

# 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	The Bythams Primary School
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	42% - 22 children
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	Sept 2024 – Aug 2027
Date this statement was published	November 2024
Date on which it will be reviewed	Aug 2025
Statement authorised by	Mr M Sutton
Pupil premium lead	Mr M Sutton
Governor led	Adrian Reed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,238
Total	£54,718

# 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 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>30 pupils (21 of whom are disadvantaged) currently require additional support with social and emotional needs, with 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. 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"> <li>✓ Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap).</li> <li>✓ Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children.</li> <li>✓ There are significantly less Pupil Premium children who are Persistent Absentees than the percentage nationally.</li> </ul>
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"> <li>✓ Children can attend breakfast club if it helps to support attendance and a punctual start to the school day.</li> </ul> <p>Pupil Progress data shows:</p> <ul style="list-style-type: none"> <li>✓ Children make at least expected progress</li> <li>✓ Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap).</li> <li>✓ 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.</li> <li>✓ children who receive additional, teacher-led tuition or intervention support attain at least as well as their counterparts.</li> </ul>
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"> <li>✓ There is a reading culture that ensures all pupils read regularly and develop a love of books which is embedded throughout the school community.</li> <li>✓ Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading.</li> <li>✓ Consistent implementation of excellent practice and high expectations across the school for reading.</li> </ul>

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

## 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: £ 50,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – RWI Phonics Scheme Training for all staff</p> <p>training and online subscription</p> <p>ELKLAN training</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.</p> <p>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> <p>With rising levels of speech, language and communication needs (SLCN) there is an increasing need for quality universal and targeted support within the settings that children and young people attend. • Speech and language therapists frequently need to rely on education practitioners to support children and young people’s communication development; the HLCP role will give speech and language therapists and</p>	<p>2, 3, 5</p>

	local authority SLCN services a point of contact with known levels of knowledge and competence.	
Books and Phonics Resources	Children have limited access to high quality books and resources outside of school. Development of Library area into a more welcoming an inclusive environment will encourage greater participation of reading inside and outside of school.	2, 3, 5
Additional TA support in each class group  HLTA training	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. Higher Level Teaching Assistants and teaching assistants allow for cohorts to be split into smaller groups to ensure children receive appropriate levels of support.	2, 3, 5
Looking after pupils social and emotional wellbeing	<p>Utilise the services of a Thrive Practitioner to champion the wellbeing and emerging needs of the pupils in our setting who need access to someone who can help them understand their emotions and feelings.</p> <p>Thrive uses an evidence informed, developmental approach to meeting the emotional and social needs of children.</p> <p>The practitioner also is involved in Wood school activities and other extra-curricular activities. Research has shown that increasing participation increases academic development. They are also our family liaison officer for the school and their connection to the wider community benefits the communication and interaction with parents both inwards and outwards of school.</p> <p>Much of our work in this area follows the recommendations of the EEF document 'working with parents to support children's learning'.</p>	1,2
CPD for staff to enable them to support children's SEMH development	<p>Thrive is a therapeutic approach to help support children with their emotional and social development and build resilience.</p> <p>The Thrive approach offers practical strategies and techniques and is built</p>	1, 2

<p><b>Thrive Hive approach</b></p>	<p>around online assessments which identify children’s emotional development and provides action plans for their individual needs.</p> <p>Research has shown that how we behave is linked to how we feel, and our emotions are linked to how we learn. By teaching children to recognise and notice these feelings and emotions it can help with their development and learning.</p> <p>Children sometimes need some extra support with their emotional growth, and this can be temporary or over a longer period.</p> <p>Thrive promotes their emotional and social growth by building positive relationships between a child and their peers and helps them explore and understand their feelings through various activities.</p> <p>Thrive practitioner will offer CPD to staff to understand Zones of regulation and metacognition strategies to all staff.</p>	
<p>Purchase of snap assessment tool</p>	<p>Our leading SEN assessment series and profiling tool, SNAP, supports learners with special educational needs. Leading SEN experts have created SNAP to empower SENCOs, and no additional training is required to use them.</p> <p>SNAP includes:</p> <p>A triangulated approach by gathering information between the learner, their parent or carer, and their teachers through questionnaires.</p> <p>Resources that enable you to communicate with parents and strategies to adapt teaching to benefit SEN learners including reports to diagnose and track progress, interventions, and strategies you can pick and mix from.</p> <p>Follows the Assess-Plan-Do-Review model from the SEND Code of Practice 2014</p>	

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



Budgeted cost: £ 50,318 (already listed in previous section)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
TA led intervention groups	<p>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.</p>	2, 3, 5
Teaching assistant support for targeted EYFS intervention	<p>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.</p>	2, 3, 5
Phonics one-to-one intervention	<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. 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 minutes a day, on top of their group session in the morning. Children practise the same Speed</p>	2, 3, 5

	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	
Widget online subscription	Widgit Online enables SEN professionals, teachers, health practitioners, parents and carers to produce a range of fit for purpose resources to support the whole learning community.	2

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

Budgeted cost: £ 4400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional training to support emotional well-being, develop self-esteem and build resilience and self-regulation for Staff	Wellbeing training for Staff delivered by a current teaching practitioner on an inset day	1, 2
Increase engagement with the parent community	Once a term we will offer a coffee and cake session either at school or in Castle Bytham, this will give parents who don't drive the opportunity to come along and discuss issues with representatives from the school.	5
Introduction of SEESAW app	SEESAW, an online platform, will improve the flow of communication both in and out of school. It will give parents greater access and information about their child's learning and progress and promote discussion at home regarding their child's school day.	5
Extra-curricular opportunities	Over the course of the year, we will offer opportunities to further broaden the children's experiences such as Art classes with published artists, offering a range of sports, externally supplied Maths and Music lessons,	1, 4, 5

Attendance at breakfast club and after school club	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 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.	1
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 for swimming, PGL residential, Year 6 trip)	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	Children not having the 'correct' uniform or kit can impact negatively on self-esteem and attendance. By working with our Friends of School, we can provide uniform for families who may need support.	1, 2

**Total budgeted cost: £ 32,955**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

**No Document prepared in 2023-2024**