

# Pupil premium strategy statement – Bickerton Holy Trinity CE Primary School 2023-2026 (updated and reviewed December 2024)

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 outcomes for disadvantaged pupils last academic year.

## School overview December 2024

Detail	Data
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	10.6% (13 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 – 2026
Date this statement was published	12/11/2023
Date on which it will be reviewed	March 2024, July 2024
Date reviewed	December 2024 by V Williams
Statement authorised by	G Whitfield (Acting Head teacher) V Williams (new Headteacher Sept.2024)
Pupil premium lead	V Williams
Governor / Trustee lead	N Briers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19190

# Part A: Pupil premium strategy plan

## Statement of intent

At Bickerton Holy Trinity Primary School, we firmly believe individual circumstance should not prohibit pupils from receiving the best possible education or accessing any activity our school has to offer, either as part of the curriculum, or as part of our wider opportunities. Our pupil premium strategy intends for every pupil at Bickerton to live out our school vision of “Life in all its fullness.” Our strategy is underpinned by our commitment to ensure every child reaches their full potential, experiences and embraces new opportunities whilst developing holistically. We want our children to be life-long learners who leave our school with knowledge and skills that prepare them for the next chapter. Our strategy ensures that all pupils make at least good progress in relation to their starting points across all subject areas and have equal opportunities in all aspects of life.

Our strategy adopts a tiered approach to supporting children in receipt of pupil premium with Quality First teaching at the heart of everything we do. Our strategy promotes best practice for all and adopts an inclusive approach to education. We want all of children to have equal access to our curriculum offer.

Through rigorous and consistent formative and summative assessment, children will be identified for targeted support. Targeted support will be rooted in evidence-based intervention and tutoring. This approach is proven to have the greatest impact on closing the disadvantaged attainment gap whilst simultaneously benefiting the non-disadvantaged children in our school. (EEF Guide 2021) It is our intention that non-disadvantaged children’s attainment will be improved and sustained alongside the progress of their disadvantaged peers.

Our priorities are as follows:

- Ensuring all pupils receive quality first teaching every lesson.
- Closing the attainment gap between disadvantaged pupils and their peers. • Providing targeted academic tuition for students who are not making the expected progress in small groups up to 1:4.
- Addressing non-academic barriers to attainment such as attendance, social and emotional needs, and wellbeing in a Trauma Informed manner
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment has identified 0% of our pupil premium children were on track with their phonics and early reading in 2022/2023 (Phonics and KS1 data)
2	Our records show that the number of children reading at home is reducing across all classes
3	Our observations and assessments indicate that the well-being of more children is impacting their behaviour and ability to access the curriculum.
4	93.9% attendance rate for FSM6 children 2022/2023 compared to 95.9% of non FSM6 children.
5	Observations and assessment indicate that more children are entering school with limited vocabulary and communication skills.
6	Due to the rural location of our school, access to services can be difficult.
7	Due to our school PAN size of 20, we have 5 mixed year group classes. This has implications for planning and curriculum delivery.

## 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
Improved outcomes for children eligible for PP in terms of attainment in reading, writing and maths	Attainment matches national figures, where it is not currently.
Improved outcomes for children eligible for PP in terms of progress.	All children eligible for PP have a positive progress score which is in line or improving towards that of non-disadvantaged children
Children who are entitled to PP display a good attitude for learning and access their learning effectively in class.	Children have some understanding of how their brains work in relation to stress and have strategies to support them so that their wellbeing is improved and they are able to learn effectively. (My Happy Mind, Meta-Cognition)
Attendance rates remain high for children eligible for PP	Sustained high attendance demonstrated by: Whole school attendance to be above 96% Disadvantaged pupils attendance in line with their non-disadvantaged peers

Children in receipt of PP funding have the same opportunities to receive an enriched learning experience	100% of children experience residential visits, learning visits and after-school clubs. 100% of children given opportunities for musical taster sessions/musical instruction that enrich their learning experiences.
To continue to close the gaps and increase the number of disadvantaged children gaining a 'Good level of development' (GLD)	Ensure all disadvantaged pupils reach GLD
To increase the number of disadvantaged children meeting the expected standard in phonics at the end of year 1.	More children will meet the expectation in phonics assessment, thus increasing their chances of attaining highly in reading in KS1&KS2.
Language gaps are identified early and supported for keep up.	Children will finish Foundation with age appropriate WELLCOMM levels
Appropriate and timely social, emotional and mental health support given to raise self-esteem as a learner, improve behaviour for learning and self-regulation.	Children have a developed understanding of positive mental health habits. They know how to learn (meta-cog) and can make good progress in learning. Disadvantaged pupils with SEMH show significant progress. (Boxall profile used as a measure)

