



**JOHN MILTON
ACADEMY TRUST**

Ambition • Aspiration • Excellence



**Bacton
Primary School**

WORKING TOGETHER, AIMING HIGH

Pupil Premium and Recovery Premium Strategy Plan

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	Bacton Primary School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	2022-23 academic year = 38 pupils 29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	6.12.22
Date on which it will be reviewed	6.12.23
Statement authorised by	Tessa Sait (EHT)
Pupil premium lead	Angela Thomas
Local Board Member / Trustee lead	Anne Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,115.00
Recovery premium funding allocation this academic year	£5076
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54191.00

Part A: Pupil Premium Strategy Plan

1. Statement of intent

At Bacton Primary School, we aim to provide all children with an inspiring and fostering educational experience. We want all children to feel valued and supported in their education and work hard to remove any potential barriers that may prevent or limit their ability to engage with school and make good academic progress.

We recognise the role we play in ensuring all children experience diverse social, moral, spiritual and cultural experiences and that it is imperative that we offer these opportunities to give all children the opportunity to have high aspirations for themselves and our community.

This strategy has 4 key objectives for our disadvantaged pupils:

- ❖ **To improve progress and attainment through quality first teaching**
- ❖ **To enrich students' lives through new opportunities and a creative curriculum which increases cultural capital whilst supporting literacy and numeracy**
- ❖ **To encourage excellence through positive learning behaviour and well-being**
- ❖ **To reduce personal barriers to learning**

Our Pupil Premium strategy plan sets out the varied ways in which we support and enrich the lives of our pupils. It details the ways that we have tailored our curriculum; the additional targeted interventions and booster groups that we offer to support academic progress and close any gaps that pupils have in their learning. It also details the individual and personalised supports that we are able to offer in terms of pastoral care and support for wellbeing needs. Through these strategies we intend to successfully give every pupil the childhood experiences that they deserve- a high quality education; inspiring culturally significant experiences and time spent with kind and caring role models who nurture their curiosity and enthusiasm for learning.

2. Challenges

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

Challenge number	Detail of challenge
1	<i>Gaps in learning due to school closures as part of the COVID 19 pandemic:</i> In Key stage 2: missing learning due to COVID closure and periods of absence, readiness for UKS2 learning demands, access to daily practising of reading, spelling, handwriting and counting and times tables skills. Reduced access to cultural life experiences during lockdown has impeded children's knowledge of activities, people and places that inspire creativity and stimulus for writing as well as stamina due to lack of practise.

	<p>In Key stage 1: missing learning due to COVID closures and periods of absence, daily practise of reading, phonics, handwriting/ fine motor and counting skills. Reduced access to cultural life experiences during lockdown has impeded children’s knowledge of activities, people and places that inspire creativity and stimulus for writing as well as stamina due to lack of practise.</p> <p>In EYFS: School readiness due to missing nursery/pre-school provision during lockdown. Speech and language – opportunities for speech during lockdown reduced due to pre-school/nursery closure, minimised contact socially (peers) and with adults.</p>
2	<p>Slow progress from starting points in English</p> <p>Reading Lack of stamina for reading longer texts plus deficit in clarifying skills caused by vocabulary gap.</p> <p>Writing Lack of stamina for writing at length, slow development and poor application of spelling knowledge, maintaining good presentation skills and developing formal writing styles using Standard English.</p>
3	<p>Speech and language deficit. Vocabulary gap identified for some pupils on-entry to school.</p>
4	<p>Lack of opportunities for cultural experiences</p>
5	<p>Familial support and engagement before and after school. Re-engaging with families previously kept “at arm’s length” due to COVID regulations</p>

3. 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and pupil perception interviews.
Progress in reading	Achieve national average progress scores in KS2 Reading
Progress in writing	Achieve national average progress scores in KS2 Writing
Progress in Maths	Achieve national average progress scores in KS2 Maths
Provide opportunities for the cultural and spiritual development of pupils and the building of cultural capital.	Positive feedback from pupil perception surveys and parental questionnaires.

	Enriched detail evident in book looks and in pupil interviews.
Engage effectively with parents, carers, the local community and all stakeholders to ensure best outcomes and experiences for the pupils within the school.	<p>Positive feedback from pupil perception surveys and parental questionnaires.</p> <p>Enriched detail evident in book looks and in pupil interviews.</p> <p>Reading, Writing, maths and Combined to reach FFT 20 targets in Year 2</p> <p>Reading, Writing maths and Combined to reach FFT 20 targets in Year 6</p> <p>All other year groups to be progressing in line with FFt 20 flightpath</p>

4. 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.

4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Up to £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention	EEF- 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school'	1,2
Further embed the Trust approach for the teaching of reading.	<p>Ensure new staff (especially ECTs) are trained in DSR/DR and that subject lead monitoring leads to improved teaching practice and outcomes for pupils.</p> <p>All staff to receive update training, when required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
Implement Trust approach for the teaching of phonics.	<p>Embed practise of using bugclub to teach phonics in Reception and key stage one.</p> <p>Implement Rapid phonics, an intervention tool for children that require additional phonics support.</p> <p>Engage with the Myland Trust (hub school) to support further development in phonics and early reading. CPD and subject lead</p>	1, 2

