



Pupil premium strategy statement

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 outcomes for disadvantaged pupils last year.

School overview

Detail	Data
School name	Baydon St Nicholas CE VA Primary School
Number of pupils in school	110 (November 2023)
Proportion (%) of pupil premium eligible pupils	7.7%%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 academic year plan: 2022/2023, 2023/2024, 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Emma Gilbert
Pupil premium lead	Emma Gilbert
Governor / Trustee lead	Dave Madden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8730
Recovery premium funding allocation this academic year	£1598.44
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	£10,328.44

Part A: Pupil premium strategy plan

Statement of intent

At Baydon St Nicholas, we strive to provide all pupils, including Disadvantaged Learners with an environment that nurtures and provides a foundation for all to fulfil their potential in our ever changing world. We value each and every pupil as an individual and through each and every day ensure that we provide opportunities for resilience to grow, and that they grow to be *respectful and kind* in the future with the ability to *persevere* against life challenges.

We endeavour to use our Pupil Premium Grant to maximum effect, to secure the best teaching and academic outcomes for each child in receipt of pupil premium. By providing a whole school approach based on research principles we hope to strengthen our quality first teaching in all areas of the curriculum.

By dedicating ourselves to shaping an inspirational learning environment, and by providing a wide, varied and creative curriculum, we provide all pupils, but particularly our Disadvantaged Learners, the cultural capital and footholds to explore their gifts, talents and skills. The *roots to grow and wings to fly*.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments (including EYFS data) for Disadvantaged pupils identifies a low baseline in oral communication, language and literacy.
2	A significant percentage of our disadvantaged children are currently working below expected levels in reading compared to peers. They display significant difficulties in decoding and fluency, which in turn, impacts comprehension skills.
3	All (100%) of our Disadvantaged Learners have shown a need for support in emotional well-being. Although factors contributing vary considerably all show that displayed negative emotions can have a detrimental impact on learning behaviours within the classroom.

4	Observations evidence that many of our Disadvantaged Learners have limited experiences leading to a reduced 'cultural capital'.
5	A significant proportion of our Disadvantaged Learners struggle with unaided writing, and consequently achieve below age expectations (as seen in internal data, EYFS data, KS1 & KS2 data).
6	A significant percentage of Disadvantaged Learners achieve below age related expectations in maths by the end of KS2.

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	Update on progress 2022-2023
When Disadvantaged Learners begin in reception with lower baseline scores than expected in oral communication, language and literacy high quality research based interventions provide rapid catch up and support (challenge 1)	Neli Programme successfully implemented within the school, with staff and Disadvantaged Learners benefiting from timely intervention with a well resourced, research proven programme. Disadvantaged Learners progress from low baseline scores in communication and language strands shows rapid progress at end of EYFS (profile judgements) Vocabulary and oracy in all subjects is focused on throughout school.	Neli programme has been implemented.
Disadvantaged Learners will develop better fluency and decoding skills in reading, supporting them to achieve higher by the end of KS2 (challenge 2)	Decodable reading scheme in EYFS/KS1 in place with Disadvantaged Learners being able to progress rapidly through the scheme. Staff are able to access and use effective evidence-based whole class strategies to support reading skills. Data shows that accelerated progress is made over the three years.	Reading scheme selected and purchased July 2022, extra books purchased for scheme 2022-2023
Disadvantaged Learners will have daily access to high quality literature throughout the curriculum with support given within class to access as needed (challenge 2 & 5)	Disadvantaged Learners have access to good quality texts as part of their daily learning diet, enhancing their experience by good quality texts being used in planning. Teaching uses quality text within lessons, supporting pupils to understand and use features as appropriate in their writing. Data at end of Key Stage 2 displays good progress from Baseline starting point.	Texts purchased to provide hooks into other subject areas and for use in teaching July 2023

