



## Pupil Premium Strategy 2022-23

### School Overview

<b>Metric</b>	<b>Data</b>
School name	Bassingham Primary School
Pupils in school	177 – October 2022 census
Proportion of Disadvantaged Pupils	9.60% (17 pupils) – October 2022 census
Pupil Premium allocation this academic year	£20,775
Academic year covered by statement	2022-23
Publish date	01 October 2022
Review date	01 October 2023
Statement authorised by	Sam Betts (Headteacher)
Pupil Premium lead	Sam Betts (Headteacher)
Governor Lead	Jo Lambert (Chair of Governors)

### Disadvantaged Pupils – Attainment (2021-22)

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 (24 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2022		
	Reading	Writing	Maths
Disadvantaged Pupils (2)	50	100	100
Other Pupils (22)	87	87	82
Difference	-37	+13	+18

Year 4 (26 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2022		
	Reading	Writing	Maths
Disadvantaged Pupils (0)	N/A	N/A	N/A
Other Pupils (26)	85	78	77
Difference	N/A	N/A	N/A

Year 2 (23 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2022		
	Reading	Writing	Maths
Disadvantaged Pupils (6)	83	83	83
Other Pupils (17)	72	61	73
Difference	+11	+22	+10

Year 5 (32 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2022		
	Reading	Writing	Maths
Disadvantaged Pupils (4)	100	100	100
Other Pupils (28)	74	78	82
Difference	+26	+22	+18

Year 3 (29 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2022		
	Reading	Writing	Maths
Disadvantaged Pupils (5)	60	60	60
Other Pupils (24)	66	66	66
Difference	-6	-6	-6

Year 6 (30 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2022 (SATs Outcomes)		
	Reading	Writing	Maths
Disadvantaged Pupils (3)	67	67	67
Other Pupils (27)	85	81	81
Difference	-18	-14	-14

## 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 develop highly effective teaching and learning utilising the Teaching Walkthrus strategies alongside Rosenshine's Principles of Instruction.	<ul style="list-style-type: none"> <li>- Professional development planned throughout the academic year (staff meetings and INSET)</li> <li>- A sharp focus will be maintained on the development of 'quality first teaching'</li> <li>- Staff training will be linked closely to outcomes of lesson observations and Learning Walks</li> <li>- Review of the current Marking and Feedback policy in line with EEF recommendations</li> <li>- Specific focus on the quality of feedback at the point of teaching</li> <li>- Teaching and Learning Toolkit evidences impact of quality feedback (+6 months)</li> <li>- All teaching staff to complete Personal Reflection document linked to own practice</li> <li>- This will establish individual starting points for development in teaching and learning</li> <li>- Bespoke training on Talk for Writing as a vehicle for improving teaching across school</li> </ul>
Evidence of impact	<ul style="list-style-type: none"> <li>- Lesson observations and Learning Walks evidence that strategies from Teaching Walkthrus and Rosenshine's Principles of Instruction are being embedded in practice</li> <li>- Teaching incorporates high quality modelling, including the use of shared and guided writing as a catalyst for improving standards in Writing</li> <li>- Attainment and progress data for Pupil Premium children are directly strengthened as a result of improvements in the quality of teaching</li> <li>- The attainment gap between Pupil Premium children and non-disadvantaged pupils continues to narrow as a result of consistent quality first teaching in all year groups</li> </ul>

Projected spending	<p>Cost of resources to implement the above teaching and learning focus:</p> <ul style="list-style-type: none"> <li>- Purchase all staff the Teaching Walkthrus book</li> <li>- Flipcharts and associated materials to promote teacher modelling</li> <li>- Specific external staff training</li> </ul> <p><b>Total predicted spend: £1,000</b></p>
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### Targeted Academic Support

<b>Measure</b>	<b>Activity</b>
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>- Teaching and Learning Toolkit evidences impact of small group intervention (+4 months)</li> <li>- Specific focus on high quality reading comprehension interventions</li> <li>- Teaching and Learning Toolkit evidences impact of reading comprehension (+6 months)</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>

	<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>
Projected spending	<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: £18,440</b></p>

### Wider Strategies

Measure	Activity
To provide Pupil Premium children with access to a wide range of enrichment opportunities. This will result in building aspirations, developing confidence and resilience.	<ul style="list-style-type: none"> <li>- Purchase resources that enable staff to deliver quality enrichment opportunities</li> <li>- Invite specialist providers to deliver unique provision such as yoga, archery, martial arts etc.</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> </ul>
To improve the attendance of Pupil Premium children with a sharp focus on reducing persistent absenteeism.	<ul style="list-style-type: none"> <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>
To develop a sensory room facility with a focus on supporting our Pupil Premium, LAC (and post-LAC) pupils with their social, emotional and behavioural needs.	<ul style="list-style-type: none"> <li>- Purchase resources that enable us to offer a sensory room facility at school</li> <li>- Gain pupil voice around this with relevant pupils across school</li> <li>- Visit other local primary schools with a sensory room to guide inspiration</li> <li>- Work with the Trust SENCO on this new project</li> <li>- Discuss with staff potential pupils who would benefit from this new facility</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>   <li>- Pupil interviews and regular wellbeing surveys will identify a positive mindset towards this</li> <li>- Improvements around identified pupils and their social, emotional and behavioural needs</li> <li>- Parent/carer feedback around this new facility and the impact on their children beyond school</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> <li>- Purchasing specific equipment for the sensory room</li> </ul> <p><b>Total predicted spend: £1,335</b></p>