

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	254 (286 including Nursery)
Proportion (%) of pupil premium eligible pupils	46% (117)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 (Year 3/3 year strategy from 2021-24)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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
Speech and Language Champion appointed who has completed Elklan training delivered by Specialist Teacher. Elklan to be rolled out to staff (see SALT development plan attached to SDP).	Elklan has an increasing body of evidence that indicates a positive impact on children's development and professional practice. Elklan Case Studies	1, 2 and 4
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 to ensure that depth of	The EEF reports that - "Parents play a crucial role in supporting their children's learning, and levels of	1, 2 and 4

covered and progression is robustly effective through 'golden threads'. SLT attendance at Curriculum Leaders network. Develop parental engagement through sharing of curriculum development.	parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit 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
Building and opening of 14-place Inclusion Hub for children with complex Communication and Interaction needs.	The Hub @ Bincombe and Dorset Council information on resourced provision	All

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	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	1 and 2

delivered in collaboration with National English Hub.	regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Pro-programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
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
Number Stacks intervention has been purchased and daily targeted	Number Stacks is a whole school intervention to help address gaps in understanding for pupils in all primary year groups:	2

interventions are running.	Number Stacks intervention website with case studies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,095 (33%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Thinking 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.	Therapeutic Thinking 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
Participation in Marc Rowland project – Addressing Educational Disadvantage in Chesil. Four-term project involving planning, implementing and evaluating an effective disadvantage strategy in our community resulting in a national research paper.	This is a project that is aiming to mirror the success of The Buckingham Challenge as detailed in this resulting handbook: Buckinghamshire Disadvantaged Handbook for Schools: Addressing Disadvantage in Buckinghamshire	All
Additional members of staff have been trained to be ELSAs – the school currently has 7 ELSA trained staff. All ELSAs will have supervision across the year delivered by the LA	ELSA intervention was designed to build capacity in schools to support the emotional needs of children. It recognises that by addressing the emotional needs of children, they are happier in school and, therefore, learn better: Research base for ELSA intervention	All

EP service in order to maintain their status.		
Appointment of Family Liaison and Attendance Officer across 7SP school alliance to support families. This will involve half a day per week supporting families with issues that impact attendance.	There is a current research project running by the Education Endowment Foundation (EEF) and the Youth Endowment Fund (YEF) which aims to evaluate whether employing attendance and family liaison officers in schools can lead to improvements on pupil attendance. The information provided at the scoping phase is due to be updated: Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance	3 and 4
Delivery of training from the Mental Health Support Team for Schools to all staff at sessions across the academic year. Delivery of sessions to pupils in KS2 from the MHST.	This training not only includes CPD for staff in identifying and supporting mental health needs amongst children, it also provides support for well-being of staff. This could lead to lower absence rates in staffing. It is also proven that children learn better if their emotional needs are met.	All
Utilising 'Marvellous Me' to support parent engagement.	There is a strong research base regarding the positive impact of parental engagement on pupil progress and develop: EEF Guidance: Moving forwards, making a difference	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
Work with Andrew Simpson Sailing to provide 18 weeks per year of a nurture-based sailing group.	Intervention to support children's mental health and wellbeing; they learn windsurfing, experience improved confidence, better communication skills, improved self-esteem and a sense of belonging: OTC School Windsurf Projects Participants Story 2023	1, 3 and 4
Provision of a diverse range of educational trips and residentials.	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	All

	amount of funding aside to respond quickly to needs that have not yet been identified.	
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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 2022 to 2023 academic year.

Intended outcomes and impact (2022-2023): **Progress towards intended outcomes (Year 2/3)*

Improved oral and language skills and vocabulary among disadvantaged pupils:

The number of referrals to SALT remains high and there are 33 with a SALT programme. Communication and Interaction (C&I) remains the most common primary area of need of all children on the SEND Register. There are ongoing discussions with the Elklan team regarding more accurate assessment information and the documenting of impact.

Key adaptations to strategy actions for 2023-24:

- Elklan training across the school - Speech and Language Champion TA and outside input/training from Specialist Teacher for all staff.
- Opening of Inclusion Hub for children with complex Communication and Interaction needs.

Improved reading, writing and maths attainment among disadvantaged pupils:

End of Key Stage 2 breakdown at the end of 2022-23:

Subject	All ARE+	All Progress	PP ARE+	Average Progress PP	Non PP ARE+	Average Progress NPP	Gap PP/NPP ARE+	Gap Progress
Reading	65%	0.27	68%	0.3	71%	0.24	-3%	0.06
Writing	58%	-0.17	64%	-0.1	57%	-0.24	+7%	0.14
Maths	67%	0	68%	0	67%	0	+1%	0

	National FSM	School PP	PP-eligible	Non PP-eligible
Phonics	67%	75%	68%	78%

Key adaptations to strategy actions for 2023-24:

- To maintain phonics strategies to achieve the same or better results.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:

The gap between PP-eligible and Non PP-eligible children remains the same from the previous academic year. However, Persistent Absence remains an area of focus.

	Overall attendance	PP-eligible children	Non PP-eligible children	Difference
2022-2023	94.5%	91.8%	95.2%	3.4%

Key adaptations to strategy actions for 2023-24:

- Access to specialist services, for example: ELSA, based on need.
- Delivery of training from the Mental Health Support Team for Schools to all staff at sessions across the academic year. Delivery of sessions to pupils in KS2 from the MHST.
- Appointment of Family Liaison Officer across 7SP school alliance to support families. This will involve half a day per week supporting families with issues that impact attendance.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils:

There continues to be a high level of referrals to ELSA and MHST support services. The number of pupils on Positive Behaviour Support plans remain the same. Three members of senior staff members have attended Therapeutic Thinking training and are in the process of re-developing the school's behaviour policy in line with this training.

Key adaptations to strategy actions for 2023-24:

- Delivery of staff training and pupil sessions from the Mental Health Support Team for Schools across the academic year.
- Additional members of staff trained to be ELSAs (7 ELSAs currently).
- Therapeutic Thinking Training and redevelopment of policy to continue with rollout to all members of staff.

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?	