Disadvantaged Learners access support when needed for their emotional well-being, meaning they can access and have the resilience to strive for progress in academic work (challenge 3, impact into challenge 2 & 5).	<p>ELSA support system in place for use of pupils within school, including Disadvantaged Learners.</p> <p>ELSA impact measured from start and finish of programmes, working through areas highlighted by pupils, teachers and families. (Evidence includes governor monitoring)</p> <p>School in the Forest targeted intervention group continues, supporting pupils in developing key learning behaviours, including resilience and confidence.</p>	<p>ELSA programme established with training of 2 ELSAs in school and the use of the Forest school Intervention group.</p> <p>Two ELSAs to continue work into next academic year 2023/24</p>
Disadvantaged Learners have support to access opportunities through the curriculum to raise cultural capital (challenge 4).	<p>Pupil voice data will show that our disadvantaged children can reference experiences and learning experiences.</p> <p>Curriculum is provided that broadens opportunities and life experiences so that Disadvantaged Learners in particular gain the knowledge and cultural capital that they need to succeed in life.</p> <p>Teachers are trained in areas of curriculum in order to provide pupils the best possible platform in all subjects for future building upon (Evidence: training/TD day reports).</p>	PP pupils attended all trips offered.
Our disadvantaged children are engaging with mastering early number and times tables practise leading to firmer foundations in maths knowledge by the end of KS2 (challenge 6).	<p>Times table tracking data will show increased progress over time for our disadvantaged children.</p> <p>The intervention project in KS1 (Mastering Number Work Group) will have been introduced and implemented, leading to Disadvantaged Learners showing good progress in number skills by the end of KS1 (Baseline scores compared to end of KS1).</p>	Timetable training implemented with two teachers to be trained in 2023-24

Activity in this academic year 2023-2024

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

Teaching

Budgeted cost: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to resource phonics scheme to secure stronger phonics teaching for all pupils.	The benefits of a fully resourced phonics scheme have shown a positive impact of +5 months with very extensive evidence. Research also shows that phonetic knowledge and application is an important component in the development of early reading skills, particularly for Disadvantaged Learners. https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/reading-comprehension-strategies	2
Introduce the 'Just Reading' approach across Ks1 and KS2 to explicitly teach children comprehension strategies and new vocabulary through sharing whole class novels.	Reading Comprehension Strategies (EEF) 'On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2, 5
Mastering Number - the introduction the scheme (including the regular use of rekenrek to improve number skills).	The core professional development programme is delivered by an experienced team from the NCETM, led by the NCETM's Director of Primary Mathematics, Debbie Morgan. As a participant school we will engage in a range of online professional development, including three live sessions, across the academic year. Teachers in KS1 will deliver a daily session of 10 to 15 minutes in addition to their daily maths lesson. Central to the programme is a small, abacus-like piece of equipment called a rekenrek, which will be provided for use by children in participating classes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	6

Times-table programme of study (direct teaching) Implementation	<p>Year 6 teacher and new to KS2 teachers will attend training in Term 4 to implement effective times table teaching programme across the school. Training from Wiltshire, led by L. Wynne, will look at multiplicative reasoning and strategies for times tables facts. Teachers will then be able to implement a systematic programme to secure times table knowledge across the school.</p> <p>A whole school approach to explicitly learning times tables will benefit our Disadvantaged Learners, and is supported by case studies authored by Jenny Field, highlighted by the NCETM.</p> <p>https://gala.gre.ac.uk/id/eprint/26932/6/26932%20FIELD_A_Whole_School_Intervention_for_Teaching_Learning_and%20Understanding_Jan%202020.pdf</p> <p>https://gala.gre.ac.uk/id/eprint/26932/6/26932%20FIELD_A_Whole_School_Intervention_for_Teaching_Learning_and%20Understanding_Jan%202020.pdf</p>	6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6460 (including recovery premium)

Activity	Evidence that supports this approach	Challenge number(
The introduction of the NELI programme	<p>The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions. Although being designed for TA use, we have decided to launch the programme using our teachers as the leading practitioners for the first year. The intervention is a 20 week programme to be ran during pupils reception year.</p> <p>The Intervention was first mentioned in the guidance report <i>‘Preparing for Literacy’</i> by the EEF in 2018 (page 23) and had relevant research published in May 2020 which showed impact of +3 months in language skills, and the equivalent of +2 months progress in early word reading, compared to those children who did not receive the programme.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Nuffield_Early_Language_Intervention.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Nuffield_Early_Language_Intervention.pdf</p>	1,2

