

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Bythams Primary School
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – Aug 2024
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs L Martin
Pupil premium lead	Mrs L Martin
Governor lead	Mrs H Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37660
Recovery premium funding allocation this academic year	£ 4313
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2615
Total	£44,588

Part A: Pupil premium strategy plan

Statement of intent

At The Bythams we:

- Provide a safe, stimulating, exciting and challenging learning environment which promotes creativity and a curiosity of the wider world.
- Encourage children to be confident, independent lifelong learners.
- Encourage children to have a positive view of their own self-worth, enabling them to feel secure and valued as individuals within the school community.
- Provide an inspiring, challenging environment for ALL children so that they become highly motivated learners.
- Develop an ethos of support, challenge and encouragement to succeed.
- Develop the whole child, nurturing and extending their spiritual, moral, social and cultural understanding.
- Teach children a sense of responsibility showing respect for others and the environment.
- Provide equal opportunities for ALL children.

We have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning.

We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

We are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our cohorts and data thoroughly and have made use of a range of research, such as the Education Endowment Foundation reports.

Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-6% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. There are significant knowledge gaps leading to pupils falling further behind age-related expectations across the curriculum.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 28 pupils (17 of whom are disadvantaged) currently require additional support with social and emotional needs, with a number of children receiving small group intervention or 1:1 ELSA support.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.</p>
4	<p>Some children have had limited life experiences, exacerbated by the lockdown restrictions in place during the Covid Pandemic. Access to a range of extra-curricular experiences and activities is somewhat limited due to the rural location of the school community and limited transport options. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspirations.</p>
5	<p>Parental engagement is variable and children don't always have support at home to develop, for example, speech and language and early reading skills.</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
Improving and maintaining attendance	<p>Data shows:</p> <ul style="list-style-type: none"> ✓ Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap). ✓ Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children. ✓ There are significantly less Pupil Premium children who are Persistent Absentees than the percentage nationally.
Improving the attainment of children, making at least expected progress, who are eligible for Pupil Premium	<p>Records show:</p> <ul style="list-style-type: none"> ✓ Children have the opportunity to attend breakfast club if it helps to support attendance and a punctual start to the school day. <p>Pupil Progress data shows:</p> <ul style="list-style-type: none"> ✓ Children make at least expected progress ✓ Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap). ✓ Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium. ✓ children who receive additional, teacher-led tuition or intervention support attain at least as well as their counterparts.
Improving the attainment of children, making at least expected progress, who are eligible for Pupil Premium, in phonics and reading.	<p>Records show:</p> <ul style="list-style-type: none"> ✓ There is a reading culture that ensures all pupils read regularly and develop a love of books which is embedded throughout the school community. ✓ Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. ✓ Consistent implementation of excellent practice and high expectations across the school for reading. ✓ Increased % of PP pupils are working at ARE or above across the school in phonics and reading

	<ul style="list-style-type: none"> ✓ All pupils are exposed to a wide range of vocabulary throughout the curriculum. ✓ Targeted pupils receive additional speech and language therapy and intervention, using programmes such as NELI and through SALT services through the LA.
Providing nurture, emotional and wellbeing support to ensure that children are ready to learn and demonstrate positive behaviours to learning.	<p>Records show:</p> <ul style="list-style-type: none"> ✓ Identified children have received additional support e.g. ELSA time, a personal support plan, positive play or Lego Therapy sessions with support staff ✓ Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
Widening experiences and extending opportunities	<p>Records show:</p> <ul style="list-style-type: none"> ✓ Children have many opportunities throughout their education to widen their life experiences. ✓ We aim for all children to undertake at least 3 visits/experiences per year. ✓ We offer a wide range of after-school clubs which are free of charge. ✓ Children's language is enriched by their experiences.

