

Pupil premium strategy statement - The Mary Bassett Lower School

This statement details our school's use of pupil premium (and recovery 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	380
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Hilary Wheeldon
Pupil premium lead	Hilary Wheeldon
Governor	Janet Woolsey Jo Radford- Cutler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£75,480

Part A: Pupil premium strategy plan

Statement of intent

All maintained schools receive extra funding from the government to help improve the attainment of disadvantaged pupils. It is designed to allow schools to help disadvantaged pupils by improving their progress.

At The Mary Bassett Lower School through this Pupil Premium Strategy we aim to

- Reduce the barriers to learning created by poverty, family circumstances and issues with well-being.
- Enhance the learning of disadvantaged children through providing them with excellent teaching that reduces the attainment gap and narrows the gap between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Provide targeted learning interventions for children which address specific gaps in learning, showing impact on progress and attainment.
- Enrich the learning of disadvantaged children by providing them with activities, clubs and experiences that enhance their ability to engage with learning
- Develop the children's readiness to learn so they can achieve their full potential now and in their future learning.

We draw upon the research from the Education Endowment Foundation and used a tiered approach to our strategy.

1. Teaching: providing quality teaching to disadvantaged children ensuring staff teach with a consistency across the school and the quality of education is supported through targeted staff professional development and high quality resources.
2. Targeted Support: we provide specific interventions, 1-1 and small group support and family support, we have termly pupil progress meetings to assess and address the needs of disadvantaged children.

3. Wider Approaches: we provide a range of non-academic support, activities and clubs for disadvantaged children to provide support that impact on successes at school such as family support, support with attendance, lunchtime clubs, support with trips, clubs, and uniform etc.

To enable a sustainable model which ensures all pupils will benefit both academically and emotionally we will be flexible and adapt the levels and methods of support, intervention and professional development for staff based on evidence of need of both pupils and staff.

Challenges

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

Challenge number	Detail of challenge
1.	Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading
2.	To improve progress in phonics and writing
3.	To improve progress in reading
4.	To address gaps in learning of maths
5.	Complex family needs, behaviour and well-being needs impact on children's behaviour and readiness for learning, this has a significant impact of children in receipt of PP
6.	Attendance in children eligible for pupil premium is significantly lower than that of their peers who are not eligible for pupil premium
7.	Some disadvantaged children have deficits in social and cultural capital

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
<p>Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.</p>	<ul style="list-style-type: none"> ● Observation of development of vocabulary used in speaking and listening activities. ● Provocations and invitations in EYFS are engaging and promote the use of vocabulary ● Adults are skilled at modelling vocabulary and developing vocabulary with children ● The use of quality texts to enhances the curriculum offer
<p>To improve progress in phonics and writing</p>	<ul style="list-style-type: none"> ● Year 1 children are on track to pass the Phonics Screening Test ● Children in Year 2 that did not pass in year 1 on track to pass the phonics screening test in Year 2 ● Children apply their phonics knowledge during independent writing ● PPG children are closing the gap with their Non-PPG peers and closing the gap to national expectations ● Evidence through monitoring of teaching and learning being at least good across the school. ● Adaptations to learning activities promote independence.
<p>To improve progress in reading</p>	<ul style="list-style-type: none"> ● PPG children are closing the gap with their Non-PPG peers and closing the gap to national expectations ● Evidence through monitoring of teaching and learning being at least good across the school. ● Adaptations to learning activities promote independence.
<p>To address gaps in learning of maths.</p>	<ul style="list-style-type: none"> ● PPG children are closing the gap with their Non-PPG peers and closing the gap to national expectations

