

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Baslow St. Anne's c of E Primary				
Academic Year	2023-24	Total PP budget	£13,450	Date of most recent PP Review	17.8.23
Total number of pupils	133	Number of pupils eligible for PP	10 (7 PP + 3 not eligible but protected) £1345 x 10=£13, 450	Date for next internal review of this strategy	19.10.23 11.1.24 20.3.24 16.5.24 27.6.24
2. Current attainment					
			<i>Pupils eligible for PP 10</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving at least age related expectations			60%	tbc	
% making at least expected progress in reading (or equivalent)			70%		
% making at least expected progress in writing (or equivalent)			60%		
% making at least expected progress in maths (or equivalent)			70%		
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Two of the children are Ukrainian and there is naturally a language barrier				
B.	Confidence and anxiety/ASD - EHO Family Support involved with two of the families (+ been involved with another family previously				

C.	ASD diagnosed for two of the children – one further child is currently under assessment for ADHD/ one child with EHCP/ One child on a part time timetable and working with Educational Psychologist on attendance	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	EHO/Family Support has been in place for two families Consistency in school attendance – supported by school, Ed. Psychologist and EHO	
E.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Booster/nurture/recovery curriculum impacting to support emotions, confidence, self-esteem to ensure secure platform for learning Impact: children engaging in mental health chart, worry boxes, confidently engaging through communication – some children may be identified at Tier 2 Mental Health level which involves internal additional support in school. Persistent Absence Project – Plan in place to increase attendance	Children wanting to come to school fully engaged, at least average attendance or above, at least expected progress made At least at ARE achievement, children feel safe, happy and motivated to learn, have resilience to push their learning on
B.	Small group nurture, therapy e.g.: Lego therapy, 1:1 talk-time, engagement in extra-curricular clubs, Tiered MH Initiative if needed Impact: Frequency of engagement, assess children’s feelings, well-being at the beginning of the sessions and end to compare, discussion and feedback from staff leading nurture, 1:1, therapy, talk-time, tiered MH time	Strong sense of self -worth, self-esteem, mindfulness strategies, mental health and confidence to ensure optimum learning and participate in nurture/Lego Therapy, engagement in extra-curricular clubs

C.	<p>Supported through Provision map interventions/booster/tutor programme/support academic e.g.: Homework Club, Booster, Lexia, increased TLA support for intervention/Recovery Curriculum and academic booster, Breakfast Booster, practical resources to aid learning, School Led Tutoring Programme</p> <p>Impact: gaps closing academically and children building resilience to be in school and learn</p>	<p>At least age related outcomes in attainment and progress, closing the gaps in learning</p>
D.	<p>Support with contextual home life and organisation</p>	<p>Breakfast given, incentives to be punctual, homework completed at school, EHO/Family Support Worker involvement, laptops for remote learning and support homework</p>
E.	<p>Opportunities for all – extra-curricular, residential, support with finance and logistics where needed</p>	<p>Financial support to enable extra-curricular activities, Lexia, support with family organisation e.g.: opportunity to drop off earlier for more settled start – increased punctuality/attendance, participation in extra-curricular activities</p> <p>Loan and provision of laptops where needed</p>

F.	Work with outside agencies such as SSEN/Autism Outreach to support those with additional needs alongside continuous work with our EHO team	
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5. Planned expenditure

Academic year

2023-24

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Optimum learning and progress	Continue teaching and learning with embedded values – personalised learning TLA supporting learning and interventions/booster	Targeted teaching to the needs of the children through robust AFL with values embedded and personal learning styles supported to ensure individual needs and ways of learning are met	Governor monitoring – KRG in place to oversee, monitor PP impact and feedback to FGB Data monitoring, Monitoring meetings, learning walk/observation/pupil feedback + voice/book scrutiny	M Clark, T Osborn, subject leads	Monitoring meetings (26/10, 22/11, 20/3, 2/5, 19/6 and staff meetings Book scrutiny twice each a term + termly subject lead scrutiny PM half yearly +yearly review

