

Pupil premium strategy statement

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	Bugle School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	37.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Luke Rees/Sally Hannaford
Pupil premium lead	Luke Rees
Governor / Trustee lead	Jenny Barclay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,010
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£88,710

Part A: Pupil premium strategy plan

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills are prevalent with under developed oral language skills and vocabulary gap more evident in disadvantaged pupils. Pupils on entry to Reception, including nursery, have significant gaps with this and it is present as children move throughout KS1 and KS2, which impacts their academic achievement across the curriculum.
2	Our assessments and observations have identified that pupils' basic arithmetic skills have been significantly impacted following the sustained school closures. This has led to significant knowledge gaps and therefore pupils falling below the age-related expectation.
3	Assessments, observations and discussions suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our attendance data on average for the last three years indicate that attendance among disadvantaged pupils has been 5% lower than for non-disadvantaged pupils. 26% of disadvantaged pupils have on average been 'persistently absent' compared to 18% of their peers during that period. Our monitoring indicates that absenteeism is negatively impacting disadvantaged pupils' progress.
5	More frequent behaviour difficulties, identified as SEMH, have led to an increase in the number of exclusions that have taken place within the school. 42 days were lost as a result of fixed term exclusions, 50% of these were disadvantaged pupils.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This is supported by the increased number of referrals to the Early Help teams (17 in the past 12 months with 52% of these being disadvantaged families). As a result of this, pupils' well-being has been significantly impacted.

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 the oral language, communication and vocabulary of disadvantaged pupils.	Assessments and observations indicate significantly improved oral language

	<p>among disadvantaged pupils. This should be evident when observing lessons, talking with pupils and looking in books.</p> <p>The gap between disadvantaged and non-disadvantaged will close in the prime areas, as well as throughout the curriculum.</p>
Improved reading progress and attainment in disadvantaged pupils including the learning and application of phonics.	<p>Achieve above national average progress scores in KS2 Reading (0)</p> <p>PSC – In line with national (81% 2019)</p>
Improved reading progress in disadvantaged pupils.	Achieve above national average progress scores in KS2 writing (0)
Improved reading progress in disadvantaged pupils.	Achieve above national average progress scores in KS2 maths (0)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> -significantly reducing the impact of poor behaviour on pupils including reducing exclusion levels for all pupils, especially disadvantaged. -Increase levels of participation in extra-curricular activities and access to additional enrichment activities. -Improve the learning behaviour of all pupils, but particularly our disadvantaged pupil group.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Ensure that attendance of disadvantaged pupils is above 95%</p> <p>Reduce persistence absence so that disadvantaged groups are in line with non-disadvantaged groups and in line with the national average.</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: £ 12,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and resourcing the delivery of RWI Fresh Start programme, as well as a new whole class reading approach for KS2	<p>The EEF toolkit identifies that effective reading comprehension strategies that focus on the learner's understanding of written text using a range of techniques can enable them to make +6 months progress within a year when taught effectively. The key point is that when reading comprehension is focused alongside the high quality teaching of phonics, it forms a vital component of early reading strategies. Alongside this, the clear identification of appropriate levelled text ensures that pupils develop the desire to engage with the text. Fresh Start's robust assessment tool ensures that pupils are grouped in developmentally appropriate groups, with texts targeted at their reading ability and continued phonics support. The EEF was commissioned to conduct a study on the impact of the Fresh Start programme, finding that on average pupils made 3 months progress over their peers when participating within this programme.</p> <p>When these two strategies are coupled together along with the bespoke in school training and support there is strong evidence that this will have positive impact on pupil progress. Amanda Spielman's 2019/20 Annual Report to Parliament as HMCi: The report outlined that 'reading is not only the key to the curriculum and an essential life skill, it is also a protective factor: poor reading leads to later low attainment across subjects and to poor behaviour and self-control'. We prioritise reading as it unlocks the curriculum and children's potential.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	1, 3.