## Activity for this academic year 2024-2025

This details how we plan to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost allocated: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject Leadership cover to ensure best practice teaching and coaching in all curriculum areas.	QFT – Subject leader expertise, CPD mentoring and monitoring Research: EEF Guide to pupil premium <a href="#">Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1
Training from Lacey Green English Hub to support excellent, consistent teaching in reading throughout the school, including early years.	Highly impactful teaching and leading means that all children make maximum progress. Research: EEF Guide to pupil premium <a href="#">Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2

SENDco / Vulnerable (inc PP) management time	Weekly half a day management time for SENDco/ Vulnerable Pupil lead to focus on/with/for vulnerable pupils (SEND, PP) including monitoring of implementation of strategy and quality of provision plus additional half days to attend meetings (CP/CIN, EP consultations etc. and complete associated paperwork), including parent support. We will continue to ensure staff, children and families are able to access specialist support as necessary. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a>	1,3,6
Continue to teach maths in year groups Head teacher to teach along with HLTA	For most parts of the curriculum can be fairly easily managed for mixed age classes on a two-year cycle, but that the maths curriculum is uniquely difficult to manage because of the way maths concepts build upon previous learning Model 1: Re-structuring timetabling or staffing so year groups can be taught as a whole <a href="#">Mixed age planning and teaching for mastery   NCETM</a>	7 (1 maths data)
Continued CPD for delivering Mastering Number in KS2	Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy	7 (1 maths data)

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group tuition to support phonic progress.	Tuition will take place in short sessions outside of their core learning time. This will include sessions before school. The tuition will be focused on pupils' specific needs and will follow the school phonic scheme.	1,2,7
Daily readers. Pupils who are unlikely to read at home on a daily basis are targeted. Pupils in	Children will be supported to develop their comprehension skills through our ZPD programme where children will "quiz" on their library book once they have completed	1,2

the lowest 20% are supported.	it. A reading test will be taken each half term to ensure children are choosing books that are appropriate to their reading level. EEF Impact =+4	
Teaching assistants in classes where attainment is lower to deliver targeted interventions to small groups of children, using collaborative learning where appropriate.	Having professionals addressing difficulties with targeted interventions will directly impact outcomes. Research: EEF Teaching Toolkit <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/collaborative-learning-approaches">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Booster / close the gap sessions	Y6 children will have booster sessions after school (English and Maths); these children will have been identified through Pupil Progress Meetings in Maths, Writing and Reading.	1,2,5

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
myhappymind programme weekly @£504	Research based “43% reduction in CAHMS referrals; 67% decrease in pupils requiring SENDco support” There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3
Lunch time ‘snug club’ 1 x TA/HLTA daily for 30mins	EEF – Social and Emotional learning	3
Contingency fund to ensure funding for enrichment eg residential/ visits. £2000	Allowing all children to access enriching extra-curricular activities and out of the classroom learning. Research: EEF Guide to Pupil Premium <a href="https://www.educationendowmentfoundation.org.uk/pupil-premium-guide">Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	6

Music Tuition	Giving all children interested the opportunity to access musical opportunities. (see above)	6
Training of ELSA to support pupils to improve PSE development	<p>Pupils with PSE difficulties experience significant barriers to learning. ELSA will support pupils to self-regulate and manage well-being in order to reduce barriers to learning.</p> <p>Impact of ELSA</p> <p><a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</a></p> <p><a href="https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/targeted-mental-health-in-schools-tamhs/Documents/ELSA_Accessible_2020-1.pdf">https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/targeted-mental-health-in-schools-tamhs/Documents/ELSA_Accessible_2020-1.pdf</a></p> <p><a href="https://hwb.gov.wales/api/storage/2d8f46e9-1c1c-4c83-b0dc-a876e12619e1/Workshop%20-%20ELSA%20-%20Cyflwyniad%20Cynhadledd%20PDG%20Gwe%20DWYIEITHOG%20(Bilingual).pdf?preview=true">https://hwb.gov.wales/api/storage/2d8f46e9-1c1c-4c83-b0dc-a876e12619e1/Workshop%20-%20ELSA%20-%20Cyflwyniad%20Cynhadledd%20PDG%20Gwe%20DWYIEITHOG%20(Bilingual).pdf?preview=true</a></p>	3
Monitor attendance and lateness and work directly with families to address this.	<p>. Impact of good attendance</p> <p><a href="https://er.educause.edu/blogs/sponsored/2019/4/how-student-attendance-can-improve-institutional-outcomes">https://er.educause.edu/blogs/sponsored/2019/4/how-student-attendance-can-improve-institutional-outcomes</a></p>	3,4
Lego therapy trained TA interventions.	<ul style="list-style-type: none"> <li>• Improved social skills</li> <li>• Effective communication with others</li> <li>• Problem-solving using different strategies</li> <li>• Identifying and discussing feelings</li> <li>• Perseverance and resilience</li> </ul> <p><a href="#">The impact of Lego® Therapy on cognitive skills in Autism Spectrum Disorders: a brief discussion - PMC</a></p>	3,4