Intervention/booster Rapid Catch Up Phonics Programme - Tiered MH Initiative, ways that we learn; working memory	TLA led booster/intervention alongside teacher led School Led Tutoring Tiered MH Initiative implemented where needed, visual and aids supporting learning, and support for mental health, anxiety and trauma work and support nurture groups, Lego	SIP 1phonics + SIP 2 writing +School Improvement Plan priority 3 Mental health awareness and supporting children with neurodiversity. CPD for staff internal skills shared alongside external	Children wanting to come to school, excellent attendance, mental health check-in charts utilised and followed up by staff, worry boxes used, two-way dialogue, positive feedback from staff leading nurture/therapy Christian values fully embedded Pupil dialogue and voice Staff feedback Ethos of learning and environment Feedback from children that support is helping	MC/JC/TO	Learning Walks – Gobs and SIP/SMT Feedback and discussion Parental feedback
Informed feedback to ensure learning progresses at optimum rate and exceeding progress is made to ensure at least expected outcomes	Increased verbal feedback and peer feedback Increased use of internal summative assessment tools FFT/Sandwell/Salfor d for standardised scores/Little Wandle	Research and reports evidencing most secure way of pushing learning forwards e.g.: The Learning rainforest pedagogy, The Inner Chimp pedagogy, Tiered MH philosophy/Persistent absence programme	Monitoring, learning walk/observation/pupil feedback/book scrutiny/external and internal CPD DDAT training and appropriate other CPD	M Clark	Staff Meetings INSET Monitoring meetings and staff meetings – December/February /April/June
Pupil Premium Learning Mentor in place and KRG in place for PP	Lead to deliver targeted intervention, monitor impact and feedback to SLT	Key lead person to build up a relationship with PP children and be able to deliver bespoke intervention to meet the individual needs to close academic gaps and meet the needs of emotional/mental health needs	Baseline set Clear targets set at the beginning and monitored through AFL/Summative assessment/data/dialogue/pupil voice	M Clark + Lead PP Mentor JC	Monitoring meetings/ half termly mental wellbeing and data catch up Pupil Voice half termly KRG monitoring

Encouragement and support either building confidence or providing resources/equipment/ financial support to participate in extra - curricular clubs	Inform children and parents of the extra - curricular clubs and monitor which clubs are utilised	Evidence from MH research and key MH websites that Extra-curricular clubs boost self-esteem, confidence and enable the child to flourish in different areas	Feedback from child and staff lead on club Feedback from parents Teacher feedback on general wellbeing, confidence and impact on outcomes Monitor data	MC TO Club Leads	Pupil feedback Parent feedback Teacher feedback and data Monitoring meetings Questionnaires
Total budgeted cost					£7,025 + tutoring premium
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved phonics and reading/spelling/ writing outcomes	Little Wandle Rapid Catch Up, Lexia, TLA support in class, 1:1 sessions/small groups Author club	SIP area 1 - improving outcomes in phonics	SIP actions monitored termly linked with learning walks and observations, book observations. Frequent progress reports, monitoring gaps, dialogue with Lexia Lead	Lexia Lead TO English Lead MC overview to Governors KRG	November, January, April, June, July(transition)
Closing the gaps in learning	Breakfast booster group or 1:1	Identified gaps from baseline assessment and from data from previous year. Need of smaller group/1:1 to build confidence, self-esteem and target specific individualised areas of learning Beginning of the day so breakfast can be provided and set up for the day	Pupil feedback, parent feedback, staff feedback, data, comparison of progression against baseline data	M Clark A Brayley	26/10, 22/11, 20/3, 2/5, 19/6 – review with AB and pupils Assess needs to continue post-Christmas and beyond

Diminishing gaps in maths	TTRS/ booster and class intervention Maths online Practise – pre-school or supported in school	Improving outcomes in maths	Progress review with lead, data – gaps diminishing, monitoring meetings: internal and external moderation of consistency in maths	TLA + teacher input	November, January, April, June, July(transition) + intervals where summative testing has taken place Weekly dialogue staff meetings/ monitoring meetings/ TLA meetings TLA meetings and feedback Monitoring Provision Maps, data, intervention impact Pre six week block and assess post 6-week block
Supported learning teacher/TLA	Increased support to enable smaller group/1:1	Need for nurture, building of self-esteem, supporting any language barriers	Dialogue and feedback from children, parents and staff, monitoring meetings, tight timetables	MC PP Learning Mentor JC/AB	
Mental wellbeing supported through Tiered MH Initiative alongside increased resource/CPD to meet the needs of neuro-diverse	Tiered approach – link staff member	SIP 3 – continuing to build on the mental well-being of children and staff and supporting children with neurodiversity	Close dialogue with lead, pupil voice, parent feedback, assess at the beginning of the programme and periodically throughout to ensure impact	MC/JC	Half termly then throughout the year
Total budgeted cost					£5425
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To take lead supporting others and being supported by others	Social and Nurture Buddies	Children to lead in supporting each other socially and mentally (SIP 1)	Feedback from child and staff	MCJC	Pupil feedback each term to monitor impact and the children's view on the support it gives or they are giving
Therapy sessions to support self-esteem /confidence	Action 4 Children/MAT Nurture Club Lego Therapy	Early help Offer to support mental health (SIP 3)	Feedback from children. Parents, staff and external organisation	MC	Course of therapy interim stage and end
To provide breakfast/water bottles/uniform if required and needed by families	To support families financially to ensure every child is ready for school and has the right provisions in place for a healthy physical and mental state and learning	Some children do not come to school having had breakfast, or with a water bottle/snack or need financial help to buy uniform so the child feels confident at school.	Build confidence with families to be open and ask if need further support. All staff to be vigilant to the needs of each individual child	MC/PP Learning Mentor	Daily/weekly and discussion under safeguarding at staff meetings
To pay for trips and residential and extra-curricular clubs if needed by the family	To support families financially so no child misses out on any part of the school curriculum	Some families cannot afford trips or residential experiences	All children take part in all curricular and extra-curricular activities	MC/PP Learning Mentor	Termly and ensure in place as trip/clubs information is disseminated to parents
To provide a laptop for support in completing homework or support with additional need	To ensure that no family is unable to complete work electronically	Some families do not have access to a laptop or tablet	Key programmes pre-downloaded so easily accessed by child teacher to monitor the child's uptake and homework/work set is completed Communication with the child and parents	MC TO	Autumn term Spring 1 and 2 Summer term

