

Pupil premium strategy statement – 2023/24

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	
School name	Bottisham Community Primary School
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	16% (47 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mark Askew
Pupil premium lead	Debbie Heijne
Governor / Trustee lead	Gregg Baldwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,040
Recovery premium funding allocation this academic year	£0
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	£73,040

Part A: Pupil premium strategy plan

Statement of intent

The school's strategy in respect of the Pupil Premium allocation for the current academic year is based on a review of the impact of Pupil Premium spending in previous years. This strategy is in its third year and aims to:

- Raise standards of progress and attainment in English and Maths for children in receipt of Pupil Premium.

The provision for pupils eligible for Pupil Premium is strategically led and managed by the Senior Leadership Team. Provision for pupils eligible for Pupil Premium will be offered based on identified group and individual needs; with pupils accessing as many of the provisions and interventions as they individually require.

The progress of vulnerable groups is monitored through robust tracking regularly across the school year. The progress of individual children is discussed at half termly pupil progress meetings and actions are agreed to support children not making expected progress.

Parents are informed about any extra support their child will receive and the impact that this has had upon their progress. Where support takes the form of interventions, these are also included on a pupil's report at the end of the year.

Challenges

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

Challenge number	Detail of challenge
1	Attainment for Pupils who are eligible for Pupil Premium at KS1, particularly in writing, is not in line with that of other pupils. Particular issues identified focus on the use of grammar and punctuation as well as difficulties with spelling.
2	Attainment and progress for Pupils who are eligible for Pupil Premium at KS2 is not in line with that of other pupils. Particular issues identified focus on calculation skills and maths fluency.
3	Acquisition of early phonics skills: progress for pupils who are eligible for Pupil Premium in Y1 is slower than for other pupils.
4	Acquisition of vocabulary in pupils in Early Years
5	Higher proportion of disadvantaged pupils experience challenges with emotional and mental wellbeing
6	Opportunities to develop cultural and social capital for most disadvantaged pupils is more limited than pupils not in receipt of Pupil Premium.

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
Higher rates of attainment at the end of KS1 for pupils who are eligible for Pupil Premium	Pupils eligible for PP in KS1 make rapid progress so that they meet age-related expectations at the end of Y2 in maths, reading and writing.
Higher rates of progress and attainment at the end of KS2 for pupils who are eligible for Pupil Premium	Pupils eligible for PP in KS2 make rapid progress so that they meet age-related expectations at the end of Y6 in maths, reading and writing.
Higher proportion of pupils who are eligible for Pupil Premium passing the Reading at 6 check	Pupils eligible for PP in YR & Y1 make rapid progress so that they meet age-related expectations by passing the Reading at 6 check.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Reviews (3x per year, per teacher)	Professional development based on model of instructional coaching.	1-4
Curriculum Leader Reviews – 1 x per year, per teacher Curriculum Leader to establish curriculum Essential Experiences	Professional development focussing on curriculum development based on model of instructional coaching.	1, 3, 4
CPD to identify and address barriers, challenges and trends for Pupil Premium Pupils: 4x Twilight sessions. 3x termly CPD on areas for improvement in writing. 1x Inset Day supporting effective deployment of TAs	Continuous and sustained professional development to develop teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. (EEF Menu of Approaches)	1, 2, 3
Coaching relationships established across whole school to embed CPD on the acquisition of vocabulary	Supportive and formative feedback from coaches or peers can have a positive impact on performance (EEF Effective Professional Development)	1, 2, 3, 4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring both in small groups and through 1:1 tuition depending on need	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective	2

	if it is targeted at pupils' specific needs (EEF Toolkit)	
Teaching assistant time to deliver intervention to support emotional wellbeing (ELSA)	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF Toolkit)	5
Teaching assistant time to deliver English and maths intervention and catch-up support within class to most vulnerable pupils	Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks (EEF Making Best Use of TAs)	1, 2, 3

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support to attend Essential Experiences	Enables participation in enrichment activities which enhance the taught curriculum.	6
Music tuition for all Y3/4 pupils	Provides opportunity to extend cultural capital for pupils	6
Financial support to provide essential practical needs – breakfast, wrap around care & learning resources	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. (EEF)	6

Total budgeted cost: £ 71, 000

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 2022 to 2023 academic year.

Item / Project	Objectives	Impact and Outcome
Wider distribution of Teaching Assistants to support in class & provide intervention support	To support children with their learning across core subjects	A wellbeing space has been set up providing support to pupils out of class. Lesson observations evidence vulnerable pupils are building more independent learning skills and attitudes within whole class time with less reliance on adult intervention
Quality First Teaching Professional Development for staff with an emphasis on vocabulary acquisition	To improve attainment of all children by developing teaching approaches	Learning walks evidence the improved use of working walls for referring to vocabulary and the impact of this within children's work and pupil voice.
Reading Recovery in KS1	To address gaps in knowledge for pupils who did not meet Reading at 6 Check	Reading outcomes at the end of KS1 were above national. Pupil's fluency and confidence improved preparing them well for the move into KS2.
Booster Groups for vulnerable pupils to keep up	To improve attainment in reading and writing for all FSM children	Reading outcomes for KS1 Pupil Premium children were in-line with non-Pupil Premium outcomes. Pupils exhibited confidence and could articulate their learning needs effectively.
Music tuition for all of Y3/4	To improve wider curriculum experiences and success for pupils	Clear enjoyment is demonstrated by pupils during this tuition with many pupils performing in an end of year music concert.