**Total budgeted cost: £ 21500.00**

## Activity last academic year

This details how we spent our pupil premium funding **last academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 additional teacher to be employed. This allows ks1 children to be taught phonics and maths in year groups and ks2 children to be taught science in their year groups.	Year group teaching will allow for smaller class sizes and teachers to change their teaching approach. Consequently pupils will have higher quality interactions. Pupil progress meetings are used on a termly basis to identify those disadvantaged pupils who require targeted support. EEF Impact =+2months	1,7
Develop language rich environments.	On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly 5 5 larger effects for children from disadvantaged backgrounds. EEF Communication and Language approaches (+7months) The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. EEF Impact =+6months	5
A range of curriculum enrichment activities to be delivered to widen pupils' opportunities.	Children need to have opportunities to participate in a wide range of activities which improve their cultural capital. EEF Impact =+3months	6
Speech and Language CPD - to support early	Communication and language approaches involve intentionally acting to	5



language development and identify any speech and language issues early in order to accelerate learning across the curriculum.	develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. EEF =+7months	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: 1732.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group tuition to support phonic progress.	Tuition will take place in short sessions outside of their core learning time. This will include sessions before school. The tuition will be focused on pupils' specific needs and will follow the school phonic scheme.	1,2,7
Daily readers. Pupils who are unlikely to read at home on a daily basis are targeted. Pupils in the lowest 20% are supported.	Children will be supported to develop their comprehension skills through our ZPD programme where children will "quiz" on their library book once they have completed it. A reading test will be taken each half term to ensure children are choosing books that are appropriate to their reading level. EEF Impact =+4	1,2
Speech and Language 1:1 WELLCOMM intervention.	Impact with 1:1 approach. Significantly improves progress. EEF Impact =+5 months	5
Group tuition to support phonic progress.	Tuition will take place in short sessions outside of their core learning time. This will include sessions before school. The tuition will be focused on pupils' specific needs and will follow the school phonic scheme.	1,2,7

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

Budgeted cost: £2340

Activity	Evidence that supports this approach	Challenge number(s) addressed
MyHappyMind	Positive psychology and neuroscience research. Teaches children sustainable,	3

	growth-orientated behaviours to support well-being and self-regulation.	
Subsidising trips and excursions – To enable equal chance to life experiences and learning outside the classroom	Allowing all children to access enriching extra-curricular activities and out of the classroom learning.	6
Music Tuition	Giving all children interested the opportunity to access musical opportunities.	6
ELSA to support pupils to improve PSE development	Pupils with PSE difficulties experience significant barriers to learning. ELSA will support pupils to self-regulate and manage well-being in order to reduce barriers to learning.	3
Use the Boxall Profile in school. Interpret its findings to plan a response to pupils' needs, using suggested targets, strategies and resources for the classroom, small groups, nurture groups and whole school settings	Pupils with PSE difficulties experience significant barriers to learning. ELSA will support pupils to self-regulate and manage well-being in order to reduce barriers to learning.	3

**Total budgeted cost: £ 20,647.37**

# Part B: Review of the previous academic year

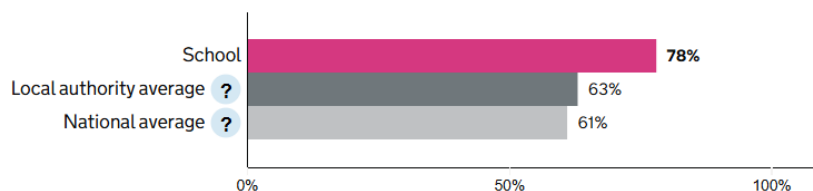
## Outcomes for disadvantaged pupils

R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
1	2	1	2 (1 SEN)	1	4 (2 SEN)	0

