

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	Byley Primary School and Nursery
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	14% (14 children)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Elizabeth Whittingham
Pupil premium lead	Elizabeth Whittingham
Governor lead	Andrew Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,795
Recovery premium funding allocation this academic year	£2,175
School-Led Tutoring	£1822
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24,792

Part A: Pupil premium strategy plan

Statement of intent

At Byley Primary School and Nursery we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

PPG resources will be aimed at helping all pupils to achieve maximum progress and/or at least age related expectations in EYFS, Key Stage 1 and Key Stage 2.

Setting priorities is key to maximising the use of the PPG. Our priorities are:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy skills
2	Pupils' poor language and communication skills
3	Lack of parental engagement
4	Pupils being tired and/or hungry and not engaging or feeling motivated to learn
5	Poor attendance

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
Progress in Reading	Achieve at least national average progress in Reading Scores in KS 2
Progress in Writing	Achieve at least national average progress scores in writing in KS2
Progress in Maths	Achieve at least national average score for maths in KS 2
Phonics	Achieve at least national average % pass rate
Other	Improve the attendance of disadvantaged pupils to close the gap between PP and non pp.

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) receive training to deliver the phonics scheme effectively and that all the staff understand early reading and the part they play in ensuring children learn to read by the end of KS1, including passing the phonics test at the end of Year 1	Pupils passing the phonics test at the end of Year 1 is above national average	1, 2
Quality First Teaching is supporting all pupils so that pupils are engaged and making progress in lessons including disadvantaged children	All pupils make at least expected progress including disadvantaged children	2
Staff to have opportunities to work with maths specialist to ensure high quality maths lessons are delivered throughout the school	Lessons are well planned and all pupils, including disadvantaged children, make at least expected progress.	1, 2

Targeted academic support

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure relevant, research backed interventions are used to maximise achievement and progress School-Led Tutoring	Interventions are short and high impact with pupils showing progress in areas of difficulty ELSA work is being completed with identified pupils and resources support the work.	1, 2
Establish small group interventions (including disadvantaged pupils) for reading, phonics and maths for those children falling behind age-related expectations.	Pupils, including disadvantaged pupils, make at least age-related expectations in reading, maths and phonics.	1, 2
Encourage home reading with reluctant readers and families where this is not currently happening	Pupils', including disadvantaged pupils', reading diaries are up-to-date and signed weekly by a parent and teacher.	1, 3,

Wider strategies

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Having access to a Family Support Worker to support vulnerable families including supporting children with anxieties at an Early Help level.	Attendance is good for all pupils All pupils display a positive attitude to school life Support is accessible and swift and outcomes are good for all.	3, 4, 5
Engaging all learners including reluctant learners who would prefer to be outside	All children are engaged and motivated Achievement for all pupils increases	2, 4, 5

through a range of strategies – Outdoor Learning, Forest School	Attendance is good for all pupils	
To ensure children have eaten breakfast before coming to school. Where needed children attend BSC/ASC with no charge.	Children have a key person to be able to tell they have not eaten. Breakfast is provided Where needed, families have access to before and after school club places to support with child care.	4
To support social and emotional wellbeing including positive mental health	Through pupil voice, children talk about school and the opportunities and their learning and experiences in a positive way	2, 4, 5

Total budgeted cost: £28,000

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.

Aim	Outcome
Progress in Reading and Writing	No National data due to COVID-19
Progress in Mathematics	No National data due to COVID-19
Phonics	No National data due to COVID-19

See attached sheet for assessment of last year's Pupil Premium Plan

Externally provided programmes Training

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
ELSA	Cheshire East/Virtual School
Mastering Number Maths Hub	Cheshire and Wirral Maths Hub

Service pupil premium funding

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA