

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.

In line with research by the EEF (Sutton Trust's report 2011), the pupil premium plan at Robert Bakewell continues to reflect the importance of quality first teaching (QFT) in closing the attainment gap between disadvantaged pupils and their peers. Due to the widening of the gap (as a result of interruptions to face-to-face teaching for a number of pupils over the past two years) we have adapted our approach accordingly. QFT is more important than ever at Robert Bakewell and so we are working incredibly hard to reform our curriculum to reflect this. The focus is on repeated exposure to vocabulary (Closing the Vocabulary Gap by Alex Quigley) and a more consistent systematic approach to lesson planning and delivery (Rosenshine's Principles in Action) which enables children to retrieve prior learning in order that they may build on solid foundations throughout their time at primary school and beyond- knowing more and remembering more. At Robert Bakewell, we see the importance of placing reading at the heart of our curriculum. As part of our curriculum development, we have ensured that children are being exposed to a range of high quality literature throughout the curriculum as well as enhancing our provision of a culture of reading for pleasure. As always, we are encouraging the involvement of our families in our efforts to foster a love of reading for all of our children and therefore our disadvantaged pupils. But equally, we have recognised that not all of our children live in an environment that is conducive to the level of enthusiasm and encouragement around reading necessary for a child to really thrive in this area. We have adopted a more consistent approach to phonics teaching; investing heavily in all teachers being trained in systematic synthetic phonics. This is embedded within an environment which ignites children's enthusiasm for literature with extra opportunities to enjoy reading and to be read to.

Last year, in order to create a strong foundation for QFT, class sizes remained small. When compared to other approaches, this has proven to be of limited impact for our children: findings supported by an increase in the attainment gap for our disadvantaged pupils. While this is no doubt due in some part to interruptions in education over the past two years, the emphasis for us as a school is to recover gaps in learning and enable accelerated progress for all of our pupils and therefore our disadvantaged pupils. Additionally, to further support these pupils, we are moving towards a greater focus on high quality intervention. We began to invest in this at the end of the academic year 2020-21 and will continue to do so over the next academic year. We are providing further training for LSAs in reading and maths as well as whole school phonics training. In addition to this, we are providing ELSA training for LSAs across the school to support the emotional well-being of our pupils. These sessions will run alongside our existing provision for children and their families provided by our welfare team; up-to-date whole school training in teaching well-being through RSHE lessons; and our school farm.

Due to the recent changes to the curriculum and its delivery, we have adopted a three-year plan to allow time to embed these new practices and to continue to develop the level of training and coaching of all of our practitioners in order that we may measure the impact effectively.

School overview

Detail	Data
School name	Robert Bakewell Primary School
Number of pupils in school	286 of which 96 are PP
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jon Bishop
Pupil premium lead	Katie Dixon
Governor / Trustee lead	Donna Sherratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 128,144.50
Recovery premium funding allocation this academic year	£ 13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£141,339.50

Part A: Pupil premium strategy plan

Statement of intent

At Robert Bakewell, inclusive and holistic education is at the heart of all we do. We strive to work together with the whole community in building life-long learners who have raised ambition; are ready for the wider world; and have a strong sense of resilience. As a school we aim to provide the same high quality of education for our disadvantaged pupils as all other pupils with an inclusive curriculum centred around retrieval practices and metacognition; giving all children the opportunity to reach at least the expected standard in reading, writing and maths. All staff are receiving up-to-date training and internal coaching which enables them to confidently deliver a newly developed, research based curriculum. We aim to deliver a vocabulary rich curriculum with reading at its core whilst fostering a life-long love of reading. *'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status'* (OECD, 2002) and so to give our pupils the best life opportunities, the importance of creating skilled readers who choose to read cannot be overstated. Leaders, teachers and non-teaching staff are responsible for and committed to the success of all pupils. Our whole school approach is to recognise the individual needs of our children both academically and socially with additional provision and welfare support for our children and their families, alongside the best quality education that we can provide, supported by current research.

