

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Balcombe C E Primary
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Claire Cleverton
Governor / Trustee lead	Carolyn Rolph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,105
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,677.22
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,782.22

Part A: Pupil premium strategy plan

Statement of intent

- *Our vision at Balcombe CofE Primary School is to provide our pupils with a solid foundation for life. We will do this by: providing inspiring teaching and commitment to the pursuit of educational excellence; fostering a lifelong love of learning; promoting and nurturing resolute Christian values; putting wellbeing at the heart of our school; encouraging our pupils to make a positive contribution to society; supporting each individual to be the best that they can be.*
- *Our current pupil premium strategy plan focuses on all pupils making progress in English and Maths in line with non-disadvantaged children. Enabling them to access the whole curriculum and participate fully in extracurricular activities.*
- *Pupils will receive additional support as needed to safeguard good mental health and wellbeing and have high self-esteem to be able to make and maintain strong friendships.*
- *Our key principles are that every child can and should succeed. Every child deserves to achieve success.*

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the gap between PP children and their peers in English and Maths
2	Social, Emotional and Mental health needs
3	Access to enrichment opportunities

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
To close the gap between PP children and their peers in Reading.	Pupils will make progress in line with their peers in Reading as measured through achieved National Curriculum statements, discussion in Pupil Review meetings and end of key stage results.
To close the gap between PP children and their peers in Maths	Pupils will make progress in line with their peers in Maths as measured through achieved National Curriculum statements, discussion in Pupil Review meetings and end of key stage results.
To close the gap between PP children and their peers in Writing	Pupils will make progress in line with their peers in Writing as measured through achieved National Curriculum statements, discussion in Pupil Review meetings and end of key stage results.
To close the gap between PP children and their peers in passing the Year 1 Phonics check	Pass rate of end of Year 1 Phonics check will increase
To meet SEMH needs	Progress demonstrated through Boxall Profiles, Zones of Regulation progress, analysis of ABC charts, pupil and parent voice.
To provide enrichment opportunities where appropriate	Pupils will participate in extra-curricular clubs and trips

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: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new phonics based reading scheme in KS1 including CPD for staff	EEF research states that when teaching a phonics based approach there is “high impact for low cost based on extensive evidence”. Quality first teaching raises standards. Evidence will include the number of pupils passing the year 1 phonics screening and end of Early Years and key stage reading results.	1
Training in reading, maths and writing interventions	Evidence based interventions have measurable impact in English and maths.	1

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

Budgeted cost: £5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition by qualified teacher in years.	EEF states that “small group tuition has an average impact of four months’ additional progress over the course of a year”. Our evidence is in the progress of individual pupils over the year and at the end of key stage.	1
Dedicated Learning Mentor to work with pupils 1:1 and in class to provide support for SEMH needs.	EEF states that providing feedback is effective in accelerating progress. Social and emotional learning is targeted.	2

Purchase of 1:1 intervention tools to identified areas of need	Targeted interventions, 1:1 and group tuition is effective.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement diagnostic assessment tools for areas of the curriculum, including reading, dyslexia, maths and SEMH needs.	EEF states low cost but moderate impact for SEMH learning. Therefore, SEMH assessment tools will highlight specific areas to target. Diagnostic tools will provide an attainment age, which can then be used to evaluate the impact of interventions as well as highlighting gaps in learning to subsequently be targeted. Awareness of strengths and needs of pupils will inform Quality First Teaching.	2
1:1/small group TA support in class to targeted pupils.	EEF suggests, “providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve”.	2
Provide enrichment opportunities including access extra-curricular activities and offer support where needed	According to the EEF there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and engagement in school. There are health benefits associated with extra-curricular activities.	3

Total budgeted cost: £17,400

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.

To be completed Summer 2022

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.