Enrichment opportunities – residential/trips and Unlocking Potential activities</p> <p>£2500 – Residential £1000 – Trips £5000 - Enrichment</p>	<p>Teachers and support staff identify areas of strength and ensure pupils who are disadvantaged have the opportunities to take part in after school activities linked to these strengths. By paying for costs the economic barrier to attending is removed.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	3

<p>Cognition after school club</p> <p>£1800</p>	<p>Science Club/Lego League. This is an after-school computing club which is run by a specialist outside agency. The children are also taking part in a national competition. Pupils who are disadvantaged and are showing an interest in this area are encouraged to attend. This supports our Unlocking Potential programme.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	
<p>Nurture Woods Sessions - Transformation Training</p> <p>£5460 (£140 per week x 39 weeks)</p>	<p>Half day sessions per week with identified pupils. Sessions are designed to help enrich learning, break down social barriers, develop teamwork and problem-solving and language skills.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	1,3
<p>Wraparound additional support for PP children</p> <p>£1201 Wraparound resources & equipment</p> <p>£1363</p>	<p>Provision of a breakfast club ensures pupils have a settled start and the opportunity to have breakfast, so they are then ready to learn. Pupils who have a SEN use the club to support punctuality and attendance.</p> <p>Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS</p>	1,2,4,5,6

Total budgeted cost: £149,670

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.

Internal assessments show that at the end of key stage 2 pupils made above expected progress against their KS1 attainment in reading writing and maths. Disadvantaged pupils made broadly the same progress as non-disadvantaged. However, in other year groups there were significant differences in the percentage of disadvantaged pupils meeting their prior attainment standard compared to non-disadvantaged. In Y3 for example only 55% of pupils overall met their prior attainment standard in reading.

When comparing spring to summer data there were improvements in attainment. 56.7% to 61.5% in reading for example across the whole school. Reading and maths showed the most improvement with attainment whilst writing remained within the 40% bracket. This was possibly a reflection of lockdown and remote learning as teachers had reported that pupils found it easier to access reading and maths work but struggled with writing.

The younger the pupils the more impact lockdown seems to have had. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils.

Lockdown impacted on the CPD available to teachers and required a change in priority as teachers learned how to better support pupils with learning remotely and the delivery of feedback remotely.

Provision for pupils with SEN remains a priority, IEPs are in place and are regularly reviewed with the support of the SENCo. The Tis practitioner works with identified pupils and this provision has had an impact on some pupils' ability to self-regulate and therefore remain in class to learn. We are continuing to build on both these approaches.

Externally provided programmes

Programme	Provider
LBQ Learning by Questions online quizzing programme (catch up) £480 – March 2021	Learning by Questions (lbq.org)

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Head of School (Mrs Sarah Robinson) began employment at the school in January 2021 during a lockdown due to the Covid pandemic.