

Our pupil premium strategy statement

At Bickerstaffe CE School we recognise that Ofsted uses the term ‘Disadvantaged Pupils’ for what we will refer to in our SEF as Pupil Premium (PP) pupils, as we recognise that not all pupils in receipt of the funding are ‘disadvantaged’, and we understand the stigma that might be attached to the phrase by parents.

School overview

Detail	Data
<i>School name</i>	<i>Bickerstaffe CE School</i>
<i>Number of pupils in school</i>	<i>99</i>
<i>Proportion (%) of pupil premium eligible pupils</i>	<i>35/100 FSM 35%</i> <i>40/100 PPG 40%</i>
<i>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</i>	<i>2021-2024</i>
<i>Date this statement was published</i>	<i>September 23</i>
<i>Date on which it will be reviewed</i>	<i>July 24</i>
<i>Statement authorised by</i>	<i>Kirstin Carlin</i>
<i>Pupil premium lead</i>	<i>Kirstin Carlin</i>
<i>Governor / Trustee lead</i>	<i>Kim O’Brien</i>

Funding overview

Detail	Amount
<i>Pupil premium funding allocation this academic year</i>	<i>61380</i>
<i>Recovery premium funding allocation this academic year</i>	<i>N/A</i>
<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i>	<i>N/A</i>
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<i>£60620</i>

Part A: Pupil premium strategy plan

Statement of intent

At Bickerstaffe CE School we want all our children, regardless of their starting point to embrace and share God's love, in order to live life in all its fullness, so that they can blossom in tomorrow's world.

Ultimate Objectives for Disadvantaged Pupils

- *The achievement of pupil premium children is comparably in line or below disadvantaged children nationally at the end of Key Stage 2*
- *Ensure that disadvantaged pupils' outcomes are in line with non-disadvantaged pupils across school*
- *Provide extra pastoral support to help promote good social and emotional development, through SHINE and ELSA*
 - *Use pupil progress meetings to identify pupils requiring intervention*
 - *Use targeted provision mapping to support pupils academic development*
- *Provide enrichment opportunities so that all children have access to wide and rich experiences including subsidising educational visits.*

Achieving these Objectives

- *Interventions through one-to-one or small-group delivered by experienced TAs or class teachers*
- *Employing extra teaching assistants to work with classes, small groups and Individuals*
 - *Subsidies for educational trips and visits to enable children to participate fully and actively in wider and extra-curricular activities*
 - *Extra-curricular activities are varied and timings of these clubs are not always after school but often lunchtimes to encourage wider participation*
 - *Additional pastoral support for example through SHINE and Play Therapists*
 - *Staff CPD (teachers and TA's) for the delivery of high impact interventions.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Disadvantaged children have missed key concepts in early maths, this is particularly evident in our Year 1 PP children.</i>
2	<i>Disadvantaged children have missed early reading skills, this is particularly evident in our Year 2 PP children.</i>
3	<i>Disadvantaged children in the Juniors have missed Quality First teaching for writing. Their writing lacks creative content and ambitious punctuation and grammar.</i>
4	<i>Disadvantaged children in the Juniors have lost their love of 'Reading for pleasure.' PP children struggle to use books to escape and then use this new knowledge and vocabulary in their speaking and writing.</i>
5	<i>Disadvantaged children in the Juniors have missed necessary arithmetic skills. They struggle to master key concepts because their knowledge of mental maths and times tables are not secure.</i>

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
<i>Disadvantaged children in the infants, especially children Year 1, in maths will achieve age related expectations in line with their non-pp peers.</i>	<p><i>4 disadvantaged pupils in EYFS will achieve the Early Learning Goal for number and shape, space and measure.</i></p> <p><i>3/5 disadvantaged pupils in Year 1 will achieve age related expectations by the end of Summer 2024</i></p> <p><i>Children in Year 2 will make significant progress, despite additional needs, to lessen the gap between them and their peers.</i></p>

