

## Pupil premium strategy statement

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 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	64
Proportion (%) of pupil premium eligible pupils	18.7% (12 children)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gina Bailey
Pupil premium lead	Gina Bailey
Governor / Trustee lead	Charlotte Little

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£16,550</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Bulphan C of E Primary School, 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 Primary, 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 we recognise that many of our children have limited experiences of other cultures and faiths different to their own. They have limited knowledge of the world beyond their locality. Because of this we have designed a curriculum to provide a range of experiences that 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 the full breadth of the curriculum. Our curriculum enables every child to flourish and shine and in doing so discover their unique potential given to them by God.

We also recognise that many children enter 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 with our very youngest children. Developing language and vocabulary in all areas of the curriculum as well as making reading links across the curriculum is a key part of our curriculum design and ensures that children are prepared for the next stage in their learning.

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 wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance / punctuality /engagement
2	Narrowing the attainment gap across Reading, Writing (specifically spelling) and Maths
3	Limited life experiences - Limited exposure to high quality texts and vocabulary. Limited global awareness and experiences outside immediate community. Limited independence and resilience. Limited learning experiences in independently problem solving. Limited awareness of cultural diversity and inability to empathise. Limited learning experiences in resilience.

## 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
To ensure that disadvantaged pupils grow in confidence in their abilities and are emotionally ready to learn.	Disadvantaged pupils are confident, positive learners who are ambitious and set high expectations for their achievements.
To address legacy learning gaps alongside new learning and ensuring the full curriculum is taught to all year groups.	Leaders are confident that Teachers pace plan effectively, ensuring all legacy learning gaps are addressed, that the teaching of prior learning opportunities is integrated into weekly planning to ensure teaching and learning has impact on children's acquisition of knowledge and skills and therefore achieve well.
To empower pupils to be continually involved in their learning and school life through a focus on metacognition and pupil voice.	<p>Pupil's will begin to monitor their cognitive processes and understand how to use their strengths and overcome their weaknesses towards an increase in self-scaffolded learning behaviour.</p> <p>Pupils will be involved in decision making to create meaningful change and better academic outcomes. Pupils will express their views, wishes and experiences of school and feel a sense of empowerment and inclusion.</p>

To ensure pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	Children will achieve age related expectations in Speech and Language
To ensure pupils are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits, regardless of socioeconomic backgrounds.	PPG pupils access the same opportunities as their non-PPG peers.
To maximise school attendance for children in receipt of the Pupil Premium Grant	Attendance of Children in receipt of Pupil Premium Grant is in line with national average

## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Framework Collaborative CPD	McCullough, L (2020) <b>Creating a Teacher-Driven Professional Development Program</b> . San Francisco: George Lucas Educational Foundation.	1, 2, 3, 4, 5
Growth mindset whole school approach	Dweck, C., <b>Mindset: Changing The Way You think To Fulfil Your Potential</b> . London: Robinson	1,4
Feedback CPD	EEF guidance report – ‘Teacher Feedback to Improve Pupil Learning’.	1, 2, 5
Zones of Regulation CPD	<a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a>	1, 4
Metacognition CPD	EEF guidance report – ‘Metacognition and Self-regulated Learning’.	1, 4, 5

Mindfulness CPD delivered by school therapist	<p>Mindfulness in schools project - <a href="https://mindfulnessinschools.org/the-evidence-base/?c=impact-data">https://mindfulnessinschools.org/the-evidence-base/?c=impact-data</a></p> <p>Griffith, G.M., Crane, R.S., Baer, R., Fernandez, E., Giommi, F., Herbertte, G. &amp; Koerbel, L. 2021, <b>Implementing the Mindfulness-Based Interventions; Teaching Assessment Criteria (MBI:TAC) in Mindfulness-Based Teacher Training</b>, Global advances in health and medicine, vol. 10, pp.</p>	1, 2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase web-based programs to be used in school at home. Purple Mash Numbots TTRS	EEF toolkit – parental engagement EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1,2,3
Deliver Quality First Teaching for all Pupils -Adaption CPD -AFL Training	Sutton Trust – quality first teaching has direct impact on student outcomes. EHT to provide training	
WellComm Primary Language Intervention	GL-Assessment <a href="https://www.gl-assessment.co.uk/assessments/products/wellcomm/">https://www.gl-assessment.co.uk/assessments/products/wellcomm/</a>	3
Precision Teaching  Colourful Semantics	<a href="https://www.researchgate.net/publication/299403754_A_Systematic_Review_of_the_Effectiveness_of_Precision_Teaching_for_Individuals_with_Developmental_Disabilities">https://www.researchgate.net/publication/299403754_A_Systematic_Review_of_the_Effectiveness_of_Precision_Teaching_for_Individuals_with_Developmental_Disabilities</a>  <a href="https://www.researchgate.net/publication/254083465_Colourful_semantics_A_clinical_investigation">https://www.researchgate.net/publication/254083465_Colourful_semantics_A_clinical_investigation</a>	2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative conversations	Dix, P. 2017, <b>When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour</b> , Crown House Publishing, Carmarthen.	1, 4
Pupil voice	Department for Education (2014) <b>Listening to and involving children and young people</b> . DfE: London  Mayes, E., Finneran, R. & Black, R. 2019, <b>The challenges of student voice in primary schools: Students 'having a voice' and 'speaking for' others</b> , The Australian journal of education, vol. 63, no. 2, pp. 157-172.	1, 4, 5
Maximising School Attendance Toolkit	Essex Educational Psychology Service (2019) Maximising School Attendance Toolkit.	4
Enrichment clubs, school trips and uniform/equipment subsidies	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science)  EEF Guidance on School Uniform Implementation	2, 4

**Total budgeted cost: £ 16,550**

## 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.

**Priority 1: 1. Address legacy learning gaps alongside new learning and ensuring the full curriculum is taught to all year groups.**

Leaders have access to data which is accurate and reflective of the cohorts.

The Vine Trust, Leaders and Governors have termly accurate reports on attainment and progress across the school.

**Priority 2: SLT to ensure the standard of quality first teaching is at least good and eradicate inconsistencies.**

A Teaching, Learning and Assessment Framework has been developed in collaboration with teachers and Senior Leadership to ensure that all staff use a consistent approach across the school. Teachers are clear about the school's approaches to formative and summative assessment, are provided with ongoing training in assessment for learning, and how this relates to adaption. Good progress in the quality of teaching has been made, Senior Leaders monitor regularly to ensure that inconsistencies are quickly identified, addressed and the appropriate support and development opportunities are put in place for staff.

**Priority 3: SLT and M Leadership ensures a broad and balanced curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning, particularly those children from disadvantaged backgrounds.**

There is increasing strength in the teaching and learning in Foundation subjects. This was written to meet the needs of the pupils within our school context. Subjects continue to be developed, and improved; all subjects have Learning Passports in place so both pupils and staff know what the children need to know, do and understand in each subject which has improved children's retention of knowledge and skills.