

Pupil Premium Strategy Statement 2024-2025

High Bickington CofE Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	79 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	7 children = 11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 – 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr R Norton
Pupil premium lead	Mr R Norton
Governor / Trustee lead	Mrs S Kevern

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,994.83
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7,994.83

Part A: Pupil premium strategy plan

Statement of intent

<p>Objectives in spending PPG. We aim to:</p> <ul style="list-style-type: none"> • Support disadvantaged pupils to ensure that they can participate in curriculum enrichment and extra-curricular activities alongside their peers. • Provide appropriate support to disadvantaged pupils so that attainment gaps in school, and disadvantaged pupils nationally, are reduced. • Provide disadvantaged pupils with high quality teaching and learning opportunities that raise engagement and lead to greater independence in learning behaviour. • Implement targeted support to help disadvantaged pupils with significantly low attainment to reach National Expectations in Reading, Writing and Maths combined. • Put in place social and emotional support to disadvantaged pupils where necessary. • Engage with and work in partnership with families of disadvantaged pupils – including to improve attendance and punctuality. • Develop a proactive mind-set within the entire staff group with regard to addressing barriers to learning experienced by disadvantaged pupils.
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Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of speech and language development in preschool, Reception & KS1.</p> <p>Review visits completed by the school's SENDCo and Head of School indicate underdeveloped language skills and vocabulary gaps among several pupils in EYFS and KS1. Where this is the case, acquisition of phonics skills is often delayed or non-existent.</p>
2	<p>Lack of time socialising with peers and maintaining positive relationships</p> <p>There is a continuing 'lag' post Covid in terms of children's readiness for school. Key developmental opportunities focused on social skills continue to be missed or under-developed in some cases.</p>
3	<p>Low levels of support and understanding of how to support children's reading & maths development at home.</p> <p>Individual School Reviews completed by the trust indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This has a significant impact on their development as readers. Internal assessment data also highlights that the disadvantaged group have lower attainment in reading and maths. Anecdotal evidence suggests that often disadvantaged children are not supported in homework task through the school.</p>

4	<p>Children missing out on wider curriculum opportunities in school</p> <p>Disadvantaged pupils <i>could</i> miss out on enrichment activities that would normally be provided.</p>
5	<p>Financial difficulties - fuel prices and cost of living increases</p> <p>Disadvantaged pupils' families often struggle to provide financially for 'additional' items of expenditure incurred through school demands.</p>
6	<p>Improving attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been below average. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
All disadvantaged pupils will make good or better progress with speech, language and general oracy through school-based audit and intervention as required. Outside agencies will be contacted as appropriate for additional support.	Disadvantaged children make significant improvements in speaking and listening because of early intervention steered by SENDCo. This progress is in line with all peers.
All disadvantaged pupils participate in curriculum enrichment and extra-curricular activities (trips, residential, events, clubs) alongside peers. Break and lunch times will provide opportunity for children to learn how to socialise and play cooperatively with all peers.	Observations and pupil voice activities highlight pupils' good understanding of how to develop and maintain positive relationships. Pupil voice activities highlight positive experiences at playtimes.
Reading is a core focus of the work of the school. All disadvantaged pupils make progress in Reading which is in line with peers. The vast majority of disadvantaged pupils attain at least the Expected standard in end of KS2 SATs. All disadvantaged pupils make progress in Maths which is in line with peers. The vast majority of disadvantaged pupils attain at least the Expected standard in end of KS2 SATs.	Assessments (Accelerated Reader and CM / old SAT tests) through the academic year show significant progress for disadvantaged pupils. Gaps to Expected standards are closed. Pupil voice activities show disadvantaged pupils' engagement with reading is positive.
All disadvantaged pupils have the opportunity to access a wider curriculum offer in: <ul style="list-style-type: none"> ● Big Events ● Residentials ● Sporting and Musical events ● Clubs 	100% of disadvantaged pupils attend all curriculum events beyond the classroom and have access to whichever clubs they would like to attend.

