

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Badbury Park Primary School
Number of pupils in school	130 including Nursery 102 not including Nursery
Proportion (%) of pupil premium eligible pupils	11 children PPG 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jo Fraser
Pupil premium lead	Louise Dance
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7000
Recovery premium funding allocation this academic year	£ 2000
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	£ 9000
---	--------

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *When making decisions about the use of pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money*
- *Common barriers to learning for disadvantaged children, can be less support from home, weak language and communication skills, lack of confidence and low self-esteem, more frequent behaviour difficulties and 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'.*

At Badbury Park Primary and Nursery School are ultimate objectives are;

- *For disadvantaged children to continue to attain well and in line with non-disadvantaged children.*
- *For all disadvantaged children in school to make or exceed national expectations*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*
- *To provide real life experience that enrich life and vocabulary through Forest School and Outdoor learning.*

We aim to do this through

- *Quality First teaching*
- *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 policy.*

- *Where we can continue to have small class sizes and a teaching assistant in each class*
- *121 support for specific children*
- *Funded breakfast Club and After School Club on a needs basis.*
- *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*
- *Forest School sessions*

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing
2	Parental Engagement with reading and phonics at home
3	Mobility- moving schools mid year and needing to quickly catch up and transition smoothly
4	Lack of experiences due to Lock down
5	Speech and Language and vocabulary

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 improve the emotional wellbeing of all children eligible for PPG funding	Children are ready to learn and making good progress.
To increase the parental engagement of all children eligible for PPG funding so that they regularly hear their children read and support with homework and engage with school activities.	Increased parental support so children make at least good progress. Eg reading 5 times a week at home and good understanding of the curriculum expectations.
To achieve the national average in Reading in Key Stage 1	Children consistently arrive on time into school and are in school every day

For most children to pass the phonics screener in year 1 or by the end of Year 2	Children read 5 times a week to an adult. Parents attend parent's evenings
3. To avoid gaps in education	Children will be baselined on entry to school. A home visit will be set up and this will enable teachers to teach from where they child is currently and build on prior knowledge, Intervention will close gaps
4 Lack of experience particularly in the outdoors	Children will learn outside. This will develop self esteem and confidence. Attendance at clubs eg Multi sports, breakfast Club, Afterschool Clubs
5. Improve the communication and language outcomes for all children, including improving vocabulary.	Improved language and vocabulary leading to better outcomes.

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: £ (5000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carry out PSHE/Jigsaw session weekly in all classes	How does Jigsaw PSHE support evidencing intent, implementation and impact Jigsaw PSHE - see link for impact	1
Consistently good teaching for all children with clear modelling and targeted vocabulary	1. High-quality teaching Education Endowment Foundation EEF	1,2
CPD for all staff to keep them up to date.	Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)	1,2
Release time for coordinators to monitor teaching of specific subjects	Development of middle leaders	

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost (£900 for two hours a week)	Our Evidence (ican.org.uk) Evidence that Talk Boost interventions improve the vocabulary gap	1, 5
Neli	Evidence and programme development Nuffield Early	1,5

(£900 for two hours a week)	Language Intervention (NELI) (teachneli.org)	
-----------------------------	---	--

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

Budgeted cost : £ 2000 (recovery premium) See Catch up plan for details

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA And supervision (£300)	Research – ELSA Network	1,
Forest School, weekly sessions additional to outdoor learning (£89.00 for two hours per week £3.471 per year) Level 1 Forest TA x2 hours £3000 Equipment costs £	Small groups for Forest school with Forest leader and ELSA lead. Study reveals how Forest Schools can benefit children’s development Loughborough University (lboro.ac.uk) Forest Schools: impact on young children in England and Wales - Forest Research	1,4,2
Daily Readers – all PPG children will read with an adult every day-	The Impacts of Daily Reading on Academic Achievement by @MrsHollyEnglish – Page 2 – UKEdChat	2,5,4
Uniform and trips contribution £800		

Total budgeted cost: £ [£9000)

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.

We trained a member of staff to undertake ELSA training and she began to start session unfortunately due to lock downs and isolations these sessions did not have measurable impact.

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 Mrs Fenwick
Talk Boost	Trained Class TAs
Neli	Nuffield and trained teacher

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year? £ 1 child- £310.00	It went towards training a teaching assistant to run the ELSA emotional literacy course. 1 session per week (£309 across year)
What was the impact of that spending on service pupil premium eligible pupils?	The child made good or better progress and is working at ARE or above. They present with good emotional wellbeing and comes to school ready to learn every day. She is supported when parents are on tour.

Further information (optional)

Due to very small numbers the PPG children out perform the non PPG children. Parent support, ELSA and talk boost are therefore used with children who are not in receipt of the pupil premium.