<p><i>Disadvantaged children in the Juniors, especially those children in Year 5, will have the opportunity to make good progress in Arithmetic.</i></p>	<p><i>5 children identified as disadvantaged will make good progress in maths as they will have access to catch up tutoring to help them make progress in maths but with a specific focus on mental arithmetic.</i></p>
<p><i>Disadvantaged children in the infants, particularly in Year 2, will make better than expected progress if not meet age related expectations.</i></p>	<p><i>3/5 Children in EYFS will achieve the early learning goal. The other two children had a low starting point and will make better than expected progress.</i></p> <p><i>2/5 Children in Year 1 will pass the phonics screening in June 2022. 1 other child who had a low starting point will pass, with intervention in June 2023.</i></p> <p><i>3/4 children in Year 2, with intervention, will pass the phonics screening at the end of Year 2.</i></p>
<p><i>Disadvantaged children, especially in the Juniors, will make in line progress with their peers. A specific focus on children in Year 4 and Year 5.</i></p>	<p><i>Disadvantaged pupils in the Juniors will make at least expected progress in writing.</i></p> <p><i>Those working below will have daily writing interventions, to ensure any missed learning is addressed.</i></p>
<p><i>Disadvantaged children will become lifelong readers. They will find their favourite authors and genres and will use this love to enhance their spoken vocabulary and their independent writing.</i></p>	<p><i>Our disadvantaged children struggle to discuss their learning or remember new vocabulary. With a love for reading children will be exposed to a wide variety of new vocabulary, grammar and punctuation. This will be reflected in their writing and in their conversations.</i></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: £ 13949

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and teaching staff in EYFS, Year 1 and Year 2 will have continual access to RWI training to ensure all children have access to Quality First teaching in these lessons. £4000</p>	<p>Children in RWI groups will continue to make good progress. At least 4/5 children identified as disadvantaged will pass the phonics screening. At least 3/4 children in EYFS will achieve the early learning goal for Reading at the end of Reception.</p>	2
<p>School will recruit a new Teaching Assistant TA2B to offer targeted interventions. £7449.00</p>	<p>Children in Year 2,3,4 &5 will have targeted intervention. This will be reflected in their lessons which will ensure they continue to make progress and lessen the gap between them and their peers. Continual teacher assessment and termly assessments will show and evidence this progress.</p>	3,4,5
<p>Teaching staff will have access to CPD that is affective for reading, writing, maths and spelling through local school clusters. £2500</p>	<p>Teachers will offer Quality first teaching to every child, taking account of their background and ensuring they are included in each lesson. This will be evident through learning walks, books looks and pupil interviews with particular focus on disadvantaged children. A link governor for pupil premium will monitor this with the HT.</p>	1,2,3,4,5

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

Budgeted cost: £ 34702.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children in EYFS and KS1 will have three weekly sessions of Early Talk boost to improve their communication and language. £1031.40	Those children identified as disadvantaged will have a better vocabulary. They will be able to accurately form sentences, using new and familiar vocabulary and engage in conversations with trusted adults.	2
RWI 1:1 tutoring for disadvantaged children in EYFS and KS1 three times weekly. £7262.78	Children, who are identified as disadvantaged will make better than expected progress, especially those who are identified as being behind their peers. Those identified as being on track will continue to make good progress and achieve age related expectations.	2
Disadvantaged children in KS1 will have twice weekly maths interventions to ensure those children make good progress and those able achieve age related expectations. £4469.40	Children, who are identified as disadvantaged will make better than expected progress, especially those who are identified as being behind their peers. Those identified as being on track will continue to make good progress and achieve age related expectations.	1
Disadvantaged children in lower KS2 will have access to maths, grammar and writing intervention twice weekly. £4469.40	Children, who are identified as disadvantaged will make better than expected progress, especially those who are identified as being behind their peers. Those identified as being on track will continue to make good progress and achieve age related expectations.	5
Disadvantaged children in lower KS2 will have access to reading intervention twice weekly. £4469.40	Children, who are identified as disadvantaged will make better than expected progress, especially those who are identified as being behind their peers. Those identified as being on track will continue to make good progress and achieve age related expectations.	4
Disadvantaged children in Year 5 & 6 will have	Children, who are identified as disadvantaged will make better than	4

