

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	Bempton Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	Spring 2023
Date on which it will be reviewed	Yearly
Statement authorised by	
Pupil premium lead	Mary Greaves
Governor / Trustee lead	Annie Oldroyd

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,060
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38.060

# Part A: Pupil premium strategy plan

## Statement of intent

At Bempton School we look to provide a safe and caring community where all our children are challenged, inspired and encouraged to be the very best they can be irrespective of background or challenges they face in school or in life. We are consistent in our aims for all our pupils to:

- To have a high expectations of the whole school where everyone is challenged and supported to provide an inclusive, caring and respectful environment.
- To support our children on their Journey to become well rounded and confident individuals ready to take their next steps.
- To provide an exciting and innovative curriculum which meets the needs of all our children and provides challenge and motivation to succeed.
- Provide our children with as many different and diverse experiences as possible to inspire and enrich their lives and to broaden their outlook on the world.
- To be at the heart of the community in order to provide a safe and secure place for our children to grow and flourish.

At Bempton we are proud of the role the schools plays in enhancing the life chances of all our pupils and in positively shaping their futures. We recognise that some of our pupils may face additional challenges associated with the criteria for PPG eligibility, while at the same time appreciating that this criteria does not automatically have a negative impact on their education or development.

We aim to do this through:

- Provide an enriched curriculum, trips and extra-curricular activities for all pupils.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Quality first teaching in all year groups and additional intervention/adult support to meet needs.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When 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 reserve the right to allocate the Pupil Premium funding to 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.

## Challenges

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

NB - Should any new barriers be identified, or increased commonality detected, during the life of this plan, then this will be reflected in the strategy at the next review point.

Challenge number	Detail of challenge
1	An increasing number of D/ad children are starting Bempton Primary School during their early years with low speech, language and communication skills. Extensive research highlights that poor speech, language and communication has a negative effect on learning in subsequent years and additionally has been impacted by Covid-19.
2	A number of D/Ad pupils may not benefit from the same support and encouragement outside of school when mastering the basics of reading and mathematics, and will require additional input and support from staff to compensate for this
3	Each year, a number of our D/Ad pupils form part of the broader group of pupils who require targeted support in terms of their wellbeing, confidence, aspirations and emotional/mental health, which impacts negatively on their ability to thrive and make good progress across the curriculum.
4	To provide opportunities to enhance our curriculum and children's life experiences ensuring that all families can access such as extra-curricular clubs and trips.

## 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
Improve oral language skills amongst children eligible for PP in EYFS and supporting throughout school as necessary.	All children, including those identified as D/ad to make progress to aid meeting age related expectations. Children with ongoing SLCN will continue to be supported to access learning.
All pupils, including D/Ad make successful progress in acquiring phonic decoding skills	All pupils, including those who are identified as D/Ad will pass the phonic screening test by

	the end of KS1 at the latest.
All pupils make good progress in all subject areas, and in particular across core subjects	The aim is for all pupils, including those who are identified as D/Ad, to make good progress in KS1 and KS2.
All children including D/ad have access to the same opportunities in the universal school offer.	<p>Increased communication between school and parents.</p> <p>Increased opportunities to take part in wider curriculum activities eg. Breakfast club, extra-curricular clubs, theatre experiences and residential trips.</p>

## 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: £1,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing Children's Language, Communication and relationships – Julie Fisher	EFF states: 'School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. The focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions'	1
EYFS Foundation of Literacy Project with East Riding and Early Excellence		1

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours in order to deliver timely and effective interventions – specifically Talk Boost, to identified children in EYFS -In EYFS we have a designated TA to deliver Talk Boost in in small group sessions. School have investing in the Talk Boost programme and resources to improve skills and understanding in speech and language. External speech and language consultant (Seaside SALT) to work alongside staff to enhance pupils S&L and train staff to support School use an external speech and language therapist team to assess, complete a 6 week intervention and train staff to	EFF states: 'School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. The focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions'	1

<p>continue the intervention and re-assess to monitor impact.</p> <p>Acorn SEND consultancy are used to assess children with SEND, to support EHCP referrals and meet needs more effectively in school.</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9340.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and roll-out of Jigsaw, including the resources and assemblies to be used whole school for PSHE and RSHE.</p> <p>Trained TA to deliver ELSA, emotional support, check-ins, parent liaison and chat and chill weekly lunch.</p> <p>Emotional Stress and anxiety – 6 week project lead by Neuro Headway professionals (Neuroscience in education) Y3&amp;4</p> <p>Raising aspirations and career options- 10 week project- Y5/6</p>	<p>EIF report into adolescent mental health, July 2021 states:</p> <p>‘Support schools to adopt a whole school approach. Programmes are more likely to be effective and result in enduring positive change when they are implemented as part of a multi-tiered whole-school approach to improving young people’s mental health and behaviour. A mental health or behavioural intervention should not be a one-off event in the school’s yearly calendar. Instead, schools need to be supported in the adoption of a whole school approach which encompasses: (i) universal and targeted interventions; (ii) the embedding of this work within a supportive school environment which fosters positive relationships, a sense of belonging and purpose; and (iii) extending learning to the home environment and developing strong connections with mental health services to support the most vulnerable young people.’</p>	3
<p>We are subscribed to Seesaw, in order to improve parental engagement.</p> <p>Spelling Shed- spelling game/app- Children can complete weekly spelling games at home to improve</p>	<p>The EEF states in regard to communication and supporting parents:</p> <p>‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p> <p>We use the Seesaw app to reach parents who</p>	2,3,4

<p>outcomes and share learning with their parents.</p>	<p>may not otherwise come into school to find out what is happening in their child's education.</p> <p>Our SENCO and staff reach out to parents who may not otherwise attend meetings in school.</p>	
<p>Bempton school offers Breakfast Club, curriculum trips and extracurricular opportunities including sports clubs and music lessons at no cost to the families.</p>	<p>EFF states Regard to the Arts:          'Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Family Action states with regard to Breakfast Club:          'Breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function. Improve academic performance, including school grades and achievement test scores. Increase on-task behaviour in the class.'</p> <p>EEF states with regard to Breakfast Club:          The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p>	<p>3,4</p>

**Total budgeted cost: £ 26,630**

## 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 2021 to 2022 academic year.

#### Year 6 Data for 2022

TOTAL PUPILS 6 pupil premium.

#### **Summary of SATS**

Year 6	% working towards expected	% Working at expected	% Working at Greater depth
Reading	33%	67%	
Writing	33.3%	33.3%	33.3%
Maths	17%	83%	