



## Pupil Premium Strategy 2024-25

### School Overview

<b>Metric</b>	<b>Data</b>
School Name	Bassingham Primary School
Pupils in School	171
Proportion of Disadvantaged Pupils	17.54% (30 pupils)
Pupil Premium Allocation	£16,011
Academic Year	2024-25
Publish Date	1 <sup>st</sup> September 2024
Review Date	1 <sup>st</sup> September 2025
Statement Authorised By	Sam Betts (Headteacher)
Pupil Premium Lead	Sam Betts (Headteacher)
Governor Lead	Jo Lambert (Chair of Governors)

### Disadvantaged Pupils – Attainment (2023-24)

The attainment outcomes below are based on internal school data and teacher assessments. They also include the difference in attainment between disadvantaged pupils and other pupils.

Year 1 (18 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2024		
	Maths	Reading	Writing
Disadvantaged Pupils (1)	0	0	0
Other Pupils (17)	82	82	70
Difference	-82	-82	-70

Year 4 (25 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2024		
	Maths	Reading	Writing
Disadvantaged Pupils (7)	100	100	100
Other Pupils (18)	94	100	83
Difference	+6	0	+17

Year 2 (26 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2024		
	Maths	Reading	Writing
Disadvantaged Pupils (5)	60	60	60
Other Pupils (21)	85	80	80
Difference	-25	-20	-20

Year 5 (27 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2024		
	Maths	Reading	Writing
Disadvantaged Pupils (6)	50	71	50
Other Pupils (21)	57	67	57
Difference	-7	+4	-7

Year 3 (28 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2024		
	Maths	Reading	Writing
Disadvantaged Pupils (6)	50	67	17
Other Pupils (22)	85	95	76
Difference	-35	-28	-59

Year 6 (27 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2024 (SATs Outcomes)		
	Maths	Reading	Writing
Disadvantaged Pupils (2)	100	100	100
Other Pupils (25)	86	79	69
Difference	+14	+21	+31

## An Evidence-Informed Approach

Using the 'EEF Guide to Pupil Premium' and 'Teaching and Learning Toolkit' as an evidence-informed approach will allow Bassingham Primary School to inform spending via up to date research. As a result, a tiered approach will be used to inform our Pupil Premium spending:

1. **Teaching and Learning** – improving the quality of teaching and learning via staff professional development
2. **Targeted Academic Support** – a focus on teacher and teaching assistant led small group intervention
3. **Wider Strategies** – access to a wide range of enrichment opportunities and improving attendance

## Teaching and Learning

Measure	Activity			
To improve pupil metacognition and self-regulation via a Learning to Learn based behaviour and reward system.	<ul style="list-style-type: none"> <li>- Complete review of our current Behaviour Policy in line with latest EEF Guidance Report: Improving Behaviour in Schools and DfE Guidance: Behaviour in Schools</li> <li>- Reviewed alongside Teaching Walkthrus section: Behaviour and Relationships</li> <li>- Use the DfE Behaviour Audit Tool to recognise good practice</li> <li>- Alongside pupils, review our current School Values</li> <li>- Create an Action Plan that clearly outlines both actions and next steps</li>   <li>- Implement a Learning to Learn behaviour and reward system where pupils are directly encouraged to display our revised School Values</li> <li>- Teaching each School Value discretely to ensure pupils are thinking deeply about their own learning including suitable strategies</li> </ul>			
Evidence of Impact  <b>Teaching and Learning Toolkit evidences impact of Pupil Metacognition and Self-Regulation (+7 months)</b>	<ul style="list-style-type: none"> <li>- Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning</li> <li>- Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</li> <li>- Self-regulated learning can be broken into three essential components:               <table border="1" data-bbox="869 1273 2098 1410" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">Cognition – the mental process involved in knowing, understanding, and learning</td> </tr> <tr> <td style="padding: 5px;">Metacognition – often defined as 'Learning to Learn'</td> </tr> <tr> <td style="padding: 5px;">Motivation – willingness to engage our metacognitive and cognitive skills</td> </tr> </table> </li> </ul>	Cognition – the mental process involved in knowing, understanding, and learning	Metacognition – often defined as 'Learning to Learn'	Motivation – willingness to engage our metacognitive and cognitive skills
Cognition – the mental process involved in knowing, understanding, and learning				
Metacognition – often defined as 'Learning to Learn'				
Motivation – willingness to engage our metacognitive and cognitive skills				