Total budgeted cost	£1000
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6. Review of expenditure				
Previous Academic Year		2022-23		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Optimum learning and progress	Continued high quality teaching and learning supporting through the provision map where needed TLA supporting learning and interventions	Support ongoing through support of class teacher/TLA/1:1/small group/external support eg: EHO	Ensure clear gaps are identified early through thorough and effective baseline assessment and thorough assessment system (adopted FFT/Reading Ages/Little Wandle assessment) Develop further with review of feedback approaches and what impacts the most i.e.: verbal feedback and how we monitor the progress from this/pupil voice. Develop and strengthen target setting and sharing with parents. CPD to	Laptops supplied by Government
Informed feedback to ensure learning progresses at optimum rate	Increased verbal feedback to the ones who accessed school.	Continuous support for PP confidence was continuously supported	Regular check-ins/monitoring especially if out of school (one child)	

Support with mindfulness and mental health, ways that we learn; working memory	Mindfulness sessions, visual and aids supporting learning, Positive Play and support if needed for mental health	Nurture group accessed with JC and EHO sessions EHO accessed and successful	To continue to develop our Tiered MH initiative Continue to access EHO/FSW	CPD training
ii. Targeted support –2022/23				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved phonics and reading/spelling outcomes	Lexia/Babcock spelling for consistency	Lexia as an additional extra-curricular support tool. Lexia in school and encouraged to use at home too. This was closely monitored by our Lexia Lead.	Rewards and motivational ways to ensure full access is used to ensure optimum outcome Continue to assess the impact of Lexia to either continue or replace with an alternative system Reports frequently assessed to track and monitor the progress of individual children.	£2950 (over 3 years)

Increased confidence and understanding in phonics and reading TLA booster	Lexia Little Wandle onset and continuing with full programme from Autumn 2023 Increased support to enable smaller group/1:1	All children on the programme made at least good progress through the Lexia levels impacting on confidence – further assessing on the impact on writing, phonics and reading in class. The impact on data will be shown with more time to gauge the progress, due to new data system. Sticky learning and chance to ask if unsure, embed and build confidence in a smaller group	Continue with Lexia programme if impact shown – find an alternative if less impact TLA support and costings to continue throughout new year monitor the progress To continue TLA support and target the key areas for support alongside SIP and individuals' gaps and targets.	Costings incorporated in previous above figure
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Therapy sessions to support self-esteem /confidence and /or external support where more specialised input is required	Lego Therapy/ Zen Den time	Positive feedback from children involved and parents. Nurture lead JC positive on the impact	To continue to support through own in-house nurture and therapy sessions.	£1470 (included in above costing)

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- MC Head CPD in First Aid Mental Health training – disseminated to team
- Assess tiered approach for mental health and how to develop this further
- Targeted resources e.g.: active maths resources/ mindfulness resources/ Picture News/Go Noodle
- Develop learning pedagogy further with even more robust feedback and target system
- Continue to utilise the on line assessment system FFT for effective monitoring of outcomes, gaps and robust data
- Assessment system linked in with summative assessments
- Even tighter tracking of intervention data to measure impact –Sandwell/Salford/Standardised score/Little Wandle assessment
- Increase voice of the child – leadership opportunities/Enterprise/Ambassador/School Council
- Continue to empower the children through opportunities for courageous advocacy and build up confidence and self –esteem
- Outdoor learning and active learning opportunities e.g.: active maths, forest school
- Increased opportunities for additional experiences e.g.: Judo