	<ul style="list-style-type: none"> ● Gaps in learning identified and are being plugged ● Evidence through monitoring of teaching and learning being at least good across the school. ● Adaptations to learning activities promote independence.
Complex family needs, behaviour and well-being needs impact on children's behaviour and readiness for learning, this has a significant impact of children in receipt of PP	<ul style="list-style-type: none"> ● Process for allocation of appropriate intervention for individual children. ● Evidence of timely referrals for children requiring non based school support ● Evidence that children are supported with behaviour issues. ● Academic attainment is maintained or improved for those children supported through interventions. ● Evidence of family support and referrals when necessary
Attendance in children eligible for pupil premium is significantly lower than that of their peers who are not eligible for pupil premium	<ul style="list-style-type: none"> ● Improve attendance so that each child's attendance is above 96%. Reduce the amount of fixed term penalties for parents who have had children who have 10 missed sessions in the past 12 weeks. ● Reduction in the gap between PP and non-PP attendance to less than ● The percentage of statutory school age children that are persistently absent, with below 90% attendance. ● Attendance publicised more around school and within newsletters and texts to parents/carers ● Evidence of incentives for children ● Families engage with Early Help
Some disadvantaged children have deficits in social and cultural capital	<ul style="list-style-type: none"> ● Parents signposted to in school support ● All educational trips and residentials paid for by PPG funds ● Every PPG child access to one free after school club each term ● Access to additional instrument specific music lessons ● Support for purchasing uniform ● Access to the Junior Duke Award, supported in school for PPG pupils.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further developing Quality First Teaching</p> <ul style="list-style-type: none"> • Leaders to develop high quality teaching, assessment and a curriculum which responds to the needs of pupils • Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum. • Ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged. 	<p>EEF Evidence Brief</p> <p>High Quality Teaching – Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p><i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</i></p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> • Ensure that effective pedagogy meets individual pupil needs – Use Walkthru’s to support strategy 		
<ul style="list-style-type: none"> • Leaders to focus on improving teaching and learning through support, coaching, team teaching and robust monitoring procedures to ensure that all teachers have a clear understanding of the expectations of high-quality teaching and learning needed to improve outcomes for all • Training for SLT on instructional coaching • Mentoring of ECTs 	<p>EEF Evidence Brief High Quality Teaching – Mentoring and coaching <i>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach.</i></p>	1, 2, 3, 4
<ul style="list-style-type: none"> • Leaders to support staff or provide training to develop teaching and learning across school. A structured monitoring cycle will ensure that areas for development are identified and support or training are put in place. 	<p>EEF Evidence Brief High Quality Teaching – Professional development on evidence-based approaches <i>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</i></p>	1, 2, 3, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To ensure phonic knowledge is retained and embedded in children's learning. Continue to teach phonics 2 times each day in short bursts to improve recall and engagement with phonics from pupil premium children.

To track progress in phonics across the year for each year group and to keep groups dynamic to ensure all children challenged

Phonics interventions to take place, TA's to support phonics interventions across the day. To provide catch up phonics / reading catch up lessons

Provide TA support in classrooms to help support learning of phonics

Use interventions across the year to address gaps in learning.

- Target reading groups
- Extra reads with LSA/volunteers
- Extra read with class teacher
- Provide LSA support in classrooms to support

EEF Evidence Brief

Targeted academic support – Interventions to support language development, literacy and numeracy

Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum

Targeted academic support – Teaching assistant (TA) deployment and interventions

Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.

1, 2, 3, 4

<p>reading when children are learning.</p> <ul style="list-style-type: none"> • Gap analysis to inform teaching in each term • Provide LSA support to support those with gaps in maths lessons 		
<p>Termly pupil progress meetings to identify specific academic support for disadvantaged pupils with SEND</p> <p>SENCO to oversee targeted support</p> <p>SENCO to support teaching staff so that all PPG SEND children access quality first teaching and provide bespoke offer</p> <p>SLT to monitor teaching and learning of disadvantaged children with SEND and ensure appropriate strategies in place</p>	<p>EEF Evidence Brief</p> <p>Targeted academic support – Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p><i>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</i></p> <p>Targeted academic support – Teaching assistant (TA) deployment and interventions</p> <p><i>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</i></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £15,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Manager to support children with complex family needs or other emotional needs</p> <p>Timely referrals for external support for children with SEMH needs</p>	<p>EEF Evidence Brief</p> <p>Wider Strategies – Supporting pupils’ social, emotional and behavioural needs</p> <p><i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully</i></p>	5, 7
<p>Ensure pupil premium children are supported emotionally developing resilience, perseverance, and a positive self-esteem.</p> <p>Provide financial support for clubs, trips, residential field trip</p> <p>Provide Lunchtime Club ran by a qualified Pastoral Manager to support children who need 1-1 support or small group support at lunchtimes.</p> <p>Provide funding for additional music Lessons</p>	<p>EEF Evidence Brief</p> <p>Wider Strategies – Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <p><i>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</i></p>	7
<p>Pastoral Manager to work with families to improve attendance of PPG children</p>	<p>EEF Evidence Brief</p> <p>Wider Strategies – Supporting attendance</p> <p><i>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i></p>	6

<p>Pastoral Manager to hold attendance clinics to identify any barriers to low attendance and support with removal of them</p> <p>Inform families of their child's attendance levels throughout the year</p> <p>Pastoral Manager to support to families and children both outside and inside of school to support social and pastoral needs relating to non-attendance at school.</p>		
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Total budgeted cost: £75,480

Recovery Premium (2022-2023)

