

# 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                                                             | Bapchild and Tonge CE (Aided) Primary School and Nursery |
| Number of pupils in school                                              | 211                                                      |
| Proportion (%) of pupil premium eligible pupils                         | 14.2%%                                                   |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022, 2022/2023 and 2023/24                         |
| Date this statement was published                                       | October 2022                                             |
| Date on which it will be reviewed                                       | June 2024                                                |
| Statement authorised by                                                 | Christian Kelly                                          |
| Pupil premium lead                                                      | Christian Kelly                                          |
| Governor / Trustee lead                                                 | Neely Church                                             |

## Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year (2023/24)                                                                                                               | £43,650 |
| Recovery premium funding allocation this academic year                                                                                                                      | £5,659  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £49,309 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Bapchild and Tonge Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We will ensure that all teaching staff are involved in the discussion, analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses in their class groups and that they are actively planning to meet their needs and narrow the gap in attainment and achievement.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils by carefully planning for needs within each class
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups through planning and teaching, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. We will look at grouping creatively so that other children benefit from support and intervention even though they are not deemed pupil premium children.

### **Demography and School Context**

Bapchild and Tonge CE (Aided) Primary School and Nursery is a primary school located in Bapchild, bordering Sittingbourne. We are a one form entry primary with 30 children in each cohort. The number on roll has continued to grow with spaces filled in year group that were not full and a healthy in-take in reception. The number on roll is currently 211 with 34 in the nursery provision.

The number of pupils entitled to Pupil Premium has grown from 21 in October 2017 to 30 in October 2023.

Our objective is to provide an inclusive teaching and learning environment with high quality teaching and learning. Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to remove the limiting expectations of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                     |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Social, emotional and mental health - Pupils struggle to self-regulate and manage emotions in an age appropriate way                                                                                                                                                                    |
| 2                | Gaps in early reading and phonics - Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.                                                                                                   |
| 3                | Speech, language and communication - Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting. |
| 4                | Attendance and punctuality - Pupils attendance is not in line with national and persistent absence is above national data for PP children.                                                                                                                                              |
| 5                | Parental engagement – Engagement of parents in their child's education e.g. parents evenings etc is lower than non-PP parents.                                                                                                                                                          |

## 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                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils are able to self-regulate and manage emotions in appropriate way.                                                      | PASS results show that children perceived 'feelings about the school' have improved. Boxall profiling helps to set appropriate targets to meet their social and emotional needs. Pupils show a positive improvement. |
| Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.          | Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.                                                                                                                |
| Implementation of the Floppy Phonics scheme shows an increase in pupil premium pupil's achieving the phonics screening in Y1. | Three-year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation.                                                                                       |
| Attendance for pupil premium children improves and persistent absence reduces.                                                | Attendance data indicates that the gap to national closes year on year.                                                                                                                                              |
| Parents and school actively engage to support children's learning so that it is in-line with non-PP peers.                    | There is a quantifiable improvement in engagement such as: <ul style="list-style-type: none"><li>- Parents evening attendance</li><li>- Reading with children at home</li></ul>                                      |

## 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: £ 9600

| Activity                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Continual Professional Development to support Teaching Assistants development and knowledge.                                                                    | <i>'Ensure TAs are fully prepared for their role in the classroom.'</i> (The EEF Guide to making best use of teaching assistants, September 2021)<br>The school plans a clear CPD runs which support the aims of the School Development Plan to ensure continuity with training and development of our Teaching Assistants. Training is provided through the EEffective (KCC) program to deliver NELI to support the language development in our Early Years and Key Stage 1 classes. In addition, our TA attend training and workshop to develop the wide range of language strategies. | 2, 3                          |
| Training on Makaton through Specialist Teaching and Learning Service                                                                                            | School is success in support children communication needs and is developing the use of Makaton as a strategy to support language development and communication.                                                                                                                                                                                                                                                                                                                                                                                                                          | 1, 2 , 3                      |
| Speech and Language Therapist To screen children on entry and bespoke programmes are put in place following identification either with WellComm language screen | Weak Language and Communication skills.<br>A number of children are working in the below age expected language and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.<br>Higher than average numbers of children access SALT in Reception. All of our disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist.                            | 1, 2 , 3                      |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,029