<p>access to quality first teaching from two qualified teachers. This will be delivered in small groups to ensure key concepts are grasped and secured and gaps addressed.</p> <p>£13000</p>	<p>expected progress, especially those who are identified as being behind their peers. Those identified as being on track will continue to make good progress and achieve age related expectations.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13723.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged children in upper KS2 will have access to weekly Mental Health and Wellbeing 'Shine' sessions.</p> <p>£1320</p>	<p>Children will have a toolkit to use in school and at home during difficult or challenging periods. The evidence of this will be that children will be happier and there will be less incidents in schools were children need additional help to solve friendship problems from adults.</p> <p>Disadvantaged children will be more happy and confident and therefore more ready to learn and concentrate in lessons.</p>	1,2,3,4,5
<p>Disadvantaged children in lower KS2 will have access to weekly Mental Health and Wellbeing 'Shine' sessions.</p> <p>£1320</p>	<p>Children will have a toolkit to use in school and at home during difficult or challenging periods. The evidence of this will be that children will be happier and there will be less incidents in schools were children need additional help to solve friendship problems from adults.</p> <p>Disadvantaged children will be more happy and confident and therefore more ready to learn and concentrate in lessons.</p>	1,2,3,4,5
<p>School have opened school playground for 15 mins prior to lessons starting. This is to encourage parents to have children at school on time to avoid less disruption to the beginning of lessons.</p> <p>£1863.25</p>	<p>Disadvantaged children are in school before 9.00 allowing them a better start to the day. They are more engaged in Guided Reading as they join the lesson from the beginning and do not miss vital steps of learning.</p>	2,4
<p>Min-y-Don residential trip for children in Year</p>	<p>Whole class residential visit. Children will have the opportunity to develop life skills, develop friendships and excel in new areas.</p>	1,2,3,4,5

<p>5/6. School will contribute to the cost for disadvantaged children in Class 4. £2800</p>	<p>School have removed the cost barrier from this visit for our disadvantaged children to ensure those children are able to access and thrive during this visit.</p>	
<p>Staff behaviour training and mental health and wellbeing training. £1420</p>	<p>As mentioned in our statement we have the same expectation of our disadvantaged children as we do with our non-pp children. However we realise at times they may need additional support to deal with scenarios that may arise.</p>	<p>1,2,3,4,5</p>
<p>Lunch time clubs, activities and games supported by adults to help with friendships, build resilience, help vocabulary, offer enrichment activities and support behaviour. £3000</p>	<p>We want to offer our disadvantaged children support in all aspects of school life. This is through dealing with and navigating healthy friendships. We also believe that structured play can enable children to build good crisis management skills, build their independent vocabulary. We also use our skilled adults to offer enrichment experiences, learning to play the recorder, gardening club or eco council to help care for the environment and help the children become global citizens.</p>	<p>1,2,3,4,5</p>
<p>Additional reading books for disadvantaged children throughout school to increase their opportunities to read for pleasure. A lunch time reading club will be formed to introduce disadvantaged children to new authors and stories. School will then purchase books based on interests to provide children with opportunities they couldn't access otherwise. £2000</p>	<p>School is passionate about increasing reading for pleasure for all children however incentives run at home normally only reach children who are not disadvantaged. School will run a Reading club targeted at disadvantaged children to ensure they have quality time dedicated to reading for pleasure. This is to ensure these children know and understand the benefits of reading for pleasure however they will also be exposed to a rich and diverse world of stories and imagination which will benefit them in future years.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 62374.63

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The quality of education

At Bickerstaffe Primary School we are passionate about ensuring that our Pupil Premium funding contributes to an overall, non-negotiable vision that the achievement of every child matters to us, so that all children and families have the opportunity to thrive.