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: £39,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – RWI Phonics Scheme Training for all staff</p> <p>£3475 – training and online subscription</p> <p>Academic year 21/22 - £4365 spent 22/23 - £2975 budgeted</p>	<p>One-to-one tutoring catches children before they fall so all children learn to read the first time they are taught. It prevents the need for any later intervention.</p> <p>Although children are placed into homogeneous groups, the ‘lowest’ attaining groups have the widest variety of needs and are therefore the least homogeneous group of all. In order that these children can receive the same carefully targeted RWI teaching as all the other groups of children, some may need one-to-one tutoring for 10 to 20 minutes a day – on top of their group session in the morning. Children practise the same Speed Sounds and read the same Ditty/Storybook that they have been taught during the morning RWI group session.</p> <p>One-to-one tutoring is introduced as soon as a child cannot make good progress in the ‘lowest’ attaining group. Children making progress in this group might not need tutoring. Vulnerable children in Reception receive tutoring as soon as they start Read Write Inc.</p>	2, 3, 5
<p>Books and Phonics Resources £700 for academic year 21/22 with a total spend over 3 years of £3000</p> <p>(included in figures above)</p>	<p>Children have limited access to high quality books and resources outside of school. Reading scheme needs to show fidelity to phonics scheme so that children can be confident and read texts fluently.</p>	2, 3, 5
<p>Additional TA support in each class group</p> <p>£34420</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. Teaching Assistants allow for cohorts to be split into smaller</p>	2, 3, 5

<p>Academic year 21/22 - £17564 spent</p> <p>22/23 – £21094 budgeted</p>	<p>groups to ensure children receive appropriate levels of support.</p>	
<p>CPD for staff to enable them to support children’s SEMH development</p> <p>£500</p> <p>Academic year 21/22 £95 spent (and £125 on resources)</p>	<p>Play therapy</p> <p>Play Therapy Course Online Training & Learning Diploma (centreofexcellence.com)</p> <p>The purpose of play therapy is to help children who have some kind of social and emotional skills missing, learn the adaptive behaviours that are needed to survive socially in today's world. Furthermore, this therapy technique can also be used to provide children with insight about the problems that they are facing and help them in finding various solutions to these problems. Play therapy is also known to promote cognitive development within the minds of children.</p> <p>In most cases, it is hoped that children will, as a result of play therapy, learn the different ways in which they can communicate with other people and express their feelings. Furthermore, the therapy technique is also designed to help children in modifying or correcting their behaviour, learn various problem-solving skills that are essential at their stage of development and help them learn how they can and should relate to other people.</p> <p>Lego Therapy</p> <p>https://courses.bluchildrensclub.co.uk/courses/lego-bricks-based-therapy-training-for-professionals</p> <p>Lego®-Based Therapy was developed by Dr Dan LeGoff around 15 years ago, after he observed how two children in his Autistic Spectrum Condition (ASC) clinic began spontaneously interacting whilst playing with Lego®. It seemed that the structured play and shared goal were supportive for these children to interact socially. There have been a number of published research articles pertaining to Lego®-Based Therapy, many of which have found significant improvements in areas of: Sustaining social interactions, Initiating conversation, Reduction of rigidity and “aloofness”, Measures of maladaptive autism-specific social behaviours.</p> <p>The majority of the published research has focused on children who have been diagnosed with ASC, however many Lego®-Based Therapy groups running in schools will include pupils who may have social communication difficulties for a wide range of reasons. Anecdotally, more and more schools are identifying pupils who may benefit from Lego®-Based Therapy due to social, emotional and mental health needs. The structured, low pressure environment of Lego®-</p>	<p>1, 2</p>