<p>Purchase of standardised diagnostic assessments (STAR Reader and Maths)</p> <p>Training and support for staff to ensure that assessments are used to inform future teaching.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>In addition to this, if used effectively, assessments allow adults to provide high quality feedback to the pupils of which the EEF highlights can lead to an average over 8 months additional progress.</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>High quality support and guidance from external support such as the Maths Hub and in line with the DfE and EEF guidance will support teachers in effectively enhancing our maths teaching and curriculum.</p> <p>Teachers will be released to access bespoke support on improving pupils early number sense and embedding basic skills such as subitising to ensure the foundations of early number are established.</p>	<p>The government-funded Maths Hubs exist to support the teaching of maths across the country. They offer leadership training to upskill maths leaders with their subject knowledge, as well as provide bespoke training within schools. They support embedding a mastery approach within schools. The EEF recognise that mastery learning within schools can have up to 5months of additional progress within a year when delivered effectively.</p> <p>Number Sense Maths provides schools with a systematic and structured programme to support children's number facts in Early Years to KS1 and KS2 as appropriate. It supports to deepen children's understanding of number and number relationships, and fluency in addition and subtraction facts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2</p>
<p>Improve the quality of emotional and mental health support and teaching to ensure that pupils are ready to learn.</p> <p>Academic approaches to</p>	<p>There is extensive evidence associated with improve child emotional and social skills with improved academic support. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5, 6</p>

the delivery of social and emotional education is embedded across the school through highly personalised and targeted training and support.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)	1, 3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	1, 3
Pupils, especially those at the end of Y6, to be given bespoke 1:1 and group intervention which is targeted to support their basic arithmancy and reading fluency	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3

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

Budgeted cost: £ 27500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School provision is known as an effective tool to support pupils' emotional wellbeing. Pupils who present with low self-esteem, emotional resilience and self-worth have been	<p>The approaches of forest school are known to have a positive impact on pupil's well-being, social skills and communication and language. This has encouraged us to ensure that every pupil has access to this resource throughout the academic year.</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	5,6
The school has invested heavily in ensuring that staff training regarding behaviour is relevant and purposeful. We have 5 trained practitioners who provide bespoke 1:1 support to pupils with managing their behaviour.	<p>The Trauma informed approaches which aim to have a relational understanding of the specific child's needs, focus on building positive relationships, and having clear consistently applied whole school approach to rewards and sanctions, along with effective routines, mirrors the findings and recommendations from the EEF improving behaviour in schools.</p> <p>https://www.traumainformedschools.co.uk/</p>	5
The school community struggled during the pandemic. The impacts on both pupil and parental mental health became evident. The parent support advisor was an essential cog in the school's pastoral team, providing advice, food vouchers, referrals for Early Help Support, parenting advice or links to regaining employment.	<p>Following the return to school after the pandemic, the Parent Support advisor made 17 referrals to the EHH and 4 referrals to CAMs following families who reached out for support.</p> <p>The school provided food parcels, vouchers to a number of staff and families supported by the academy trust.</p>	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4

Staff training and additional support from the externally appointed EWO ensure that all staff members, from the admin teams through to teachers and Senior Leaders are able to effectively implement the school's policy on supporting attendance.	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	
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Total budgeted cost: £ 88710

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Although a number of pupils were not on track during the year (2018/19), the gap continued to grow significantly over the past 18 months. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes point primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Read Write Inc, Oak National Academy and the school's effective online live teaching provision.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 91%, it was slightly higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7% lower than their peers and persistent absence 14% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Number Sense	Number Sense Maths
Read Write Inc. Fresh Start	Ruth Miskin's Read Write Inc
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
Trauma Informed Schools training	TIS UK
White Rose Resources	White Rose Premium Resources

Nuffield Early Language Intervention	Oxford University Press
Jigsaw	Jigsaw PSHE Ltd