| Activity                                                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Language Interventions. Nuffield Early Language Intervention (EYFS) Infant and Junior Language Link | <p><i>'The Nuffield Early Language Intervention is designed to improve the spoken language ability of children during the transition from nursery to primary school. It is targeted at children with relatively poor spoken language skills. Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version.'</i> (Nuffield Early Language Intervention Evaluation report and executive summary February 2016)</p> <p>The School baselines the language ability and needs of all children that join using WellComm or through our Speech Therapist. The data show children's early speech and language development is presenting as a barrier in higher levels than previous years. The use of speech and language programs support early intervention to support pupils. The children are tracked into Year 1 where language provision is continuing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2 , 3                         |
| Small Group or Individual Tutoring                                                                  | <p><i>'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.'</i> (EEF Evidence Report 1:1 Tuition)</p> <p><i>'We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.'</i> (DFE School Led Tutoring Guidance 2021)</p> <p>Tuition has been led by a qualified teacher with a wealth of experience. Children are identified following discussion in Pupil Progress Meeting with the class teacher and SLT. Using the knowledge of the children and work they have completed areas are focused upon for up to 6 weeks. A bespoke programme is developed with regular feedback to the class teaching team.</p> | 1 , 2                         |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |
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| Maths Pre Teaching project.  | <p><i>'Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise. Interventions should start early, be evidence-based and be carefully planned.'</i> (EEF Improving Maths in KS2 and KS3, 2017)</p> <p>Teaching Assistants working with class teacher lead pre teaching of topic that are due to be taught so that the children have familiarity and a basic starting point. Feedback from staff showed children were more able to access new learning after pre teaching occurred. Misconceptions were picked up and addressed early supporting this children's learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 , 2    |
| Writing conferencing         | <p><i>'Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goalsetting and activating prior knowledge. The strategies should be described and modelled before pupils practise them with feedback. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.'</i> (EEF KS2 Literacy Guidance 2017)</p> <p>Developmental feedback with writing conferencing occurs between teacher and child as part of the feedback in 'Big Writes' or through next step marking feedback e.g maths challenges. The marking system allows for the discussion of progress so far and next steps. The child may engage in a marking dialogue and respond to teacher comments on their record in terms of their own progress. Conferencing has proved to be successful in children have a better understanding of what they can do to make further progress.</p> | 1 , 2    |
| Reading Catch Up/1:1 reading | <p><i>'Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:</i></p> <ul style="list-style-type: none"> <li><i>• prediction;</i></li> <li><i>• questioning;</i></li> <li><i>• clarifying;</i></li> <li><i>• summarising;</i></li> <li><i>• inference;</i></li> <li><i>• activating prior knowledge.</i></li> </ul> <p><i>It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.'</i> (EEF KS2 Literacy Guidance 2017) <i>'The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to</i></p>                                                                                                                 | 1 , 2, 3 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
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|  | <p><i>provide them with extra practice and support from the beginning.’ (DfE The Reading Framework, July 2021)</i></p> <p>Through discussion, the school uses the above evidence and approach to identify pupils who need support with reading early. There is a range of support in place provided to all pupils using staff expertise and evidence based interventions such as Precision Teaching, Phonics Boosters, 1:1 daily reading with TA’s or teacher is used and has been found to have a positive impact for pupils. In response to the updated Reading Framework from the DfE school have invested in two new library areas and have sourced new reading material for EYFS and KS1 pupils so that Floppy Phonics aligns with the next reading scheme.</p> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £ 14,680

| Activity                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Wellbeing interventions: ELSA, Drawing and Talking, Farm School, Forest School | <p><i>‘Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.’ (Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges June 2021)</i></p> <p>School has seen positive impact from running the well-being provision and is creating a well-being team that is working towards accreditation such as ELSA or Forest School Leaders. Pupil Attitude to Self and School (PASS) survey have shown interventions have a positive effect on children’s well-being and outlook.</p> | 1                             |
| Family Liaison Officer working with key families.                              | <p><i>‘Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.’ (The EEF Parental Engagement Guidance, December 2018)</i></p> <p>Our Family Liaison Officer has worked to develop trusted relationships with our families. The school office will make first day calling to support parents with attendance and monitors children so that barriers and intervention/ support can be put into place early. The FLO will actively engage with the families to remove barriers to good attendance.</p>                                                                                | 1 , 4 , 5                     |
| Access to Extended School                                                      | In school, we have found that offering places in Breakfast Clubs has had a positive impact on pupil’s punctuality and attendance. This also support children starting the day in a positive and calm way.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4, 5                          |
| Supporting access to                                                           | <i>Cultural Capital is defined as, ‘... the essential knowledge that pupils need to be educated citizens, introducing them</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 - 5                         |

|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| opportunities which promote cultural capital such as music lessons or sports activities. | <p><i>to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' (OFSTED 2019 para 203)</i></p> <p>The school plans a wide range of enrichment activities and opportunities such as school residential visit, trips and visitors such as theatre groups to enhance the curriculum. We aim to provide all children with equitable opportunities to enhance their experiences and memories in addition to striving for their best possible outcomes so that when they leave our school they have experiences and memories regardless of background.</p> |  |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Total budgeted cost: £ 46,190**

## 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 2020 to 2021 academic year.

The last set of validated data for the end of Key Stage 2 was for the academic year 2018-19, prior to the disruption of the COVID-19 pandemic. The results of our disadvantaged pupils compared to their non-PP counterparts showed that PP achieved a higher expected standard and also a greater depth.

|                                                                               |                       |
|-------------------------------------------------------------------------------|-----------------------|
| Proportions of disadvantaged pupils achieving the expected standard in Year 6 | R – Expected – 100.0  |
|                                                                               | High score – 50.0     |
|                                                                               | W – Expected - 100.0  |
|                                                                               | Greater depth – 50.0  |
|                                                                               | M – Expected - 100    |
|                                                                               | High score – 50.0     |
|                                                                               | GPS –Expected - 100.0 |
|                                                                               | High score – 50.0     |

At the end of 2020-21, Teacher Assessments were completed and the following proportions of children achieved at least age-related expectations at the end of Key Stage 2.

|                                                                               |                      |
|-------------------------------------------------------------------------------|----------------------|
| Proportions of disadvantaged pupils achieving the expected standard in Year 6 | R – Expected – 100.0 |
|                                                                               | High score – 33.3    |
|                                                                               | W – Expected - 33.3  |
|                                                                               | Greater depth – 33.3 |
|                                                                               | M – Expected - 66.7  |
|                                                                               | High score – 33.3    |

While Teacher Assessment demonstrates a dip in attainment in Writing, Maths and RWM from 2019, these results demonstrate that the attainment of our disadvantaged children following

two years of disrupted schooling still exceeds that of their non-PP counterparts. The reading attainment of our disadvantaged children demonstrates our commitment to rapid reading progress following school closures to ensure that nearly all disadvantaged children left the school with age-appropriate reading and, therefore, the ability to access the secondary curriculum. Writing showed the biggest decline and partly this was because there wasn't the normal wide range of evidence that could be used to make the judgements. Writing did show positive progress in Term 5 and 6.

## Externally provided programmes

| Programme          | Provider     |
|--------------------|--------------|
| Accelerated Reader | Renaissance  |
| ELSA               | ELSA Network |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*