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils and their families have social and emotional difficulties which impact children's ability to engage with lessons. Low income families and families living below the poverty line are under increased stress in the home.</i>
2	<i>Low parental engagement with the curriculum affects children's engagement with reading outside of school as well as overall aspirations. A large number of pupil premium pupils are reluctant readers.</i>
3	<i>Pupils have limited experiences beyond immediate home-life which limits language acquisition. Oral language skills are below average for a greater proportion of our pupil premium children than other pupils when they start school</i>
4	<i>Low attendance and persistent absenteeism affect overall progress and attainment of pupil premium children</i>
5	<i>Lockdowns 2020 and 2021 have increased GAPs in learning for children who were unable to access some areas of the curriculum during these times. This is particularly evident in Reception and Year 3. The school has an increased number of non-verbal pupils starting school in foundation. A lack of formal education for some pupils has led to a decrease in children's ability to communicate and therefore access the curriculum.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (Sept 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria: How will you ensure it is implemented?
<i>Improved social and emotional well-being of children who are equipped with the skills to manage their emotional needs</i>	<p>Children's behaviour is not impacting their learning negatively</p> <p>Children can concentrate in lessons</p> <p>Children can articulate and use the techniques which support their emotional well-being</p> <p>Children are accessing the welfare team and ELSA for additional support</p> <p>RSHE is being taught consistently across the school</p>
<i>Pupil Premium children to make at least the expected progress in writing and maths</i>	<p>A spiral curriculum implemented with daily, weekly and monthly retrieval within and across subjects</p> <p>Children are able to retrieve and build upon prior learning</p> <p>Children are able to articulate how they learn and how they remember</p> <p>Rosenshine's principles of learning are an embedded practice across the school</p>
<i>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/KS1; those who have fallen behind as a result of lockdown make accelerated progress in order to achieve the expected progress at the end of KS2 or exceed prior attainment standards</i>	<p>Intervention delivered by qualified teachers and trained LSAs</p> <p>QFT</p> <p>Whole school development to create a curriculum which takes in to consideration the needs of all pupils by fostering retrieval practice is evident in all classrooms</p> <p>CPD for LSAs</p> <p>LSAs upskilled to deliver purposeful intervention</p> <p>Reading strategies are taught discretely and embedded across the curriculum</p> <p>A reading rich curriculum is provided for all children</p>
<i>Children who start below the expected standard make accelerated progress in KS1</i>	<p>Use of a systematic synthetic phonics scheme embedded across the school</p> <p>All staff are trained in the delivery of systematic synthetic phonics</p> <p>Speech and language support and intervention is provided</p> <p>Reading strategies are embedded in the teaching of reading using the Scarborough Reading Rope</p>

<p><i>Attendance to be in line with national</i></p>	<p>Communication with parents is made a priority Work is undertaken by the welfare team to understand the needs of families and offer appropriate support</p>
<p><i>Every child receives teaching which is good and frequently outstanding.</i></p>	<p>On-going training for teachers and support staff to enable them to deliver a curriculum which builds on prior learning and enables retrieval through a range of proven research based techniques and strategies Children can articulate their learning and retrieve prior learning in order to build on this</p>
<p><i>Parents are involved with the curriculum</i></p>	<p>Parent/carer curriculum meetings to inform about curriculum changes and ways to support children with their learning Videos are provided for parents to inform about the teaching of phonics lessons and how they can help at home Meeting/video for parents about the importance of reading at home Coffee mornings Parents/carers invited into school for enrichment days Celebration of children's work on social media</p>
<p><i>Children make progress in line with their peers in reading at the end of KS2</i></p>	<p>School library design is developed by pupil premium pupils Library is developed and accessed by every year group at least weekly- run by LSA with support of pupils including pupil premium pupils Enjoyment of reading is fostered by the whole staff team Staff are modelling their enjoyment of reading as well as demonstrating 'how to read' and understand a text Staff are supporting their teaching of reading with research Reading is embedded across the curriculum Children are exposed to daily reading Long term plans reflect the use of fiction, non-fiction and poetry every term in every classroom.</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: [£23,102.79]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p><i>CPD for teachers: developing knowledge of teaching a broad and balanced curriculum through in house training.</i></p> <p><i>Development of teachers understanding of the importance of vocabulary, questioning and retrieval practice.</i></p>	<p>A key factor for attainment and progress is effective teaching, as highlighted by Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. In accordance with this, a robust broad curriculum, which builds on prior learning and is being delivered effectively, is of the utmost priority.</p> <p>According to the EEF attainment gap report 2017: "The quality of teaching in formal education holds huge potential in reducing... the attainment gap" and therefore has to be our number one priority.</p>	5	£529.53 for books
<p><i>CPD for teachers with the focus on reading skills and how to model these to enable high quality teaching for all in reading lessons as well embedding reading across the curriculum.</i></p> <p><i>Release of curriculum lead.</i></p>	<p>Closing the Reading Gap by Alex Quigley outlines the importance of teacher knowledge in the teaching of reading.</p> <p>Reading Reconsidered by Doug Lemov demonstrates how to teach reading and is accessed by teachers at Robert Bakewell when planning for discrete reading lessons.</p>	2	£32.21 for books Release of curriculum lead £61.04