Closing the Disadvantage Gap	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future
Projected Spending	<p>Cost of resources to implement the above teaching and learning focus:</p> <ul style="list-style-type: none"> <li>- Purchase new laminated Learning to Learn charts for all pupils</li> <li>- Purchase new laminated Learning to Learn postcards as part of the reward system</li> <li>- Specific external staff training</li> </ul> <p><b>Total predicted spend: £2,000</b></p>

### Targeted Academic Support

Measure	Activity
To provide Pupil Premium children with targeted academic support via teacher or Teaching Assistant led intervention	<ul style="list-style-type: none"> <li>- Teachers regularly review class Intervention Maps with a focus on Pupil Premium children</li> <li>- Pupil Premium children are highlighted on Intervention Maps to promote staff awareness</li> <li>- Identify Pupil Premium children who are vulnerable in terms of progress and attainment</li> <li>- Plan and deliver sharply focused intervention to address gaps in learning/academic barriers</li> <li>- Deploy Teaching Assistants effectively to secure accelerated progress for identified pupils</li> <li>- Specific focus on small group intervention and guided groups during lessons</li> <li>- Specific focus on high quality reading comprehension interventions</li> <li>- Termly pupil progress meetings to discuss progress and attainment of Pupil Premium children</li> </ul>
Evidence of Impact	<ul style="list-style-type: none"> <li>- Attainment and progress data for Pupil Premium children are directly strengthened as a result of effective and robust intervention</li> <li>- The attainment gap between Pupil Premium children and non-disadvantaged pupils continues to narrow as a result of effective and robust intervention</li> </ul>

<p>Teaching + Learning Toolkit evidences impact of Teaching Assistant Interventions (+4 months)</p>	<ul style="list-style-type: none"> <li>- Termly pupil progress meetings ensure a continued sharp focus on Pupil Premium children and their ongoing performance</li> <li>- Regular Learning Walks identify the quality of teacher and Teaching Assistant led intervention with support and feedback provided where required</li> </ul>
<p>Closing the Disadvantage Gap</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p>
<p>Projected Spending</p>	<p>Cost of resources to implement the above targeted academic support focus:</p> <ul style="list-style-type: none"> <li>- Allocated use of teacher and Teaching Assistant support</li> </ul> <p><b>Total predicted spend: £12,011</b></p>

### Wider Strategies

Measure	Activity
<p>To provide Pupil Premium children with access to a wide range of enrichment opportunities. This will result in building aspirations, developing confidence and resilience</p> <p>To improve the attendance of Pupil Premium children with a sharp focus on reducing persistent absenteeism</p>	<ul style="list-style-type: none"> <li>- Purchase resources that enable staff to deliver quality enrichment opportunities</li> <li>- Pupil Premium children to receive 'first choice' when accessing extra-curricular provision</li> <li>- Subsidise the cost of trips and visits for Pupil Premium children</li> <li>- This will include residentials, curriculum visits and external providers in school</li>   <li>- Review the Attendance Policy to include specific information around monitoring and analysis</li> <li>- Improve the persistent absenteeism rate for our Pupil Premium children</li> <li>- Plan regular meetings with parents/carers when attendance becomes a concern</li> <li>- Work within the Early Help system to provide bespoke support for families when required</li> </ul>

Evidence of Impact	<ul style="list-style-type: none"> <li>- All Pupil Premium children will take part in relevant curriculum experiences and trips</li> <li>- Pupil interviews and regular wellbeing surveys will identify a positive mindset towards this</li> <li>- The persistent absenteeism rate for our Pupil Premium children will reduce significantly</li> <li>- Gap in attendance between Pupil Premium children and non-disadvantaged pupils will narrow</li> </ul>
Projected Spending	<p>Cost of resources to implement the above wider strategies focus:</p> <ul style="list-style-type: none"> <li>- Enrichment resources and subsidising trip and visits</li> </ul> <p><b>Total predicted spend: £2,000</b></p>