

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	Bulphan C of E Academy
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S Finch
Pupil premium lead	S Finch
Governor / Trustee lead	C Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£1,740
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	£17,880

Part A: Pupil premium strategy plan

Statement of intent

At Bulphan C of E Academy we celebrate the uniqueness of every child of God in our Christian community and encourage them to flourish and shine in all they do preparing them for life's journey.

“God’s word is a lamp to guide our feet and a light for our path.” (Inspired by Psalm 119:105)

At Bulphan C of E Academy it is our intention for all pupils, irrespective of their background or any external barrier, to make good progress from their respective starting points.

At Bulphan C of E Academy we serve a community which is mainly working families. The local community is insular, and pupils need to develop a wider awareness and appreciation of the world beyond their locality. In order to achieve this, we have designed a curriculum to provide a range of experiences which enable our children to be prepared for life in modern Britain. At the heart of our curriculum design lies the ambition to enthuse and excite children exploiting their natural curiosity for learning across all subjects. Our aim is to create learning experiences which are designed to enable children to develop learning skills and attitudes which build resilience and independence.

Increasingly some children are entering our school with limited vocabulary and under developed speech and language skills. Because of this we place an emphasis on early reading skills through the high-quality teaching of phonics and fostering a love of reading. At Bulphan we aim to address the vocabulary gap for some of our pupils and develop their speaking and listening skills from the moment that they start school in Reception and throughout their time with us. We aim to develop children’s language and speaking and listening skills through a focus on high quality reading materials, direct teaching of vocabulary, direct teaching of speaking and listening skills and the provision of many opportunities to develop these skills across the curriculum. We believe that this will enable us to address some of the children’s barriers in reading and English. However, in addition to this, we will also provide high quality lessons in reading and writing for all pupils, supplementing this with evidence-based interventions and additional support where required.

Some pupils at Bulphan C of E Academy experience social and emotional difficulties which impact upon their learning. We will provide pastoral support for pupils and where necessary parents, identified by school as vulnerable or in need. We aim for disadvantaged pupils to increase their confidence and self-esteem in school meaning they attend well which therefore closes the gap between themselves and non-disadvantaged pupils, thus enabling them to experience the full learning experience. We aim to provide them with the appropriate support to enable them to learn more effectively and make good progress from their starting points.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment in English at the end of KS2 for disadvantaged pupils is lower than national expectations and lower when compared to others in the school
2	Progress and attainment in Math's at the end of KS2 for disadvantaged pupils is lower than national expectations and lower when compared to others in the school
3	Absence for disadvantaged pupils is higher than national figures 4.
4	Children do not have a broad range of experiences.

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
For disadvantaged pupils to make similar progress across KS2 in English compared to others. To raise attainment for disadvantaged pupils in English so these children perform more in line with their peers.	LSA support in class for targeted pupils Quality First teaching in all year groups with clear differentiation and support in English. Targeted intervention for disadvantaged pupils Closer tracking of all disadvantaged pupils
For disadvantaged pupils to make similar progress across KS2 in Math's and English compared to others. To raise attainment for disadvantaged pupils in Math's so these children perform more in line with their peers.	LSA support in class for targeted pupils. Quality First teaching in all year groups with clear differentiation and support in math's. Targeted intervention for disadvantaged pupils Closer tracking of all disadvantaged pupils
For the attendance and punctuality of disadvantaged pupils to improve	Attendance officer to track attendance, warning letters and SAMs planned for pupils with attendance under 95%. Learning Mentor type support Early bird initiative each half term
To provide children with a broad range of experiences	Children are provided with a range of experiences that enrich their learning and curriculum. Children can participate in extra-curricular opportunities e.g. swimming, trips etc..

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: £ 9,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned use of LSA support in middle and upper school	LSAs to provide targeted support for disadvantaged pupils during whole class teaching as well as including interventions such as Toe by Toe to close gaps and aid progress of disadvantaged pupils.	1,2,
LSAs and CTs to provide targeted Intervention throughout the school day for individual pupils.	Targeted intervention is planned by the class teachers, LSAs and teachers are organised to support small groups throughout day to provide Intervention. Disadvantaged children therefore make more progress	1,2
Opportunities for wider experiences are provided	Disadvantaged children are given the same opportunities e.g. school trips, swimming, after school clubs residential etc	4

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

Budgeted cost: £ 5326

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA and CT led interventions.	Targeted interventions are planned, intense and specific interventions which cover key skills children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress.	1,2

Targeted Intervention for disadvantaged pupils in Reading, writing and Math's in middle and upper school.	Targeted interventions are planned, intense and specific interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas.	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Vulnerable disadvantaged pupils 2x a week focusing on social and emotional support – particularly upper school	Barriers to learning can be addressed so children feel confident and are able to learn. Address self- esteem issues.	1,2
Tracking of attendance by attendance officer	Attendance of PPG children and those with SEND is below target of 95%. If this rises the children will be accessing quality first teaching which will enable better progress and attainment.	3

Total budgeted cost: £ 17,880

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Detailed internal assessments show pupil progress for all students including those eligible for PP. The below table shows a comparison between PP and non-PP children.

			% at ARE	% at Higher Standard	% of PPG at ARE	% of PPG at Higher Standard
	Rec 11 PPG 0	GLD	73		N/A	
	Year 1 12 PPG 3	Reading	75%	25%	100%	66%
		Writing	75%	16%	100%	33%
		Maths	75%	33%	100%	66%
	Year 2 9 PPG 2	Reading	100%	33%	100%	0%
		Writing	100%	33%	100%	0%
		Maths	100%	33%	100%	0%
	Year 3 11 PPG 3	Reading	91%	36%	100%	33%
		Writing	82%	27%	100%	0%
		Maths	91%	27%	100%	33%
	Year 4 10 PPG 1	Reading	80%	20%	0%	0%
		Writing	70%	20%	0%	0%
		Maths	70%	20%	0%	0%
	Year 5 13 PPG 2	Reading	93%	38%	100%	50%
		Writing	85%	23%	100%	50%

		Maths	85%	23%	100%	50%
Year 6 11 PPG 3		Read- ing	91%	45%	100%	66%
		Writ- ing	73%	27%	100%	33%
		Maths	91%	18%	100%	0%

Externally provided programmes

Programme	Provider

Further information (optional)

Although our initial focus will be identifying and closing gaps in children's' learning following the school closure periods, moving forward there will be a greater focus on improving our children's' metacognition through a variety of approaches in order to challenge our PP children into high order thinkers. Our aim is for the development of these important skills to make our children more successful as learners which will lead to improved attainment and progress across the curriculum including at Greater depth.