	Based Therapy could create a much needed “time out” for students with high levels of anxiety, and the opportunity to develop a relationship with a key adult in this time can be very helpful for children and young people who are finding school difficult.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 34420 (already listed in previous section)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led intervention groups	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts of children through Pupil Progress data, we have identified gaps in learning across all cohorts. Our Reception and Key Stage 1 classes need to secure phonics understanding to support their development of early reading skills; children in all year groups need to build stamina for writing and there are many gaps in maths fluency and application of number to reasoning and problem-solving tasks.	2, 3, 5
Teaching assistant support for targeted EYFS intervention	Pupil data demonstrates low, on entry baseline data and there are several Reception children who did not attend nursery or pre-school provision. Interventions provided include: NELI programme to support Early Language development, 1:1 RWI tuition and support to develop social and self-care skills.	2, 3, 5
Phonics one-to-one intervention	One-to-one tutoring catches children before they fall so all children learn to read the first time they are taught. It prevents the need for any later intervention. Although children are	2, 3, 5

	<p>placed into homogeneous groups, the 'lowest' attaining groups have the widest variety of needs and are therefore the least homogeneous group of all. In order that these children can receive the same carefully targeted RWI teaching as all the other groups of children, some may need one-to-one tutoring for 10 minutes a day, on top of their group session in the morning. Children practise the same Speed Sounds and read the same Ditty/Storybook that they have been taught during the morning RWI group session. One-to-one tutoring is introduced as soon as a child cannot make good progress in the 'lowest' attaining group. Children making progress in this group might not need tutoring. Vulnerable children in Reception receive tutoring as soon as they start Read Write Inc</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional ELSA to support emotional well-being, develop self esteem and build resilience and self-regulation £1530</p> <p>Academic year 22/23 - £1165 spent on training</p>	<p>The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p>	1, 2
<p>Attendance at breakfast club and after school club</p>	<p>It is important that all children have the opportunity to start the day without being hungry, aiding them with readiness to learn. It is also important</p>	1

£600 Academic year 21/22: £349 spent 22/23 £400 budgeted	that children start the day with positive interactions with adults and their peers alike. Offering to support the payment of Wraparound care provision at the school has historically been effective in improving attendance/ punctuality of some of our PP families.	
Weekly attendance monitoring and working closely with families to identify barriers and ways to support attendance figures improving.	This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and re-adjust as necessary.	1
Enrichment & Visit programme to broaden children's life experiences budgeted £2000 (£1000 for swimming, PGL residential, panto, Stibbington Year 6 trip) Academic year 21/22 £1264 spent 22/23 £2600 budgeted	Children lack experience of the wider world, limiting the richness and diversity within their vocabulary and language. By giving children the opportunity to experience a range of enrichment opportunities including trips/visits/visitors into school not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections within it, but deepens and enriches their language and vocabulary.	2, 4, 5
Support with buying school uniform or PE kits £150	Children not having the 'correct' uniform or kit can impact negatively on self-esteem and attendance. By working with our Friends of School, we are able to provide reduced cost uniform for families who may need support.	1, 2

Total budgeted cost: £ 43,375

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 2021 to 2022 academic year.

2022 Statutory assessments showed that children were broadly in line with National expectations at the end of KS2 and had made good progress from KS1, particularly in writing.

Overall aims and outcomes from the Pupil Premium 2021-22 Strategy:

Aim	Outcome
<p>To accelerate progress in reading and writing, for pupils eligible for pupil premium, to raise attainment.</p>	<p><u>Actions:</u> All staff trained on using Read, Write Inc phonics scheme. Books and resources purchased to support the scheme. Reading audit completed by local English Hub Successful application made to become an English Hub 'Partner School'. Signed up to Lincolnshire's Reading for Pleasure Pledge to develop children's love of reading Review of The Write Stuff and inclusion of additional 'Big Writing' sessions fortnightly Increased reading opportunities with more disadvantaged children reading regularly in school.</p> <p><u>Impact:</u> Children accessing RWI at an appropriate level due to being assessed and re-grouped regularly. Children made good progress within scheme with 78% of EYFS children in line or above expected attainment at the end of the academic year. Children having increased opportunities for writing at length and building stamina. Positive outcomes for end of KS2 writing results with progress measures +1.4 and 18% of children achieving Greater Depth</p> <p><u>Next steps:</u></p>

