



Pupil Premium Strategy 2021-22

School Overview

Metric	Data
School name	Bassingham Primary School
Pupils in school	199 – October 2020 census
Proportion of disadvantaged pupils	8.54% (17 pupils) – October 2020 census
Pupil premium allocation this academic year	£22,865
Recovery premium allocation this academic year	£2,755 (19 pupils) – October 2020 census
Total funding	£25,620
Academic year covered by statement	2021-22
Publish date	01 October 2021
Review date	01 October 2022
Statement authorised by	Sam Betts (Headteacher)
Pupil premium lead	Sam Betts (Headteacher)
Governor lead	Jo Lambert

Disadvantaged Pupils – Attainment (2020-21)

Due to the cancellation of statutory assessments for academic year 2020-21, these attainment outcomes are based on internal school data. They also include the difference in attainment between disadvantaged pupils and other pupils.

Year 1 (22 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2021		
	Reading	Writing	Maths
Disadvantaged Pupils (2)	50	50	100
Other Pupils (20)	90	95	95
Difference	-40	-45	+5

Year 4 (27 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2021		
	Reading	Writing	Maths
Disadvantaged Pupils (2)	100	100	100
Other Pupils (25)	84	76	76
Difference	+16	+24	+24

Year 2 (28 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2021		
	Reading	Writing	Maths
Disadvantaged Pupils (3)	33	33	33
Other Pupils (25)	64	60	56
Difference	-31	-27	-23

Year 5 (28 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2021		
	Reading	Writing	Maths
Disadvantaged Pupils (2)	100	50	50
Other Pupils (26)	84	77	77
Difference	+16	-27	-27

Year 3 (31 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2021		
	Reading	Writing	Maths
Disadvantaged Pupils (4)	75	0	25
Other Pupils (27)	89	78	74
Difference	-14	-78	-49

Year 6 (32 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2021		
	Reading	Writing	Maths
Disadvantaged Pupils (5)	100	100	80
Other Pupils (27)	96	89	89
Difference	+4	+11	-9

Disadvantaged Pupils – Progress (2020-21)

Due to the cancellation of statutory assessments for academic year 2020-21, these progress outcomes are based on internal school data. They are based on the percentage of pupils at ARE at baseline compared to ARE at end of the academic year.

Year 1 (22 pupils)			
Progress percentages of disadvantaged pupils	July 2021		
	Reading	Writing	Maths
Baseline	33	66	66
Summer 2	50	50	100
Difference	+17	-16	+34

Year 4 (27 pupils)			
Progress percentages of disadvantaged pupils	July 2021		
	Reading	Writing	Maths
Baseline	100	100	100
Summer 2	100	100	100
Difference	0	0	0

Year 2 (28 pupils)			
Progress percentages of disadvantaged pupils	July 2021		
	Reading	Writing	Maths
Baseline	0	33	0
Summer 2	33	33	33
Difference	+33	0	+33

Year 5 (28 pupils)			
Progress percentages of disadvantaged pupils	July 2021		
	Reading	Writing	Maths
Baseline	50	50	50
Summer 2	100	50	50
Difference	+50	0	0

Year 3 (31 pupils)			
Progress percentages of disadvantaged pupils	July 2021		
	Reading	Writing	Maths
Baseline	25	0	25
Summer 2	75	0	25
Difference	+50	0	0

Year 6 (32 pupils)			
Progress percentages of disadvantaged pupils	July 2021		
	Reading	Writing	Maths
Baseline	67	67	67
Summer 2	100	100	80
Difference	+33	+33	+13

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"> - Professional development planned throughout the academic year (staff meetings and INSET) - A sharp focus will be maintained on the development of 'quality first teaching' - Staff training will be linked closely to outcomes of lesson observations and Learning Walks - Review of the current Marking and Feedback policy in line with EEF recommendations - Specific focus on the quality of feedback at the point of teaching - Teaching and Learning Toolkit evidences impact of quality feedback (+8 months) - All teaching staff to complete Personal Reflection document linked to own practice - This will establish individual starting points for development in teaching and learning
Evidence of impact	<ul style="list-style-type: none"> - Lesson observations and Learning Walks evidence that strategies from Teaching Walkthrus and Rosenshine's Principles of Instruction are being embedded in practice - Teaching incorporates high quality modelling, including the use of shared and guided writing as a catalyst for improving standards in Writing - Attainment and progress data for Pupil Premium children are directly strengthened as a result of improvements in the quality of teaching - 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