Pupils often make good progress (in spite of starting points on entry to reception that generally are consistently below national expectations), particularly those in receipt of Pupil Premium (PP), due to the consistently high-quality teaching, and evidence-based interventions, that they receive. However, teacher assessed data suggests that the COVID-19 pandemic has exacerbated previous effects of 'disadvantage' on learning outcomes, in spite of substantial efforts to overcome the environmental factors that came into play, e.g. laptops, food vouchers, phone calls home, supporting families mental health, remote learning, in-school bubbles for vulnerable children.

Published Data 2023

Progress and attainment at key stages 1 and 2

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

	2023 cohort/entries	Performance in 2023	2023 value	2023 nat value	1 year	4 year
Mathematics KS2 progress	16	Sig below national and 6th percentile	-4.2	0.0	—	—

▶ Non-significant data

- Of the 13 year 1 pupils, 4 did not meet the **phonics expected standard**. There were 4 pupil(s) that were screened for phonics in year 2 in 2023; 3 of those met the expected standard.

Teacher Assessments

Reading

	<i>On Entry</i>	<i>Autumn</i>
<i>Reception (5)</i>	<i>2/5 40%</i>	<i>4/5 80%</i>
<i>Yr.1 (5)</i>	<i>2/5 40%</i>	<i>2/5 40%</i>
<i>Yr.2 (8)</i>	<i>5/8 62.5%</i>	<i>5/8 62.5%</i>
<i>Yr.3 (6)</i>	<i>4/6 66%</i>	<i>4/6 66%</i>
<i>Yr.4 (7)</i>	<i>2/7 29%</i>	<i>2/7 29%</i>
<i>Yr.5 (6)</i>	<i>2/6 33%</i>	<i>2/6 33%</i>
<i>Yr.6 (3)</i>	<i>1/3 33%</i>	<i>1/3 33%</i>

Writing

	<i>On Entry</i>	<i>Autumn</i>
<i>Reception (5)</i>	<i>2/5 40%</i>	<i>4/5 80%</i>
<i>Yr.1 (5)</i>	<i>2/5 40%</i>	<i>2/5 40%</i>
<i>Yr.2 (8)</i>	<i>2/8 25%</i>	<i>2/8 25%</i>
<i>Yr.3 (6)</i>	<i>2/6 33%</i>	<i>2/6 33%</i>
<i>Yr.4 (7)</i>	<i>2/7 29%</i>	<i>2/7 29%</i>
<i>Yr.5 (6)</i>	<i>1/6 17%</i>	<i>1/6 17%</i>
<i>Yr.6 (3)</i>	<i>1/3 33%</i>	<i>1/3 33%</i>

Maths

	<i>On Entry</i>	<i>Autumn</i>
<i>Reception (5)</i>	<i>2/5 40%</i>	<i>4/5 80%</i>
<i>Yr.1 (5)</i>	<i>2/5 40%</i>	<i>2/5 40%</i>
<i>Yr.2 (8)</i>	<i>2/8 25%</i>	<i>2/8 25%</i>
<i>Yr.3 (6)</i>	<i>2/6 33%</i>	<i>2/6 33%</i>
<i>Yr.4 (7)</i>	<i>2/7 29%</i>	<i>2/7 29%</i>
<i>Yr.5 (6)</i>	<i>1/6 17%</i>	<i>1/6 17%</i>
<i>Yr.6 (3)</i>	<i>0/3</i>	<i>0/3</i>

Staff are aware of, and use, the EEF Teaching and Learning Toolkit and other similar resources to identify potentially effective approaches to maximise outcomes for all pupils. Additional focus is directed towards PP pupils, whatever their ability, in order to close attainment gaps between them and their non-PP peers within the school and nationally. Working with the local community where appropriate, we have constructed a curriculum that is ambitious and designed to give all pupils, particularly PP pupils, including those with SEND and those identified as most able, the knowledge and cultural capital they need to succeed in life. Key uses of the PP grant at Bickerstaffe School include: Targeted intervention, quality support during lessons, booster sessions, 1:1 interventions and catch up interventions.