CPD for LSAs: Release time for LSAs to receive in house training/shadow in Maths for KS1 and KS2	Research by the EEF not only outlines that small group and one-to one intervention (up to 5 additional months catch-up) 'EEF Impact of School Closure on the Attainment Gap' can have the highest impact, they also outline the impact that LSAs can make given the right support and training, recommending the use of high quality, small group intervention (EEF Guidance report into Making the Best Use of Teaching Assistants 2021)	4/5	3 LSA x 2 days £390
CPD for LSAs: Release time for LSAs to receive in house training/shadow in reading skills intervention for KS2		4/5	3 LSA x 2 days £390
Recruitment of additional LSA for targeted intervention 2/3			£8,815
ELSA training	EEF teaching and learning toolkit- social and emotional learning suggests children can make +4 months progress when provided with interventions into self-management of emotions.	1	£4,100
MLT monitoring of books and teaching plus additional release time for coaching and away day	In order to monitor the implementation of the curriculum changes and the five part lesson - in accordance with Rosenshine's principles of learning – regular drop-ins and book looks are scheduled into the monitoring cycle	5	Release of 4 x MLT (once per term) plus release for coaching from external support £2,220 + £2,220
SLT coaching of MLT in monitoring and evaluating		5	£2,220
Whole school Jigsaw training	Evidence from the EEF's Teaching and Learning Toolkit The EEF outlines the importance of Social and Emotional Learning. This starts with explicit teaching of skills which will help the children to recognise and manage their emotions. All staff trained in 2021/22 to deliver the whole school scheme, weekly.	1	£1,925 + £200 training
SALT staff training including assessment of individual children and follow up resources provided by external agency	EEF guidance report 'Preparing for Literacy' outlines the importance of targeted support which is to be delivered in small group and where appropriate one-to-one sessions following external assessment, training	5	TBC

	and support from fully qualified speech and language therapists.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: [£46,306.85]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p><i>Intervention delivered by HLTA 4 days per week (2 days and 2 days)</i> <i>Reading intervention in KS2</i> <i>Year 6 catch up intervention</i></p>	<p>In addition to afore mentioned research into targeted intervention by the EEF, the DfE report that: '...Compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.'</p> <p>HLTA received external training in delivering Reading intervention in accordance with research by the EEF 'Teaching Assistant Interventions': <i>"Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes..."</i></p> <p>The use of highly skilled and trained LSAs for intervention is further reported on by the EEF: <i>"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."</i></p>	4/5	£13,520
<p><i>LSA Intervention across KS1 and KS2 maths (5 days per week)</i></p>	<p>The use of 'First Class @ Number' for intervention is supported by the EEF's <i>Promising Project</i></p>	4/5	£18,200

	<i>Evaluation</i> and is used by Robert Bakewell to support with number and calculations to enable children to access the maths curriculum in their classroom. This is supporting a 'keep-up not catch-up' approach which relies on providing interventions which do not remove children from the same classroom learning as their peers but provides additional support.		
<i>ELSA sessions</i>	Alongside explicit teaching of SEL (in accordance with guidance from EEF Teaching and Learning toolkit) children at Robert Bakewell require additional support with well-being and mental health.	1	£1,560
<i>Phonic intervention KS1 and KS2</i>	In order to provide a 'keep up not catch up' approach in Early Years and plug gaps in learning across the school in phonics and Early Reading, intervention is provided by trained practitioners which does not remove pupils from their whole class learning. This is in line with the EEF's guidance into high quality intervention.	1/2	£3,900
<i>KS1 Reading groups</i>		2/3	£1900
<i>Speech and language intervention support for ppm pupils in Early years following training</i>	As stated in EEF guidance report 'Preparing for Literacy' targeted early speech and language support can help 'struggling' children as long as adults have been trained to deliver the intervention.	5	£2,800