because PPG provides subsidy for any costs.	
<p>Disadvantaged pupils' families are supported to engage with wider aspects of school life.</p> <ul style="list-style-type: none"> ● Phonics evenings ● Information evenings ● Curriculum events ● Parent evenings ● Book and a Biscuit evenings 	<p>Disadvantaged pupils' families are expected to attend school based events for parents & carers with childcare available to support attendance if required.</p> <p>Additional follow up support offered where parents & carers cannot attend.</p>
<p>All disadvantaged pupils are monitored closely for attendance.</p> <p>Disadvantaged pupils are supported to have appropriate school and PE uniforms.</p>	<p>Disadvantaged pupils' families are supported & challenged to have high attendance.</p> <p>Support is given to families of disadvantaged pupils to purchase school uniforms..</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TAs are employed to support disadvantaged pupils in the classroom during whole class quality first teaching, including through precise feedback.</i>	<p>Teaching assistants can provide a large positive impact on learner outcomes with targeted support in lessons</p> <p>EEF + 4 Months - Teaching Assistant Interventions</p> <p><u>Teaching Assistant - Interventions</u></p>	1, 3
<i>To provide pupils in KS2 with interventions, which focus on enabling disadvantaged pupils to 'catch-up' where gaps exist in maths.</i>	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>EEF + 6 months – feedback</p> <p><u>Feedback</u></p>	3

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provision of TA time to deliver intervention programmes to support small groups and individual children.</i></p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF + 4 Months - Teaching Assistant Interventions <u>Teaching Assistant - Interventions</u></p>	<p>1, 3, 5</p>
<p><i>Targeted intervention to help disadvantaged pupils to make good / better progress in development of oracy and then phonics using appropriate in-school audits and interventions.</i></p>	<p>Speech link and language link is a recognised programme which involves careful assessment of children's speech needs and sets intervention activities in response to assessment areas EEF: +6 months Oral Language Intervention <u>Oral Language - Interventions</u></p>	<p>1, 5</p>

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide access to curriculum provision and enrichment activities. Provide up to 100% discount on all school outings, including residential trips.</i>	Positive benefits on academic learning and wider outcomes such as self confidence - EEF - Outdoor adventure learning +3 months <u>Outdoor Adventure Learning</u>	2, 6
<i>To provide an opportunity and equal access for disadvantaged pupils to engage in specialist teaching sessions - to learn a new skill ... Gain confidence through learning an instrument or taking part in sport</i>	Pupils build confidence through learning an instrument. Pupil voice questionnaires revealing improved self-esteem, engagement in music or other areas of the arts (see Artsmark documentation) EEF - Arts participation +3 months <u>Arts Participation</u>	4, 6

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil wellbeing and mental health remain a significant focus for the school (Building Mental Health and Wellbeing is one of the school's four main drivers) primarily due to pupil absences and missed schooling.

Attendance levels were significantly improved for all pupils in 2023-4 in part as a result of the work school has done with parents via weekly newsletters.

Learning behaviour had suffered as a result of children being absent for more time than expected.

School has worked hard to mitigate 'lost moments' in class and KS1 and KS2 classes operate on a general principle of silent working. This has greatly improved outcomes in lessons and is positively impacting pupil independence and pride in their learning.

Responses to pupil conferencing and questionnaires have shown that all disadvantaged children feel safe in school. They also say that they enjoy school and value the trips that the school provides. Responses are overwhelming positive.

The Ofsted report of November 2021 stated:

Pupils enjoy coming to school. They feel safe and attend regularly. Parents praise the high levels of care and support their child receives. Leaders are determined that all pupils will succeed. The school's ambitious curriculum inspires pupils to rise to leaders' high expectations. Consequently, pupils' attitudes to their learning are strong from the early years to Year 6.

The SIAMS report of March 2023 stated:

The Christian vision is the heart beat of this Church school, fundamental to its life and improvements. It creates an inclusive caring community where all are valued and treat one another with a high degree of dignity and respect.

· The vision inspires and nurtures pupils' aspirations. They feel they can 'shine', discover their talents, make a difference for the community and flourish.

· The quality and impact of the provision to meet all pupils' needs, particularly those who are vulnerable, is rising significantly. Pupils are nurtured to overcome challenges and grow in self-belief.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWI Phonics (Subscription)	Oxford Owl
Accelerated Reader (Subscription)	Renaissance Place
Ready, Steady, Write!	RSW
White Rose Maths (Subscription)	White Rose
White Rose Science (Subscription)	White Rose

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
N/A
<p>The impact of that spending on service pupil premium eligible pupils</p>
N/A

Further information (optional)

The pupil premium strategy for High Bickington CofE Academy has been based on research carried out by the EEF research on 'Using Your Pupil Premium Funding Effectively.' Along with this time has been spent considering the most effective strategies listed in the EEF's Teaching and Learning Toolkit.

Our strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising the school budget to maintain school Mental Health and Wellbeing Champion in order to further develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We have used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.