Behaviour and attitudes

PP pupils' attitudes to their education are as positive as for their non-PP peers. They are committed to their learning, know and can describe how they learn best, regulate their behaviour well and are resilient to setbacks. PP pupils have high attendance, within the context of the pandemic, at levels close to those of other pupils in the school, exceeding figures for PP pupils nationally and approaching those for national non-PP children (2019 data). When individual pupils and families are struggling with attendance we take appropriate, swift and effective action, drawing on a range of tools to remedy the situation, including some that are funded by the PP grant. Actions and approaches used in the context of behaviour and attitudes include lunch time clubs, Mental health & Wellbeing support and school counsellor.

Personal development

We consistently promote the personal and social development of PP pupils, so that they have access to a wide, rich set of experiences. In recent times, the COVID-19 pandemic has curtailed and limited most of the opportunities previously undertaken. In view of this, pastoral care became a priority with the following systematic but tailored support mechanisms being implemented. [No Outsiders PSHE scheme of work, Yogi Mental Health & Wellbeing, The Shine Programme and our school counsellor. However, recognising the changed post-pandemic landscape, we are in the process of reintroducing, and modifying where necessary, previous provision as government restrictions are lifted. We have in place an increasing range of opportunities for all pupils to develop their talents and interests. The curriculum extends beyond the academic and provides well for all pupils' broader development, including those in receipt of PP. The funding supports our work to enhance pupils' spiritual, moral, social and cultural development, with approaches including those mentioned above. The curriculum and the school's effective wider work support PP pupils to be as confident, resilient and independent as their non-PP peers, and to develop their strength of character equally well.

Leadership and management

Leaders ensure that teachers and support staff receive focused and highly effective professional development that equips them to provide high-quality teaching and learning experiences for all pupils. We are supported in our efforts by SHARES Lancashire, an innovative and unique cluster, developed by forward thinking primary school leaders to identify and tackle challenges likely to impact on our children's ability to fulfil their true potential.

The cluster provides regular, high quality and systematic training for staff, as well as platforms and opportunities for adults and children to work together sharing exemplar practice. The cluster works collaboratively with local councils and wider agencies, both statutory and non-statutory to effectively help meet the needs of children and families who have been identified 'in need of additional support.'

Examples of this work include:

- Holiday programmes*
- Holiday Activity and Food rollout*
- DHSC funded isolation support*
- Behaviour Improvement support*
- A+T and Aspiration events*
- Adult and family learning opportunities*
- Healthy eating and wellbeing programs*
- Parenting support*
- Sporting and non-sporting competitions*

Engagement opportunities are focused on the particular challenges faced by our pupils, especially those in receipt of PP, and their purpose is therefore very clear. School leaders, including governors, are aware of the amount of Pupil Premium Grant and Recovery funding available to the school, and a three-tiered Pupil Premium Strategy, published on the school website and updated termly, provides detail about how the grant is being used and the rationale behind the choices made. Monitoring and evaluation are a key part of this strategy, and a variety of data-types, including relevant academic tracking, is used to provide timely feedback and inform future use of the funding. School leaders, including governors, have regular oversight of our PP provision, and are involved in making well-informed decisions about its current and future use. The school improvement plan and headteacher’s reports to governors include references to PP funding so that the links between these key documents are genuinely dynamic.

Early years provision

At Bickerstaffe CE Primary we recognise the importance of addressing challenges faced by families and pupils as early as possible. Staff draw on the EEF Early Years Toolkit when deciding which approaches are most likely to support the highest possible quality of learning in our setting. Key examples of our use of the Early Years Premium and Pupil Premium Grant include enhancing our continuous provision, diverse and exciting stories. Extra learning opportunities to enhance their learning through visits, trips and visitors in school.

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<i>How did you spend your service pupil premium allocation last academic year?</i>	<i>Offering after school clubs as both children had arrived at the beginning of the first lock down and had struggled to make friendships.</i>
<i>What was the impact of that spending on service pupil premium eligible pupils?</i>	<i>Extremely, both children are settled and have made strong and secure friendships.</i>