Activity	Activity Evidence that supports this approach Challenge number(s)	Activity Evidence that supports this approach Challenge number(s)
<p>Ensure staff have in-depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged.</p>	<p>EEF Evidence Brief High Quality Teaching – Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils <i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</i></p>	<p>Recovery Premium 1,2,3,4</p>

Total budgeted cost: £8555

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review December 2024

Teaching offer

There has been a significant increase in the amount of good/outstanding teaching in school, this is because of targeted CPD and support from leadership. The teaching offer is consistently better than it was in previous years. High quality support from leaders has resulted in this increase, teaching staff have received timely CPD and support. Lessons are focused, have clear outcomes, there are consistently high expectations and there are appropriate adaptations when required. PPG children are now getting the quality first teaching offer required for them to make accelerated progress. The Ofsted inspection in March 2024 highlighted good teaching from years 1 - 4 and an outstanding offer for EYFS.

Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.

Further training for staff has taken place this academic year to support equity for pupils in their class as well as to explicitly teach vocabulary, particularly Tier 2 and Tier 3 vocabulary in all subjects. Pupils continue to be taught skills like speaking and listening as part of the Skills builder programme. This is age appropriate to ensure children can master these skills and progress to develop these skills as they move through the school.

To improve progress in phonics and writing

The continued implementation of the Foundation level phonics programme supports pupils mark making, letter recognition and formation from a young age. Children in KS1 are streamed to support their progress in phonics and to plug any gaps that appear as

pupils move through the programme. For pupils who have mastered reading of GPCs, teaching focuses even more on the careful implementation of segmenting to spell and applying learned spelling patterns, as well as correct letter formation. In KS2, the introduction of a Superhero Spelling programme since September, along with an online resource to practise - Spelling frame - has drawn attention to and provided additional time in the timetable for spelling and its importance. Handwriting sessions across the school have been timetabled to develop accuracy in letter formation, joining and fluency. Training has supported class staff to understand the development of handwriting and identify targets for pupils to progress. Pen licences for pupils in KS2 continue to be a motivating challenge to ensure children aim high in their handwriting and presentation.

To improve progress in reading

Pupils continue to be identified on the class reading log to ensure that additional reading with an adult for equity can be supported whenever possible. An additional focus on guided reading with a specific Monster Phonics reading session has been introduced to support pupils to catch up where reading fluency or confidence is lacking. The afternoon sessions in Reception and Year 1 are teacher-led and support pupils to have the confidence to read independently books they can access phonetically.

The school library and nursery lending library in September supports pupils to extend their reading opportunities and experiences, supporting the focus to encourage pupils to read for purpose and pleasure. Class Dojo points are rewarded for positive behaviour/work and when children reach 200 they are rewarded with the choice of a new book from the book chest, this is to further promote reading in school.

To address gaps in learning of maths.

Power Maths has been implemented now for over two years and there has been a steady increase in attainment and progress. Pupils are more confident in maths and teachers have noticed a positive change with their new classes in September. End of unit assessments are being used by teachers as a form of summative assessment, and outcomes from these are now used to inform adaptations within future lessons, addressing gaps in knowledge and reducing misconceptions within units. Times Tables Rockstars has been embedded across Key Stage two and provides regular practice for fluency within multiplication, building to the Year 4 Multiplication Check.

Complex family needs, behaviour and well-being needs impact on children's behaviour and readiness for learning, this has a significant impact of children in receipt of PP

The Pastoral Manager continues to work closely to support families, we have an effective local mental health team that enables us to refer pupils for support, there is an efficient process with no waiting lists, the support is for the child and the family. Staff are skilled in supporting pupils with mental health needs, children are picked up quickly for support. Behaviour in school is good and children are ready for learning, there has been a considerable decrease in low level behaviour issues in class and around the school site. This coupled with higher expectations from children for their learning has reduced behaviour incidents in school.

Attendance in children eligible for pupil premium is significantly lower than that of their peers who are not eligible for pupil premium

The Pastoral team is working closely with families to support their children being in school. This is escalated where appropriate to Early Help. Funded places in school wrap around care to support PPG families with lateness/attendance.

Some disadvantaged children have deficits in social and cultural capital

An emphasis on quality texts in the curriculum and the opening of our new school library has provided our PPG children with further opportunity to read for pleasure.

We use a programme called Skills Builder (September 2023) which teaches children explicitly the 'softer' skills, this is having a positive impact and they are beginning to articulate these skills, rewards are given for showing these attributes in our achievement assembly. There is an emphasis on learning vocabulary within the curriculum, teachers have received CPD and this has been a focus in curriculum planning sessions.

Educational visits and residential opportunities are planned to reinforce aspects of the curriculum, extra curricular activities offered to all PPG children.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

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