Additional daily reading and phonics support for our Disadvantaged Learners by TA's	Daily 1:1 and small group sessions with Disadvantaged Learners led by TA to improve reading and phonic knowledge by delivering targeted support. Support can lead to +4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
1:1 Tuition (Catch-up) - using a qualified teacher	Using existing teachers, we will provide a condensed 1 hour tuition on individualised maths or English areas of need for each of our Disadvantaged Learners. It is an expensive intervention, however in combination with the money from the tuition grant, it will be a cost-effective solution to providing targeted support for our Disadvantaged Learners. 1:1 tuition could provide +5 months of progress for each individual child. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/1-1-tuition	2,5,6

Wider strategies

Budgeted cost: £1468

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA - Training of ELSA	<p>ELSA is an intervention programme created by Educational Psychologist, Shelia Burton. Evidence-based, the approach trains practitioners in planning support sessions which explicitly teach social and emotional skills to enable pupils to self-regulate their emotions. Once trained, an ELSA on site can support Disadvantaged Learners with their emotional well-being leading to greater access of learning within the classroom.</p> <p>Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 months and +4 months respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3

School in the Forest Intervention Group	<p>Disadvantaged pupils have access to the Forest Intervention group that takes place on a weekly basis. Through a 2018 study entitled <i>'The Hare and the Tortoise go to Forest School: Taking the scenic route to academic attainment via emotional wellbeing outdoors. Early Child Development and Care'</i> (Mel McCree, Roger Cutting and Dean Sherwin) the researchers explored the concept that, for disadvantaged children, wellbeing through outdoor learning plays an important role in school-readiness and achievement. The research suggests that children's social development and emotional wellbeing were supported by regular outdoor sessions alongside skilled practitioners.</p> <p>https://www.tandfonline.com/doi/full/10.1080/03001130.2018.1446130</p>	3
Trips, (including Residential)	<p>Support for pupils to attend trips and residential during their time at school means that pupils have equal access to all opportunities . A research case study by Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes in 2019 entitled <i>'The impact of residential experiences on pupil progress and attainment in year six (10 – 11 year olds) in England'</i> (a Learning Away comparative research Study:. Learning Away Consortium) came to the conclusion that residential experiences do support vulnerable learners enabling them to achieve their expected results in SATs assessments. The also collected evidence that indicated that the long-term impacts of the residential experiences were:</p> <ul style="list-style-type: none"> • Enhanced and transformed relationships • Positive interplay between engagement & progression • Resilient, mindful pupils - metacognition <p>https://educationendowmentfoundation.org.uk/education-impact/for-school-leaders/learning-away-comparative-research-study/</p>	4

Teaching	£ 2400
Targeted Academic Support	£ 6460
Wider Strategies:	£ 1,468
Total budgeted cost:	£10,328

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.

Teaching

Phonics Scheme. Research through online and the English Teaching Hub sessions led to the purchasing of access to the Twinkl DFE validated scheme. The impact of this on pupils will not be seen until the scheme has been embedded through the academic year 2022-2023.

Timetables programme of study - measured through impact of teaching scheme plus use of TTrackstars for recall time. Speed of recall examples from SEP 22 to Sep 23 initial 16.67 per timetable question to 0.92 per timetable question, 12.14 per timetable question to 7.55 per timetable question and from March 22 to Sep 22 7.06 to 4.88). Other support and strategies could have impacted on this data, but it is clear that rapid improvement has been seen.

Targeted Academic Support

1:1 Tuition (Catch-up) - using a qualified teacher Pupils and teacher voice collected showed pupils gained confidence in applying strategies in spelling activities and maths lessons. Evidence included pupils and teacher voice.

Additional daily reading and phonics support for our Disadvantaged Learners by TA's - Although all pupils who participated made progress from their starting level point, one pupil made rapid improvement from phase 3 phonic level reading to becoming a free reader at the end of July 2023

NELI - The strategy identified a group of pupils in reception and Year 1 who would benefit from sessions. Sessions began in April 22 (delayed due to staff absence and the impact of COVID on the school) and the programme continues into the new academic year.

Wider Strategies

Forest School - Pupil voice expressed increased confidence and an ability to express themselves better outside. They experienced feelings including happiness and were "less stressed" during sessions. Support was also given during these trips into developing better social links with peers.

ELSA - Training commenced for both ELSAS with one completing training in the summer term. Pupil evaluations of before and after showed improved ability in areas looked at and a desire to continue sessions.

TRIPS - All learning activities including trips were attended by all PP pupils during the academic year 2021-2022.

Externally provided programmes

Programme	Provider
White Rose Maths	https://whiterosemaths.com