

# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Badbury Park Primary School
Number of pupils in school	264 235 not including Nursery
Proportion (%) of pupil premium eligible pupils	25 Reception to Year 4 children PPG 9.46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023- 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Louise Dance
Pupil premium lead	Eleanor Christmas
Governor / Trustee lead	Tim Owen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ <b>£36,285</b>
Recovery premium funding allocation this academic year	£ <b>2,610</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ <b>38.895</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Badbury Park Primary School are ultimate objectives are;

To address the barriers to learning that disadvantaged children may have such as; less support from home, weaker language and/or communication skills, lack of confidence or low self-esteem, more frequent behaviour difficulties, attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is a no 'one size fits all'.

Our intent is

- To support our children's health and wellbeing to enable them to access all learning opportunities.
- To provide real life experience that enrich life and vocabulary through Forest School and Outdoor learning.
- For disadvantaged children to make good progress from their starting points.

We aim to do this through

- Quality First teaching
- Identify and plan provision for pupils who belong to vulnerable groups, ensuring needs are assessed and addressed
- Recognising that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for the pupil premium or receive free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium will be allocated on a needs analysis.

The range of provision will include

- Ensuring all teaching is good or better and in line with the school Teaching and Learning Policy especially in regard our work on providing support and scaffolding.
- Funded Breakfast Club on a needs basis and access to 1 sports club place per term.
- Daily reading with identified children
- Interventions to help children achieve Aged Related Expectations.
- Nurture and Emotional Literacy interventions where identified

- Help with resources and uniform and trips and experiences where needed
- Employment of a Forest School teacher for an afternoon session a week
- Access to an Inclusion Worker to support our children's wellbeing and help manage adverse experiences that may be causing a barrier to their social, emotional and academic progress.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Emotional Wellbeing and Resilience</p> <p>Our assessment, observation and discussions with our children have identified the need to develop a wellbeing offer. Many of our children need support to maintain a positive wellbeing and resilience when it comes to daily challenges in the school day and challenges in their learning.</p>
2	<p>Mobility.</p> <p>As a new school we have attracted many new families some of whom have joined us from other schools, often moving schools mid-year. Some of our families moved into the new housing and some families have changed education setting. We have needed to respond to this mobility amongst our cohorts and for some children this has required catch up support, other children support making new friends.</p>
3	<p>Speech and Language</p> <p>Our observations and assessments across the school including baseline assessments in Early Years have identified, listening, attention and understanding and speaking as an area of need. In addition to the affect of Covid 19 on children language development during the lockdowns.</p>
4	<p>Parental engagement</p> <p>As a new growing school, we are seeking to engage our parents in the life of the school and support their children in their education. We are looking to extend our PPG offer to engage with families who are harder to reach.</p>
5	<p>Lack of enrichment opportunities outside of school.</p> <p>From our experiences we have observed that some of disadvantaged children are less likely to access experiences outside of school. We are keen to address this challenge with providing experiences within our school curriculum often based in the local area and a group attending therapeutic forest school offer for our disadvantaged children.</p>

## 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
1. To improve the emotional wellbeing and resilience of all children eligible for PPG funding	Children are able to name and self-regulate their emotions with familiar adults and are able to learn. Successful intervention work with our Inclusion Officer to support emotional wellbeing and resilience.
2. To have successful transitions when a child moves school either at the start of an academic year or transfers school mid- year.	For class teacher to complete a transition form for each child and to meet with parents. Ensure that reports are all transferred in a timely manner and previous school contacted if not.
2a. To ensure that children any gaps are identified within cohort and children joining the school and support and scaffolding is put in place to close any gaps in attainment	The Teaching and Learning policy to be embedded in the teaching practise across the school and tracking and assessment in pace to support the raising of attainment
3. To develop greater fluency in speech and language and improve both expressive and receptive language	To turn take in a conversation with age-appropriate language and show understanding of simple instructions. Children in Reception to successfully pronounce all sounds in Phase 2 and Phase 3. Access to SALT services and staff to work on recommendations from the reports. Within Key Stage 1 to be able to discuss a picture book using full sentences and refer to the story. To be able to communicate their needs to a familiar adult To have been identified as requiring EAL support if required To access Talk Boost. Early Talk Boost and Colourful Semantics when appropriate