### Reading, writing and maths combined

#### Percentage of pupils achieving the expected standard or higher ?

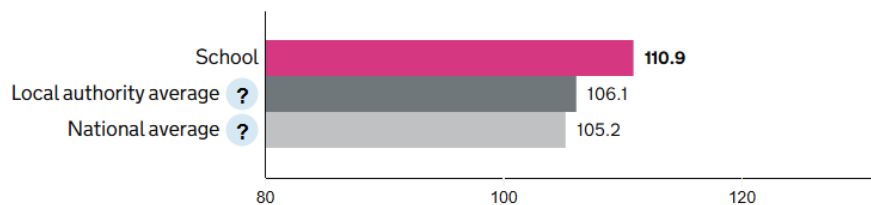
Number of pupils = 23



#### Average scaled score in:

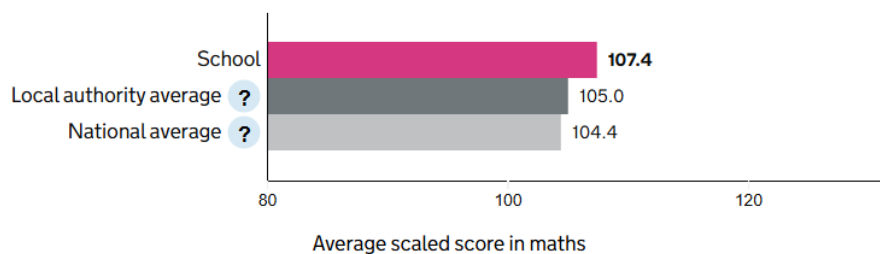
##### Reading ?

Number of pupils = 23



##### Maths ?

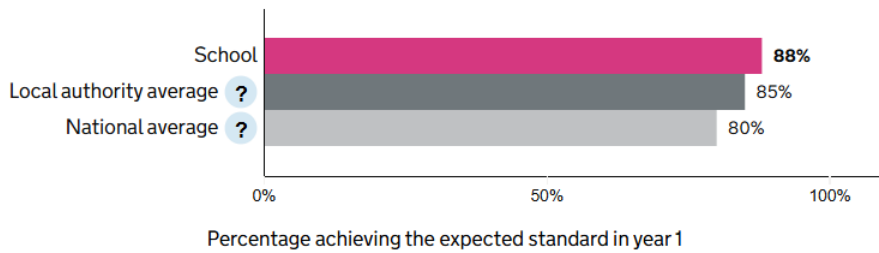
Number of pupils = 23



(no disadvantaged pupils in year 6 2023/4)

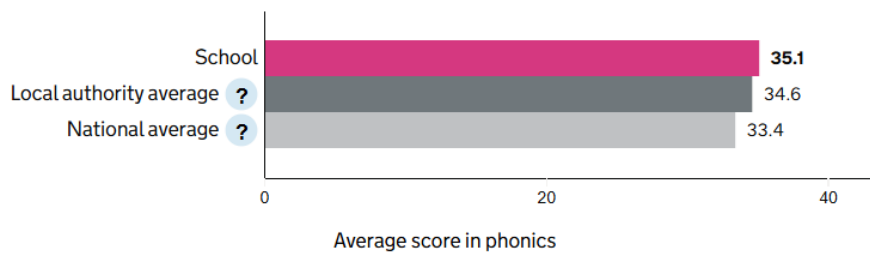
## Percentage achieving the expected standard in phonics

Number of pupils = 16



## Phonics average score

Number of pupils = 16

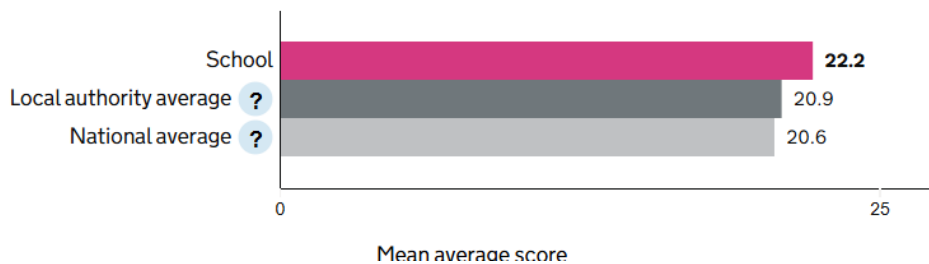


*(2 disadvantaged pupils-both passed-average mark 35)*

## Multiplication check

### Mean average score ?

Number of pupils = 18



*EYFS % of pupils achieving a Good Level of Development 71% (national 68%)*

### Attendance 2023-4:

	<i>School</i>	<i>National</i>
<i>all</i>	<i>95.8%</i>	<i>94.5%</i>
<i>disadvantaged</i>	<i>95.4%</i>	<i>94.5%</i>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider