

Pupil premium strategy statement

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	Bincombe Valley
Number of pupils in school	270 (322 including Nursery)
Proportion (%) of pupil premium eligible pupils	45% (112)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 – 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Leif Pallister, Headteacher
Pupil premium lead	Katie Slater, SENDCo
Governor / Trustee lead	Irene Robinson, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,620
Recovery premium funding allocation this academic year	£9,366
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	£169,986

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Bincombe Valley Primary School is that all children receive the highest quality education within a stimulating and safe environment where each child is valued; with staff, governors and parents working in partnership to achieve this.

Our intention is that all pupils, irrespective of their background or the challenges they face, achieve their potential through a relentless focus on high quality teaching and learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, as well as to have high aspirations for their futures.

Our strategy works towards achieving these objectives by using in-depth understanding of individual needs and the challenges that many of our disadvantaged children and families face. We have used robust diagnostic assessment, not assumptions about the impact of disadvantage. The activity we have outlined in this statement is also intended to support the needs of all children, regardless of whether they are disadvantaged or not.

At Bincombe Valley Primary School, we follow these key principles to ensure that the approaches we have adopted are successful in helping our pupils to excel:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point need is identified.
- Knowing our children and their families well to identify specific needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that many pupils enter school with under-developed communication and language skills .
2	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, reflecting the national picture.

3	Our attendance data over the Autumn Term 2021-22 indicates that overall attendance is 94% and this is the same for disadvantaged pupils and non-disadvantaged pupils. This has been particularly affected by the Covid-19 pandemic. 20% of disadvantaged pupils have been 'persistently absent' and this is the same for their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress across the whole school.
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health difficulties for many pupils. Teacher referrals for support have markedly increased during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	Whole school reading, writing and maths combined attainment in 2023/24 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by the end of 2023/24 demonstrated by: The overall absence rate for all pupils being in line with national average. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by the end of 2023/24 demonstrated by:

	Qualitative data from student voice, student and parent surveys and teacher observations. An increase in participation in enrichment activities, particularly among disadvantaged pupils. A decrease in SEMH support referrals to SEND department from staff and parents/carers. There is a reduction in the number of behavioural incidents.
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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: £59,095 (35%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain smaller class sizes in Reception.	Smaller class sizes can allow for around a 2-month positive impact on pupil progress. There is some evidence for additional benefits of smaller class sizes with younger children (EEF).	1 and 2
Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our English teaching and curriculum planning in line EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.	The EEF guidance is based on a range of the best available evidence: Improving English in Key Stage 1 and Key Stage 2	2
Revisit curriculum develop maps for foundation subjects (knowledge, skills and understanding) to ensure that depth of covered and	The EEF reports that - "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit	1, 2 and 4

progression is robustly effective. Develop parental engagement through sharing of curriculum development.	suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.”	
Purchase Spelling Shed resource used to enable children to practise spelling lists more often and with the hook of computer resource with games.	Spelling Shed aligns with the National Curriculum and each small step is linked to a National Curriculum statement. The Spelling Shed approach follows ‘The Science of Reading’ and ‘The Science of Spelling’ and is based on research that shows many pupils benefits from a structured literacy approach: Spelling Shed: The Science of Spelling	2

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

Budgeted cost: £54,395 (32%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with National English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 2
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF educationendowmentfoundation.org.uk And in small groups:	2

impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional 1:1 and small group interventions Catch-up Literacy, Specialist Literacy, Reading Stars, Speech and Language	Small group tuition has an average impact of four months' additional progress over the course of a year and is most likely to be effective if it is targeted at pupils' specific needs: Small group tuition Toolkit Strand Education Endowment Foundation EEF The average impact of oral language interventions is approximately six months progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2 and 4

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

Budgeted cost: £56,095 (33%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dorset Steps Training and redevelopment of policy. Two members of the Senior Leadership Team will be trained as tutors in order to facilitate the rollout of this therapeutic approach across the school.	Dorset Steps aims to develop a therapeutic approach to behaviour and supports the process of taking the necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.	All

Stormbreak training for all staff. Appointment of 'Stormbreak Champions' in order to support the rollout of Stormbreak across the school.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment: Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	All
Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice. This will involve release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	There is a limited and weak evidence base, with more research required. However, there is some evidence to suggest targeted parental interventions and communication can have a positive impact on attendance: Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment	All
Magic Breakfast membership to ensure breakfast available for all children and development of breakfast club.	'Covid-19 and the current cost-of-living crisis have undoubtedly exacerbated many of the existing problems faced by school communities. Hunger and poverty have a detrimental effect on children's ability to concentrate and engage in their lessons. Hunger often manifests itself as lethargy or disruptive behaviour, which ultimately leads to pupils not reaching their academic potential.' – Magic Breakfast (2022)	All
Provision of a diverse range of educational trips and residential.	Residential experiences and educational trips foster resilience as well as independence and collaboration, promoting future success in education and beyond.	1, 3 and 4

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £169,986

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

At the end of KS2 (2020-21), outcomes for children eligible for PP were:

Reading: According to teacher assessment in the summer term of 2021 there were 16 out of 22 children AT ARE or above (64%)

Writing: In the Summer 1 teacher assessment there were 9 of the 22 children AT+ ARE (41%)

Maths: In the Summer 2 teacher assessment there was 16 out of 25 children AT+ ARE (64%)

Uptake of places during lockdown, remote learning and impact for vulnerable pupils:

- Our remote learning offer was continuously reviewed and developed during the national lockdowns. The leadership team monitored the offer that each year team provided and this informed improvements and adjustments.
- The school provided laptops through the DfE for vulnerable pupils.
- Additional remote learning and resources were provided for pupils with additional needs.
- For children with an EHCP, individual risk assessments were carried out and adjustments made to ensure provision in Section F was delivered as closely as possible whether in school or via remote learning and other support such as from other outside agencies.
- Lunch was provided daily for families to collect from school. Additional food packages including breakfast food were provided to targeted families.
- Teachers further supported families with regular phone calls. During phone calls, teachers were able to ascertain how successfully pupils were accessing remote

learning. Where families were not fully participating in remote learning, teachers addressed this and offered additional support/ incentives.

- For families who needed extra support, more regular phone calls were made by the pastoral team and/or leadership team.

Key priorities and impact (2019-2020):

- To improve attainment for all children in Maths to be in line with national average: *Attainment in Maths according to teacher assessment for all pupils was 71% but there was no national data this year to compare to.*
- To improve whole school attendance: *It was not possible to improve whole school attendance during the pandemic and national lockdowns. This remains a whole school focus as detailed in this document.*
- To improve attainment in Reading and Writing and close the gap between PP-eligible and non PP-eligible children: *Reading attainment was 84% and Writing was 56% according to teacher assessment. The gap between PP and Non PP for reading was 31% and for writing, 35%.*
- To continue to develop our nurture provision to support the emotional well-being of all children: *After the national lockdowns, nurture provision returned to include nurture breakfast and lunch club; nurture sailing and windsurfing groups; and nurture music group. School have worked closely with the Mental Health Support Team and have engaged with Stormbreak (whole school training and implementation) and Dorset Steps (key staff training and whole school roll out). Three members of staff are completing ELSA training (September 2022) in order to increase capacity across the school.*
- All children have access to a wide range of enriching experiences and activities: *Although experiences were limited during the pandemic, school has resumed a wide range of after school and in school extra-curricular activities, trips and other experiences such as career fayres and motivational speakers.*

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	