

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	89 (83 + 6 nursery)
Proportion (%) of pupil premium eligible pupils	9.6% (8)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Miss E Whittingham
Pupil premium lead	Miss E Whittingham
Governor lead	Mr A Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,860
School-Led Tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£12,860

Part A: Pupil premium strategy plan

Statement of intent

At Byley Primary School and Nursery our intention is that all pupils, irrespective of background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium grant (PPG) strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or disadvantaged in other non-financial ways. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classed as pupil premium.

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 funding. We will use recent research such as the 3-tiered approach to teaching written by the Education Endowment Fund (EEF):

Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Focusing on professional development

Targeted academic support:

- High-quality one to one and small group tuition
- Teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies:

- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents
- Successful implementation in challenging times
- Supporting parents with pupils of different ages
- Successful implementation in challenging times.
- Engaging with CPD opportunities for all adults in school to break down barriers to pupils learning, especially for those most disadvantaged

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap; at the same time this will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improve alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Prioritise building strong professional relationships with pupils to ensure they feel secure and safe in school and enjoy their time in school.
- Work with pupils and families where attendance is poor.
- Focus on early communication and language skills; developing pupils' vocabulary through talk, listening to adults and having quality texts read to them teaching pupils to read and write and recognizing non-verbal communication - such as facial expressions and body language;
- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified to enable pupils to keep up
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' education has continued to be damaged by Lockdown. We know children had different experiences during this time which affected their academic ability, social skills and mental health.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral and written language skills and vocabulary gaps among disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers.

4	Assessments indicate that maths, reading and writing attainment for some disadvantaged pupils is below that of non-disadvantaged pupils.
5	Disadvantaged pupils are more likely not to take part in extra-curricular/wider curriculum activities where there is a financial cost. This has a negative impact on their personal development and can cause anxiety within the family unit – thus causing further negativity
6	Poor punctuality and/or attendance negatively impacts pupils' learning

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
Pupils will reach attainment levels above the national average in all subjects and for all groups	By summer 2027, children will fulfil their academic potential. Assessments will show that disadvantaged pupils are at least as successful as other children. School results will be above national averages in all subjects. All children will demonstrate good progress in foundation subjects by demonstrating that they are able to remember a majority of their learning in each year group. Attendance figures for all pupils and groups will exceed national expectations.
Disadvantaged pupils will be as successful as other children in the school at Phonics.	By July 2026, attainment of disadvantaged pupils will be at least in line with all other pupils in the cohort. The school's phonics results will be higher than national levels
The attainment in Maths of disadvantaged children will match that of all other children in school	Attainment gaps will have narrowed significantly for disadvantaged pupils when compared to other children. This will be evidenced through Y6 SATs and end of all year group assessments. The percentage of children reaching the expected standards will be above national.
Pupils' writing is of a high standard. They are exposed to a rich and varied vocabulary through a range of sources	The writing standards for all children, including disadvantaged, will be of a high standard. They will demonstrate use of ambitious vocabulary. They will

	be able to articulate their thoughts well in discussion and debate.
Children are able to fully participate in wider opportunities offered by school including clubs, trips, taking on roles and responsibilities and these are not impacted by a child being disadvantaged.	Disadvantaged children are well represented in clubs and activities through the school. No child uses their disadvantage – eg lack of finance as an excuse. If a child wants to take part, every avenue has been explored to allow them to attend.
Absence and persistent absence of disadvantaged pupils are at least in line with – if not better than – that of others	By July '26, annual data shows that there is no difference between absence and persistent absence of disadvantaged and non-disadvantaged pupils and for all identified children, whether disadvantaged or not, is increasingly considerably. This includes persistent lateness

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff receive training to deliver phonics scheme effectively. Ensure that resources are available and of high quality to support teaching.	EEF recognises the importance of high quality teaching. Effective teaching requires high quality resources https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	2, 3
Quality First Teaching in all classes supports all pupils	EEF research shows that ‘ensuring an effective teacher is in front of every class should be a top priority for pupil premium spending Education Endowment Foundation's (EEF) Pupil Premium Guide	1, 2, 3, 4

<p>CPD in place - to ensure high quality lessons are delivered throughout the school.</p> <p>2/5 staff engaged in NPQs and PSQM</p>	<p>EEF research highlights that teachers need effective CPD to keep improving as this is a key ingredient of a successful school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4
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Targeted academic support