<p>4. To increase the parental engagement of all children eligible for PPG funding so that support their children with school learning and engage with school activities wherever possible.</p>	<p>Positive relationships developed with all parents and those parents of children eligible for PPG funding are informed about reading and homework and any barriers to support are addressed and supported.</p> <p>Children read 4 times a week to an adult in school and active encouragement to read at home with adult as well.</p> <p>Parents attend parent's evenings</p> <p>Parents are signposted to before school care to support child's attendance and punctuality in school.</p>
<p>5. Lack of enrichment activities particularly being outdoors.</p>	<p>Children to learn outside as part of our curriculum offer. Regular Forest School sessions to develop self-esteem, confidence and resilience. We have a specific session outside of class sessions for a more therapeutic approach.</p> <p>This is part of our school Universal school offer and part of our school vision of Be Curious, Be Kind, Be Ambitious and Be Adventurous.</p> <p>Local trips and walks</p> <p>Attendance at clubs Breakfast club and we are developing the offer of 1 place per term in school run after school club.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistently good teaching for all children with clear modelling and targeted vocabulary</p> <p>Regular Curriculum Evening and parental updates which encourage all our parents into school</p>	<p>1. <a href="#">High-quality teaching   Education Endowment Foundation   EEF</a></p> <p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation 2018)</p>	<p>1 2 and 4</p>
<p>CPD for all staff to providing recent and relevant professional training.</p> <p>National College</p> <p>£750</p>	<p><a href="#">Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</a></p>	<p>1 and 2</p>

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

Budgeted cost: £6,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA provision with our Inclusion Worker, one session per week to support children identified with needing emotional support through ELSA £730</p>	<p>ELSA is an intervention on programme created by Educational Psychologist, Shelia Burton. Evidence-based, the approach trains practitioners in planning support sessions which explicitly teach social and emotional skills to enable pupils to self-regulate their emotions. Once trained, an ELSA on site can support Disadvantaged Learners with their emotional well-being leading to greater access of learning within the classroom. <a href="#">Research – ELSA Network</a></p>	<p>1</p>
<p>Speech and Language Interventions with Teaching Assistants working alongside the SALT team to deliver SALT targets as well as TAs developing book talk and focussed conversation around stories and developing language, such as Colourful Semantics.  Speech interventions across Reception and Year 1 TA 3 hours each week in each Year group £3500</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1 2 3</p>
<p>Additional TA support in Key Stage 2 to support children in literacy and numeracy</p>	<p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular</p>	<p>2 and 2a</p>

<p>support each morning as part of the catch up £2610 (Use of our Recovery fund to support children in Key Stage 2 catch up on gaps in literacy and numeracy)</p>	<p>needs or behavioural issues, than for universal interventions or whole school strategies. Also using our support and scaffolding approach from within our Teaching and Learning Policy we can see that additional adult support in our Year 4 class is supporting the learning with a positive impact with engagement.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost : £ 31305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School teacher weekly sessions additional to outdoor learning £5850</p>	<p>Research has shown that Forest School works towards an inclusive way of developing children beyond academic skills and giving a more rounded educational experience. <a href="#">Study reveals how Forest Schools can benefit children's development   Loughborough University (lboro.ac.uk)</a>  <a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a></p>	<p>1 5</p>
<p>Work with The Lighthouse Team from</p>	<p>Parental engagement strategies are typically more effective with parents of very young children and we work hard with our families from Nursery through to our current Year 4 to engage parents.</p>	<p>1 2 3 4</p>



<p>Blue Kite both Inclusion and Family Support Team providing PSA support to our families and inclusion work on school</p> <p><b>£16,970</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Our Inclusion Worker to identify and support our children with social and emotional development. Working with groups within our school to develop social and emotional learning. Our Inclusion Worker also runs Early Helps on attendance and behavioural support.</p> <p><b>£8,485 (allocated to PPG offer)</b></p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>We have also observed the positive impact a specific individual can have on children either working in small focussed groups, running social and emotional 1:1 intervention and working with the child and family within the Early Help Intervention targets.</p>	<p>1 2 3 4 5</p>

**Total budgeted cost: £ 38,895**

## 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.

Our PPG offer has been a wellbeing offer as we identified this as a need amongst our children in receipt of PPG. We have sought to use our funding to remove the barriers to learning that arise from poor wellbeing and the children work alongside our Inclusion Officer.

56% of children in receipt of PPG have been open to Early Help with regular Team around the Family meetings with our Inclusion team as well as outside agencies as we seek to ensure that targets are set for *children and young people are accessing their full entitlement to education.*

ELSA session ran throughout last year supporting children who required Emotional support. This was measured by impact statements within the ELSA Intervention. Our ELSA continued to work alongside vulnerable children to support emotional resilience often as part of Early Help targets and a Tier 1 Intervention within a SEMH response.

Forest School Therapeutic group has been a great success for the groups of children identified as needing additional activities that due to their family circumstances may not get these outdoor opportunities. The wellbeing and engagement have been notable.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Emotional Literacy ELSA	Education Psychologist service

Talk Boost	Speech and Language UK
Colourful Semantics	Swindon SALT
Forest School	Clare Bickerton

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details

## Further information (optional)

We have identified a need in our school to provide support for social and emotional learning and have employed an Inclusion Worker to work across the school with children in receipt of PPG as well children not in receipt of PPG. This has allowed us to provided tailored support in school for children and our families. Our Inclusion Worker has also supported Early Help TAFs where attendance has been the made concern.