



# Pupil premium strategy statement

## Baldwins Gate CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Baldwins Gate CE Primary School
Number of pupils in school (excluding Nursery)	177
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	16 <sup>th</sup> November 2021
Date on which it will be reviewed	September 2022 Reviewed July 2023 Next review
Statement authorised by	
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,110
Recovery premium funding allocation this academic year	£760.00 (Sept 21) £760.00 (Dec 21)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,630

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at Baldwins Gate Primary School is to ensure that all pupils, irrespective of gender, ethnicity, background or ability are challenged, make progress and achieve academically, socially and physically. We do this by ensuring we deliver quality first teaching (School Development Plan Objective 1).

To ensure disadvantaged pupils make progress which is maintained we:

- Use a wide variety of assessments to identify the point or area of misunderstanding or reinforcement.
- Use targeted intervention with an individual or small group to ensure early action is taken. This delivery will be by a classroom TA or SEN TA and monitored by the class teacher and SENCO. This will be reviewed and further actions taken if needed.

To ensure that disadvantaged children develop holistically, academically and also socially and emotionally, we have an ethos of raising self-esteem, fostering emotional resilience, independence and growing a strong self-worth and “I can do” attitude (School Development Plan Objective 2).

We recognise (EEF Foundation) that language can be a barrier to learning. Through our involvement with the Royal Shakespeare Company Associate School’s programme (RSC) and emphasis on the spoken and written language, we equip our disadvantaged children with this basic need both for learning and social and emotional development.

## Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils have additional needs necessitating further interventions.
2	The spoken language and understanding of our pupil premium Key Stage 1 pupils is poor. This is particularly true of emotional language of feelings and empathy.
3	Higher order thinking skills, alongside processing independence and resilience are also poor amongst our pupil premium children.
4	Some of our disadvantaged children are PLAC children with additional difficulties of attachment and trauma.

## 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
To act as the point of need to boost attainment for all pupil premium pupils. Delivered through one to one or small group interventions by class TA or SEN TA, monitored and reviewed by class teacher and SENCO.	From their point of learning (last summative assessment), children will make progress across the curriculum.
To monitor progress termly of all pupil premium children to ensure sustained progress is consistent across the curriculum.	To ensure accountability for monitoring progress, each term the progress of pupil premium children will be: <ul style="list-style-type: none"> <li>• Discussed with SENCO and SEN Governor</li> <li>• Compiled in a report to be presented to governors as part of the Headteacher's Report.</li> <li>• Discussed and evaluated.</li> </ul>
To support vulnerable pupils in social and emotional issues. By providing support and strategies as recommended in ELSA and attachment and trauma training.	All pupil premium children will be given the opportunity to express their ideas and through pupil voice to articulate their strengths and challenges.
Being aware at all times of the impact of attachment on learning and social and emotional development.	Staff will monitor pupil premium social and emotional learning and discuss with SENCO and SLT.
To raise awareness of vulnerable children, with particular reference to Key Stage 2, of the	Programmes will be delivered/raised knowledge skills and strategies expressed

dangers online (vulnerable pupils with low self-esteem being more susceptible to being influenced).	through work voice.
To promote online safety and develop strategies and resilience.	All pupil premium children, through safeguarding lead interviews, will be able to identify internet dangers and strategies they can use to combat these.
To enrich the language development of disadvantaged pupils through the RSC programme.	<p>Pupil progress in both spoken and written language will be monitored termly by English lead to evidence:</p> <ul style="list-style-type: none"> <li>• Improved use of vocabulary.</li> <li>• Improved grammatical accuracy in sentences.</li> <li>• Increasing knowledge of words and their meaning.</li> </ul> <p>Reading interviews will form part of this.</p>
To ensure that all disadvantaged pupils can fully engage in school life, including extra-curricular activities.	All pupil premium children will have equality opportunities both within and outside the curriculum. Monitored by governors.

## 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: £ 1,190

Activity	£	Evidence that supports this approach	Challenge number(s) addressed
Attachment and Trauma Staff Training	£350		1, 4
ELSA Training for SEN TA	£450		1, 4
Classroom Monitor staff training	£390		1

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

Budgeted cost: £ 23,354

Activity	£	Evidence that supports this approach	Challenge number(s) addressed
Classroom Monitor Subscription and training	£429		1
SEN TA (.8)	£18,900		1, 2, 3
TA support/interventions throughout KS1 and KS2 4 hours per week.	£3,387		1, 3
Toe by Toe resources	£200		1
Nessy Interactive resources	£438		1

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

Budgeted cost: £1,000

Activity	£	Evidence that supports this approach	Challenge number(s) addressed
Support for Outdoor Education/Residential Years 3-6	£1,000		4

Total budgeted cost: £25,544  
 Pupil Premium Funding: £22,630

## 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.

Pupil Premium Results using internal assessments 2020/2021 Academic Year			
End of EYFS	% PP achieving ELG Reading	% PP achieving ELG Writing	% PP achieving ELG Number
	100%	66%	100%
End of Key Stage One	% PP achieving Expected Standard or Higher in Reading KS1	% PP achieving Expected Standard or Higher in Reading KS1	% PP achieving Expected Standard or Higher in Reading KS1
	33%	33%	0%
End of Key Stage 2	% PP achieving Expected Standard or Higher in Reading KS2	% PP achieving Expected Standard or Higher in Reading KS2	% PP achieving Expected Standard or Higher in Reading KS2
	75%	75%	75%

### 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*