Reading club in KS1 and KS2	According to the OECD 'Reading for enjoyment is an important part of the engagement in reading that helps students perfect their reading skills' Furthermore, 'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (OECD, 2002).	2/3	2 teachers x 3 hour sessions per year £189.90 Weekly club x 2 teachers £1,234.35
Book vending machine			£1,350
Library revamp including furnishings			£1,000
Providing book boxes for families without books at home	The Dfe Research Evidence on Reading for Pleasure cites (PIRLS, 2006; PISA, 2009) which found that 'Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.'	2/3	£300
Access to music lessons: Guitar and piano	The Arts Education Review (2015) commissioned by the EEF looked at a range of research across hundreds of studies and found that music can have a positive impact not only on cognitive development but also social and emotional well-being.	1	£352.60
Family members reading to pupils plus reading volunteer through 'Schoolreaders'	The EEF review of evidence on parental involvement reports that, 'parental engagement can have a positive effect on a child's academic attainment – regardless of age or socio-economic status.' The report: <i>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice (September 2019)</i> offers practical suggestions to support home learning including	2/3	Volunteer basis

	<i>promoting a shared reading book.</i>		
<i>Family members enriching curriculum with employment/experience days</i>	While evidence of impact among disadvantaged pupils of improving aspirations is low (according to EEF) involving families in their children's education is vital for closing the gap and this is the reason for this particular approach.	2	Volunteer basis

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

Budgeted cost: [£71,929.87]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Communication with parents by office staff and/or welfare team to offer support to parents/carers</i>	Recommendations by the EEF in their report 'Working with parents to support children's learning' outline the importance of careful communication with parents to build an equal partnership. This has been an important development in school improvement at Robert Bakewell and so it is important that we continue to focus on this area.	4	Welfare lead teacher £17,500 LSA welfare support £18,200 SENCo Additional day on contract for welfare/pp link £11,150
<i>Farm staff and upkeep</i>	In line with wider strategies to support children's well-being. The farm is used to teach children about responsibility.	1/3	£7,800
<i>Creation of allotment</i>		1/3	4 hours per week £1,560
<i>Subsidising enrichment activities in school time</i>	In order to ensure that all children benefit from equal opportunities to access a broad curriculum, we will continue to subsidise activities which are used to improve access to and enhance understanding of, learning. Alongside this, it is vital that children can feel part of the community and focus on their learning by wearing the expected uniform.	3	50% for ppm trips £62.50 £67.50 £607.50 £950.00 £2025.00 Total: 3,712.50
<i>Access to out of school enrichment including afterschool clubs</i>		3	£1,000
<i>Subsidised school uniform</i>		1	£3676.10

Release of Reading curriculum lead to organise pupil premium pupils input into developing the library Additional days for staff to level books	'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (OECD, 2002) and so we are working hard to ignite this passion in all of our learners.	2	£189.90 8 days: £1,646.08
Whole school reading incentive rewards		2/3	Use of welfare team already accounted for Cost of reading rewards £100
Parent coffee mornings	Recommendations by the EEF in their report 'Working with parents to support children's learning' outline the importance of building 'trusting relationships' and an 'informal welcoming environment...'	2	Release 1 x SLT 1 hour per week £1,279.98
Food parcels supplied at set times throughout the year for families currently accessing foodbanks		1	Voluntary church contributions
Monitoring of RSHE curriculum across the school	EEF Guidance report on 'Social and Emotional Learning' (September 2019) outlines the importance of monitoring the implementation of an SEL curriculum in order to evaluate the impact of actions taken.	1	£379.08 release of MLT x 2 days
Counselling service		1	£3,736.23

Total budgeted cost: [£141,339.50]

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.