Projected spending	<p>Cost of resources to implement the above teaching and learning focus:</p> <ul style="list-style-type: none"> - Purchase all staff the Teaching Walkthrus book - Flipcharts and associated materials to promote teacher modelling - Specific external staff training <p>Total predicted spend: £2,380</p>
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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"> - Teachers regularly review class Intervention Maps with a focus on Pupil Premium children - Pupil Premium children are highlighted on Intervention Maps to promote staff awareness - Identify Pupil Premium children who are vulnerable in terms of progress and attainment - Plan and deliver sharply focused intervention to address gaps in learning/academic barriers - Deploy teaching assistants effectively to secure accelerated progress for identified pupils - Specific focus on small group intervention and guided groups during lessons - Teaching and Learning Toolkit evidences impact of small group intervention (+4 months) - Specific focus on high quality reading comprehension interventions - Teaching and Learning Toolkit evidences impact of reading comprehension (+6 months) - Termly pupil progress meetings to discuss progress and attainment of Pupil Premium children
Evidence of impact	<ul style="list-style-type: none"> - Attainment and progress data for Pupil Premium children are directly strengthened as a result of effective and robust intervention - The attainment gap between Pupil Premium children and non-disadvantaged pupils continues to narrow as a result of effective and robust intervention - Termly pupil progress meetings ensure a continued sharp focus on Pupil Premium children and their ongoing performance - Regular Learning Walks identify the quality of teacher and teaching assistant led intervention with support and feedback provided where required

Projected spending	<p>Cost of resources to implement the above targeted academic support focus:</p> <ul style="list-style-type: none"> - Allocated use of teacher and teaching assistant support <p>Total predicted spend: £19,000</p>
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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"> - Purchase resources that enable staff to deliver quality enrichment opportunities - Invite specialist providers to deliver unique provision such as yoga, archery, martial arts etc. - Pupil Premium children to receive 'first choice' when accessing extra-curricular provision - Subsidise the cost of trips and visits for Pupil Premium children - This will include residential, curriculum visits and external providers in school - Review the Attendance Policy to include specific information around monitoring and analysis - Improve the persistent absenteeism rate for our Pupil Premium children (21.05% last year) - Plan regular meetings with parents/carers when attendance becomes a concern - Work within the Early Help system to provide bespoke support for families when required
Evidence of impact	<ul style="list-style-type: none"> - All Pupil Premium children will take part in relevant curriculum experiences and trips - Pupil interviews and regular wellbeing surveys will identify a positive mindset towards this - The persistent absenteeism rate for our Pupil Premium children will reduce significantly - Gap in attendance between Pupil Premium children and non-disadvantaged pupils will narrow
Projected spending	<p>Cost of resources to implement the above wider strategies focus:</p> <ul style="list-style-type: none"> - Enrichment resources and subsidising trip and visits <p>Total predicted spend: £1,485</p>

Recovery Premium Spending

Measure	Activity
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"> - Purchase resources that enable us to offer a sensory room facility at school - Gain pupil voice around this with relevant pupils across school - Visit other local primary schools with a sensory room to guide inspiration - Work with the Trust SENCO on this new project - Discuss with staff potential pupils who would benefit from this new facility - Share ongoing improvements and progress with parents and the wider community
Evidence of impact	<ul style="list-style-type: none"> - Pupil interviews and regular wellbeing surveys will identify a positive mindset towards this - Improvements around identified pupils and their social, emotional and behavioural needs - Parent/carer feedback around this new facility and the impact on their children beyond school
Projected spending	<p>Cost of resources to implement the above recovery premium focus:</p> <ul style="list-style-type: none"> - Purchasing specific equipment for the sensory room <p>Total predicted spend: £2,755</p>