

Pupil premium strategy statement – Balcombe CE Primary School

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	7%
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	£18535
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£20535

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Continue the implementation of phonics based reading scheme in KS1 including CPD for staff and resources.</p> <p>Implement a new reading intervention to be used on a whole class level and as a targeted intervention</p>	<p>EEF research states that when teaching a phonics based approach there is “<i>high impact for low cost based on extensive evidence</i>”.</p> <p>Quality first teaching raises standards.</p> <p>Evidence will include the number of pupils passing the year 1 phonics screening and end of Early Years and Key Stage 1 reading results.</p> <p>Release time for teachers and TAs to observe peers and to train each other in the scheme. This will include the Rapid Catch Up elements of the scheme to be introduced this year.</p> <p>CPD for teachers and TA in Reciprocal Reading. This is to be introduced as a whole class approach and targeted intervention where relevant.</p>	<p>1</p>
<p>Subscription to The National College for CPD for all staff and release time for teachers and TAs to access webinars</p>	<p>CPD opportunities can be identified for the individual teacher or TA through a subscription such as The National College.</p>	<p>1, 2</p>

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

Budgeted cost: £16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Dedicated Teaching Assistant in identified classes for small group and 1:1 collaborative learning opportunities</p>	<p>High impact for low cost according to EEF.</p> <p>The EEF identifies feedback as very high feedback for low cost with impact of 6 months.</p> <p><i>“Providing feedback is a 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”.</i></p> <p>Having a TA in this class gives opportunity for feedback to identified pupils. There is also the opportunity for nurture groups to address SEMH need through planned outdoor activities.</p> <p>Having an additional TA also provides opportunity for collaborative learning opportunities. Whilst this is aimed at pupils independently working as a group, the EEF state that <i>“Pupils need support and practice to work together; it does not happen automatically”</i> this is where the role of an adult in the class is crucial to develop this approach.</p>	<p>1, 2</p>
<p>Dedicated TA to work with identified pupils across the school using Reciprocal Reading to teach specific reading comprehension strategies</p>	<p><i>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year” - EEF.</i></p>	<p>1</p>
<p>Dedicated Learning Mentor to work with pupils 1:1 and in class to provide support for SEMH needs.</p>	<p>EEF states that providing feedback is effective in accelerating progress. Social and emotional learning is targeted in Learning Mentor sessions.</p>	<p>2</p>

Subscription and resources for Phonics scheme in KS1/Reception and Year 3 as a Rapid Catch Up	According to the EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	1
Dyslexia intervention plus intervention to address gaps in reading and spelling	This is an opportunity to provide opportunities for mastery in phonics, reading and spelling.	1

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

Budgeted cost: £2135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement diagnostic assessment tools for areas of the curriculum, including dyslexia 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.	1, 2
1:1/small group TA support in class to targeted pupils.	<i>“Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average” - EEF</i>	1
To raise levels of attendance, provide	According to the EEF there is some evidence that involvement in extra-	3

enrichment opportunities including access to extra-curricular activities, trips and offer support where needed.	curricular sporting activities may increase pupil attendance and engagement in school. There are health benefits associated with extra-curricular activities.	
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Total budgeted cost: £20,535

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 [2022 to 2023](#) academic year.

2021/22 Evaluation

Little Wandle was introduced throughout reception and KS1. This included training for all staff. Resources were bought and utilised throughout the academic year. This is to be expanded upon next academic year to include catch up programs and to include pupils from lower KS2. Small group/1:1 tuition took place for pupils by their own class teacher and intervention tools for assessment purchased to measure impact if this and other interventions. The school Learning Mentor continues work with children with SEMH needs. Take up of extra-curricular activities is monitored with the majority of pupils accessing at least one after school club.

2022/23 Evaluation

Little Wandle is embedded across Reception and KS1 with further interventions introduced Years 1, 2 and a Rapid Catch Up programme in year 3. Impact is demonstrated in Phonics check at the end of year 1 as well as the repeat phonics check in year 2. Our Learning Mentor work is ongoing for SEMH needs. Extra curricular support also included holiday clubs and workshops impacting on raised attendance rates.