Previously, the pupil premium plan at Robert Bakewell reflected research by the EEF (Sutton Trust's Report 2011) which suggests that quality first teaching is the most successful approach in closing the attainment gap between disadvantaged pupils and their peers. In accordance with this, our class sizes remained small. However, as outlined by EEF toolkit, class size has limited impact. Due to both the limited impact that this has proven to have for our pupils and the need for accelerated progress and targeted work to fill gaps for disadvantaged pupils, we are moving away from smaller class sizes and shifting our focus to a retrieval based curriculum and high quality intervention. In order that all children receive quality first teaching, intervention will complement the keep-up not catch-up approach whereby all children receive whole class teaching.

An important focus in the academic year 2020-21 was to provide the highest standard of education possible to our disadvantaged pupils both on and off-site during lockdown. In order to do this, we offered education on-site to all ppm pupils: 58% of our ppm pupils accessed this during the partial school closure. For those who did not access on-site education, laptops and internet access were provided for eligible pupils and teachers kept in regular communication with families to support with learning at home.

Despite this, internal assessment of pupils (see below for teacher assessments plus 2019 statutory data) highlights that the progress of pupil premium pupils overall has been impacted by the interruptions to education over the past two years.

3 year trend	Jul-21			Jul-20			Jul-19		
	Overall	PP	National (2019)	Overall	PP	National (2019)	Overall	PP	National (2019)
EYFS - Good level of development	42%	28.6%	71.8%	59%	30%	71.8%	80%	75%	71.8%
Y1 Phonics screening	57.5%		82%			82%	87%	78%	82%
	Overall	PP	National (2019)	Overall	PP	National (2019)	Overall	PP	National (2019)
KS1 Math EXS	41%	8%	76%	64%	50%	76%	77%	25%	76%
KS1 Maths GD	5%	8%	22%	13%	11%	22%	0%	0%	22%
KS1 Reading EXS	41%	0%	75%	64%	44%	75%	77%	50%	75%
KS1 Reading GD	0%	0%	25%	15%	17%	25%	23%	0%	25%
KS1 Writing EXS	30%	8%	69%	54%	39%	69%	77%	25%	69%
KS1 Writing GD	0%	0%	15%	8%	6%	15%	23%	13%	15%
	Overall	PP	National (2019)	Overall	PP	National (2019)	Overall	PP	National (2019)
KS2 Combined EXS	64%	39%	65%	39%	27%	65%	47%	36%	65%
KS2 Combined GDS	12%	0%	11%	15%	7%	11%	21%	0%	11%
KS2 Math EXS	72%	50%	79%	41%	33%	79%	59%	36%	79%
KS2 Maths GD	16%	0%	27%	8%	13%	27%	21%	0%	27%
KS2 Reading EXS	66%	44%	73%	46%	40%	73%	65%	64%	73%
KS2 Reading GD	16%	0%	27%	20%	7%	27%	21%	18%	27%
KS2 Writing EXS	74%	61%	78%	46%	33%	78%	76%	55%	78%
KS2 Writing GD	12%	0%	20%	20%	7%	20%	21%	9%	20%
KS2 GPS EXS	74%	56%	78%	48%	52%	78%	71%	55%	78%
KS2 GPS GD	14%	0%	36%	20%	23%	36%	31%	27%	36%

Another focus of the last academic year was the welfare of pupils and their families. Support was provided by LSAs and the welfare team to those who required it in the form of home-visits; daily phone calls; and in school support for those accessing education on-site. The impact of the pandemic is still prevalent for our families and so while the welfare support and ELSA will continue

in school, this will be given greater emphasis with an increase in ELSA trained staff and greater use of the farm for enrichment and well-being for those pupils who are entitled to pupil premium funding. The absence of low-level disruption in classrooms suggests that the work being done by the welfare team and through ELSA intervention is having a positive impact on well-being and needs to continue.

Analysis of internal data points to a need to improve the provision for pupil premium pupils further, in order to narrow the attainment gap. The impact on attainment will be monitored through the implementation of curriculum changes; the greater focus on reading which begins with a consistent systematic synthetic phonics scheme delivered by trained practitioners; a greater focus on reading for pleasure; and greater opportunities for parental involvement with our curriculum.

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

Service pupil premium funding (optional)

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

Further information (optional)

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Area under Review	Date last updated
All areas updated	December 2021
Recovery premium spend	March 2022
Targeted academic support including reading for pleasure/library resources/additional LSA support	May 2022
School uniform costs	June 2022
Subsidised music lessons cost	June 2022
Subsidised school trip costs	July 2022