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group work to support the learning of those children who need it, in particular disadvantaged pupils.	Evidence consistently shows the positive impact academic support can have on those disadvantaged or disproportionately affected by the pandemic.	1, 2, 4
Phonics interventions to close gaps and catch up. This will be primarily for disadvantaged children but include others in their peer group who would benefit from the support at the same time.	Reading opens the door to the curriculum. Additional support for children to read more fluently improves the outcomes and learning that takes place in all subjects. Teaching and Learning Toolkit Education Endowment Foundation (EEF)	1, 2, 3
Interventions in place that are targeted to pupils, especially disadvantaged pupils, in individual subjects to maximise achievement and progress.	Targeted interventions such as linking structured small group interventions to classroom teaching, ensures children receive quality inputs and allows them to be included within the classroom and enables the teacher to work with all children in the class. Small group tuition EEF	1, 2, 3, 4
Accelerated Reader introduced to help children make informed book choices in KS2	Reluctant readers often find it difficult to select books independently. This results in them either not reading or reading a book that does not meet their needs. Accelerated reader will give these children a guide to the difficulty of book that meets their needs.	1, 2, 3

Wider strategies

Budgeted cost: £8,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Having access to the EWO to support with families who have persistent lateness and implement the DFE's Improving School Attendance Advice.	Poor punctuality negatively impacts pupil outcomes at school. 10 minutes every day equates to 2 weeks over the school year.	6
ELSA training to support children with understanding and managing their emotions and strategies to cope.	<p>Research on the impact of ELSA on children showed that positive outcomes were noted for pupils in terms of improved behaviour, self-esteem, emotion recognition, anger management, social skills, confidence and feelings of anxiety. This in turn has a positive impact on pupils' ability to focus on their learning and supports them in building good peer relationships</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p>	1, 2, 5, 6
Engaging pupils, including reluctant learners, who would prefer to be outside through a range of strategies – Outdoor Learning, Forest School	<p>There is wider evidence base indicating that outdoor learning can have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor learning can play an important part of the wider school experience...</p> <p>EEF Forest school/outdoor learning</p>	1, 2, 6
To ensure children have eaten breakfast before coming to school.	Children need to eat breakfast at the start of the day	5

Where needed children attend BSC/ASC with no charge.	The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes (Gov.uk)	
To ensure all children are able to fully access the wider opportunities in school, such as visits and trips.	Children are able to take part in extra-curricular activities and educational trips – including residential – to be able to experience the wider range of opportunities such experiences offer	5
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. They are able to develop resilience and problem solve	1, 2, 5, 6

Total budgeted cost: £39,900

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.

Support was given to pupils in Year 5 and 6 – all Year 6 Pupil Premium. This support worked well and contributed to children staying making excellent progress with their learning.

KS2 SATs data shows attainment for Year 6 disadvantaged pupils as very good. 1/2 pupils reached expected standards in RWM by the end of the summer term 2024 with the average standardised score being 108. 1/2 children achieved Greater Depth Standard in Maths. Significant progress was made by 1/2 children in RWM from their starting point.

70% (7/10) of year 1 pupils were assessed as passing the phonics check. There was no requirement for Y2 children to re-sit as 100% had passed in 2023

Those not meeting expected milestones, or in danger of falling behind in earlier year groups, are given additional support. This is enabling some children, including those who are disadvantaged, to keep up with their peers.

We have developed our school's curriculum, considering carefully where we should target resources to maximise effect. This has included training a member of staff to be a Forest School Leader. Children, including disadvantaged children, have had opportunities to begin work with the Forest School Leader. This has engaged the children in different activities that support and develop oral language skills and vocabulary as well as supporting their social skills and mental health.

Interventions have been put in place and children, including disadvantaged children, have made at least good progress. Evidence shows nationally that disadvantaged children are furthest behind in terms of their cultural capital. We are continuing to design and improve the quality of our curriculum. By doing this, we are improving outcomes for all our children, especially those who are disadvantaged. By continuing with the school's strategy, these outcomes should continue to improve.

Whole school attendance, in general, is good and in line with national averages. Persistent lateness is an area that we are addressing as, over time, this can impact greatly on a pupil's learning. Support is in place for children to attend Breakfast and After School Club free of charge.

A majority of our Pupil Premium pupils and families have benefitted from additional support from either school or outside agencies.

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 Training	Cheshire West and Chester
Accelerated Reader	Renaissance Learning
Jigsaw PSHE/RSE	Jan Lever Group
My Happy Mind	My Happy Mind

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?	Classroom support

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

Building confidence/progress with maths