

Pupil premium strategy statement – Bilton C of E Junior 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	414
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Ross, Head of school
Pupil premium lead	Mrs Thompson, Assistant Head of school
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,460
Total budget for this academic year	£133,460

Part A: Pupil premium strategy plan

Statement of intent

At Bilton C of E Junior School our intention is to ensure all pupils, irrespective of their background or the challenges they face, receive the highest quality of education to ensure they make good progress and to become successful learners, confident individuals and responsible citizens of their community and the wider world. We recognise disadvantaged pupils can face a wide range of challenges, which may impact on their learning, so our focus for our pupil premium strategy is to support these children:

- to remove barriers to learning
- to narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils at the end of KS2
- to make good progress

Quality first teaching is at the heart of our approach, with a specific focus on areas in which disadvantaged pupils require the most support. We have adopted a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes through targeted support to improve confidence and attitudes to learning and raise expectations of what they can achieve. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme.

Our approach will be responsive to the varied challenges and pupil's individual needs, as there is no 'one size fits all'.

Challenges

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

Challenge number	Detail of challenge
1	<p>Covid19 school closures affected the education of many disadvantaged pupils, to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to some disadvantaged pupils falling behind age-related expectations, particularly in writing and maths.</p>
2	<p>KS2 outcomes in 2022 indicate that disadvantaged pupils are less likely than other pupils to achieve the combined standard at KS2 Reading, writing and maths.</p>

3	Internal assessments suggest that disadvantaged pupils often have greater difficulties with using phonic skills than their peers. This impacts their reading development as the effort needed to decode texts can result in difficulties in comprehension.
4	Observations, assessments and discussions indicate that some of our disadvantaged pupils will require additional social, emotional, mental health and wellbeing support.
5	Attendance data indicates that attendance and punctuality among disadvantaged pupils is lower than that of other pupils.
6	Some disadvantaged pupils may have limited life experiences beyond their home and immediate community, - a cultural capital disadvantage.
7	37% of our pupil premium children also have SEND(2022)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan(2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment for disadvantaged pupils.	KS2 reading outcomes in 2024/2025 show disadvantaged pupils met the expected standard in line with or above national average. The gap between disadvantaged pupils and other pupils will be reduced.
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes in 2024/2025 show disadvantaged pupils met the expected standard in line with or above national average. The gap between disadvantaged pupils and other pupils will be reduced.
Improved writing attainment for disadvantaged pupils	KS2 writing outcomes in 2024/2025 show that more disadvantaged pupils met the expected standard in line with or above national average. The gap between disadvantaged pupils and other pupils will be reduced.
To achieve and sustain improved wellbeing for all pupils, and particularly for our disadvantaged pupils.	Behaviour of dysregulated children in class and during free time improves significantly over time. Identified families will access a comprehensive offer of extended services.
To achieve and sustain improved attendance for all pupils, and particularly for our disadvantaged pupils.	Attendance for disadvantaged pupils will be at least in line with other children nationally. There will be a reduction in persistent absence for disadvantaged pupils.

Activity in this academic year 2024 - 2025

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: 48,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments	Standardised diagnostic tests provide reliable insights into the specific strengths and weaknesses of each pupils to help ensure they receive the most effective quality first teaching and interventions. Diagnostic assessment EEF	1,2,3,7
LSA support for disadvantaged children to access their learning	Strategic deployment of TAs is important to ensure priority pupils are supported. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,7
Ongoing professional development for Learning support assistants and teachers to support children to access their learning. This includes work with the Origin Maths Hub, weekly bitesize CPD sessions for LSAs, and subject leader development.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers and LSAs. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3
Home School Worker support	There is much research evidence that pupil's learning is most effective when they have a sense of emotional wellbeing, good self-esteem, and a feeling of belonging to their school community. Providing time for positive learning experiences helps them overcome the difficulties they are experiencing which causes a barrier to their learning. Improving Social and Emotional Learning in Primary Schools EEF	1,2,3,4,5,7

<i>SEND teacher</i>	A proportion of disadvantaged pupils also have an additional educational need. 33% of disadvantaged pupils are SEND. The SEND teacher provides specialist teaching and lunchtime club provision. SEND teacher supports teachers with resourcing and reviewing targets and facilitating meetings with parents to discuss and review targets.	1,2,3,4,7
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EEF accelerator fund project : Reciprocal reading comprehension programme in Years 5 & 6 Project X reading intervention in Y3 & 4</i>	EEF trial had positive findings of 2+ months additional progress in reading comprehension and overall reading compared to a control group. There was an even larger positive impact on children who were eligible for free school meals. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Phonics Teaching and Learning Toolkit EEF	1,2,3,7
<i>Numberstacks Maths intervention</i>	Short coherent steps of learning using representations and manipulatives maths intervention using tutorials and hands on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,2,7
<i>small group tutoring . A significant proportion of the pupils who receive tutoring will be disadvantaged.</i>	Tuition can be an effective method to support pupils. EEF report Making a difference with effective tutoring published 16 November 2022. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,7
<i>Learning Hub: homework club.</i>	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in	1,2,3,4,5,7

<p>Pupils successfully complete their homework supported by Learning support assistants at a weekly 1 hr after school session.</p>	<p>England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Quality First Teaching to provide support, extension and bespoke learning opportunities.</p>	<p>Disadvantaged children identified as having gaps in knowledge, lacking in confidence and as not always responding to teacher feedback are supported for short sessions to edit writing/complete maths which maybe unfinished in the lesson or who sometimes have a less positive attitude to learning and work.</p> <p>To give disadvantaged children a boost both academically and in confidence by having quality first teaching in small groups and/or individually, one day a week. Class teacher to provide additional and pre-teaching quality teacher time.</p>	<p>1,2,3,7</p>
<p>Purchase of tablets (Kindle fire).</p>	<p>Tablets support children in their educational journey, particularly in instances where families may not have access to individual devices at home. Devices such as Kindle Fire facilitate short daily practice sessions, enabling pupils to engage with tailored educational resources. Programmes like Times Tables Rock Stars (TTRS), Accelerated Reader, and Spelling Shed offer interactive learning opportunities that enhance literacy and numeracy skills. By providing these tools, schools can help pupils keep pace with their peers, thus narrowing the attainment gap and fostering a more equitable learning environment for all students.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School</p>	<p>Forest School provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and</p>	<p>4,5,6</p>

	emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and self-efficacy.	
Educational visits	Due to home situations some parents of disadvantaged pupils cannot afford residential or academic trips.	1,2,3,4,5,6
Enrichment Opportunities, the explicit teaching of creative skills and techniques and access to material, equipment, extracurricular activities and cultural experiences, to build cultural capital.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	1,2,3,4,5,6
Incentives for disadvantaged children	Disadvantaged pupils do not get the same amount of incentives as their peers.	4,5,6
Contingency fund for unexpected issues	There is a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 133,460

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

There was a significant number of disadvantaged children with SEND in 2023-2024

	Disadvantaged	Non-disadvantaged
SEND	33%	15%

We have analysed the data taking this into consideration.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The recent data for 2024 indicates that, while there remains a significant gap between disadvantaged pupils and their non-disadvantaged peers, there have been notable improvements in specific areas. In particular, the percentage of disadvantaged pupils meeting the expected standard in reading has increased. This positive trend suggests a gradual enhancement in literacy skills among these students, highlighting the effectiveness of targeted interventions and support systems in place.

Furthermore, the multiplication tables check for Year 4 pupils also reflected an upward trajectory, with an increased number of disadvantaged children achieving a score of 20 or more. This advancement not only underscores the importance of numeracy skills but also suggests that the educational strategies implemented may be yielding beneficial outcomes. Nevertheless, it is crucial to maintain focus on reducing the overall achievement gap to ensure equitable educational opportunities for all students.

	Disadvantaged 2023	Disadvantaged 2024
Multiplication tables check		
Full marks	0%	19%
20 or more	31%	61%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year.

Externally provided programmes

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

Programme	Provider