	<p>To continue working with the English Hub to develop consistency in approach to RWI delivery to ensure children's achievement in the Year 1 phonics check is at least broadly in line with the national picture.</p> <p>Further investment in reading books to allow children greater choice on completion of the RWI scheme.</p>
<p>To accelerate progress in maths for pupils eligible for pupil premium, to raise attainment.</p>	<p><u>Actions:</u> Small group work with Teacher or TA during and in addition to lesson time. Pre and post teaching sessions to provide additional support for children.</p> <p><u>Impact:</u> Positive progress measures for children at end of KS2 (+0.6) with 69% of pupils achieving the expected standard and 19% achieving a higher standard in maths.</p> <p><u>Next steps:</u> Planned work with the Teaching School Hub and an SLE to further support staff with the delivery of White Rose Maths in mixed age classes. Providing more opportunities for staff to deliver pre and post teaching sessions to support pupils in the main lesson. Use of the recovery premium to allow for vulnerable cohorts to be taught in smaller groups to maximise support and progress.</p>
<p>To provide nurture, emotional and wellbeing support to ensure that children are ready to learn and demonstrate positive behaviours for learning.</p>	<p><u>Actions:</u> Regular ELSA sessions and lego therapy sessions for children requiring emotional support. Liaising with Family Action and Pupil re-integration team to support staff in working with individual children and families. Training for staff linked to relationship building with pupils Purchasing Specialist Teacher Team and Educational Psychologist hours to assess and support individuals. Forest School Training for teaching staff</p> <p><u>Impact</u> LA Locality Lead – ‘There is a tangible sense of care, guidance and support for all pupils which leads to positive relationships between adults and pupils. The school has high</p>

	<p>expectations for pupils' behaviour and conduct through a positive, restorative approach. Leaders have ensured that staff have received training so these expectations are commonly understood and applied consistently.</p> <p>Pupils are respectful and well mannered. Low level disruption is not tolerated and pupils' behaviour does not usually disrupt lessons or the day to day life of the school.</p> <p>Leaders support staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines from the earliest years and so they are ready to learn and display positive learning behaviours. Pupils' attitudes to their education are mainly positive. They are mostly committed to their learning and know how to study effectively; where this is not as strong, leaders are aware and effectively support staff to bring this about. Pupils talk animatedly about their learning and how they enjoy coming to this school.'</p> <p><u>Next steps:</u> Formal ELSA training for a Teaching Assistant Further staff training through family action linked to trauma informed practice Further Forest School training to support <i>all</i> staff in delivering sessions in the external learning space</p>
<p>To widen experiences and extend opportunities</p>	<p><u>Actions: (limited due to ongoing covid restrictions for part of 21/22)</u> Increased visitors to site, making links with and participating in activities within the local community. Visits planned within the local area such as local walks, trips to Stibbington to experience life as a WWII evacuee and sports activities. Visits to participate in large crowd events – Young Voices, in Birmingham. Links to Inspire +, a local charity, providing access to Olympic and Paralympic athletes to deliver workshops and assemblies designed to motivate and inspire children. Extra-curricular clubs running at no-charge</p>

	<p><u>Impact</u> 100% attendance by pupils entitled to pupil premium on school trips</p> <p><u>Next steps</u> Track extra-curricular club participation to ensure children entitled to Pupil Premium are being supported to attend Continue to build further opportunities for children into the curriculum</p>
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Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£620 received – used for TA led pastoral support
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral support invaluable during periods of school led remote learning.

Further information (optional)

Over the course of this academic year, there will be a range of workshops for parents/carers to support understanding of teaching strategies and focuses in school.

These will include:

- A phonics and early reading workshop. **Completed Sept 22**
- A workshop about reading fluency and comprehension in Key Stage 2.
- A maths workshop to share the calculation policy