	<p>monitoring is developed to support improved outcomes for pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	
<p>CPD opportunities for all staff on supporting children with special educational needs including SEMH using the EEF 5-a-day approach.</p>	<p>The EEF have identified 5 key evidence based recommendations to support pupils with SEND. Our CPD opportunities focus on these 5 areas and are our focus for how we implement support for learners. We will particularly focus on developing metacognition and self regulation strategies and how to effectively model and scaffold.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/sendhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effectiveprofessional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 3
<p>Embed the agreed PSHE and RSE and RE topics into the school's long term plan.</p>	<p>Teachers all have access to the agreed programs (Discover and Jigsaw) and are providing both support and challenge within their planning.</p> <p>PSHE/ RSE and DSL Trust working party to work on further developing a trust wide approach to the delivery of PSHE and RSE.</p>	4
<p>Teacher retention</p>	<p>Trust lead practitioners employed within school for maths, English and KS1. Member of staff with responsibility for Inclusion.</p>	1, 2, 3, 4,5

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

Budgeted cost: Up to £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver speech and language, reading, spelling, phonics, early number and times tables Intervention booster groups.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Implement Rapid phonics screening and intervention package to targeted groups.</p>	1, 2, 3

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Implement PiXL interventions to targeted individuals and groups. (Reading, spelling, maths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Implement bespoke interventions based on tailored needs in handwriting, sentence construction, punctuation and grammar.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Implement Nuffield NELI intervention for EYFS language development</p>	
Homework support	<p>EEF Toolkit- +4 months for effective engagement with homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2
TT Rockstars	<p>Average speed of responding from 4.5 seconds to 3 seconds per question following use of TT rockstars over a 4 month period (meaning increased time in examination for answering questions) 1,2, 4 5</p> <p>https://shinetrust.org.uk/case-study/timestables-rock-stars/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf (particularly recommendation 3 ad 4)</p>	1,2
Implementation of agreed phonics programme, Edshed Spelling and Twinkl Handwriting, including CPD and resources	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Children have access to Edshed spelling and phonics at home and at school. Individual attainment and usage is tracked and targeted support given.</p>	
Implement Nuffield NELI intervention for EYFS language development	<p>100% new intake and Year 1 cohort have been assessed using NELI, target groups have been identified.</p>	3

	<p>Interventions delivered based on need identified. This will form part of a plan, do review cycle for early identification and support of SEND needs.</p> <p>Enriched practise in the classroom from practitioners completing CPD courses.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
Teacher led booster classes for KS2	100% PPG and other vulnerable groups to be invited to classes which extend the school day to improve maths and reading skills	

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

Budgeted cost: Up to £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support and engagement to access and engage with school life.</i>	<p>Support with purchasing uniform and equipment- School to have stock of uniform items (second hand when available) and bags, water bottles to provide for pupils.</p> <p>Provision of breakfast/ breakfast club/ after school care- Pupils to have access to breakfast and after school clubs. Healthy breakfast food and drinks always available in school to offer to pupils that arrive hungry. Calm, quiet space (Rainbow room) in which to eat, talk with a familiar adult and prepare for the rest of the day</p> <p>Individual support for families for specific needs- Specific targeted support for individual family needs, for example- persistent lateness. Working with the family to provide strategies, parenting advice and involvement with family support, charities, social care agencies as required. This support will be delivered in a targeted and tailored manner. Evidence through attendance and punctuality data.</p> <p>Opportunities for parents and carers to come into school for workshops, exhibitions and shared learning experiences.</p>	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Lunchtime activities (play leaders and clubs)	<p>A behaviour intervention to support improved conduct of students in social time and development of key social skills.</p> <p>https://evidenceforlearning.org.au/thetoolkits/the-teaching-and-learningtoolkit/all-approaches/sports-participation/ https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schoolsinitiative-increase-social-inclusion</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2
Mental health support	<p>https://www.ucl.ac.uk/brain-sciences/news/2019/feb/study-links-poor-mental-health-educational-outcomes</p> <p>EEF Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	5
Arts participation (including trips, virtual visits and visitors to school)	<p>Immersion weeks for inspiring and engaging pupils.</p> <p>Theatre visit to school was very popular with children.</p> <p>A range of day and residential trips are being planned for the Spring and Summer term.</p> <p>Plans in place for "Creative Week" for the spring term which include music, the arts, dance and involve multi-cultural aspects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4

Total budgeted cost: £ 59,000.00

Part B: Review of outcomes in the previous academic year

1. Pupil premium strategy outcomes and externally provided programmes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Upon review, our pupil premium measures were most effective in raising standards within our Early Years, KS1 and Year 5 cohorts. The uneven impact of COVID has had greater negative impact on the Lower Key Stage 2 pupils and Year 6 who were hardest hit with pupil and staff absence due to high infection and re-infection rates during crucial periods across the year. This trend was noted in Year 3 and 6 more so than in Year 4 - who were able to achieve largely within their predicted pre-COVID levels and in some cases even better.

With the easing of COVID regulations, we were able to return to inviting a range of visitors into school, offer a wider range of clubs, host events to engage the wider community and to take children on a variety of educational visits this year. These were extremely popular and through pupil voice and parental feedback, children and families expressed the impact of these experiences.

The targeted interventions that we have offered pupils have also made a positive impact on their learning behaviours, self-esteem and attainment. High quality teaching was a real strength here and also the implementation of wellbeing strategies in order to ensure pupils felt ready to take on new learning and be confident to improve their skills.

Programme	Provider
Bug club and Rapid Phonics	<p>Pearson Activelearn</p> <p>Bug Club phonics is used in Reception, Year 1 and 2. The resources were useful during the school closure periods as we were able to deliver online sessions to pupils not in school.</p> <p>The programme is systematic and has enabled us to deliver a consistent programme. It is supported by the reading scheme that children can access as paper books or e-books through the online platform.</p> <p>Phonics screening test results have remained high- cohorts achieving the national average or slightly above in recent years.</p> <p>Pupils that do not meet the expected standard in phonics are supported by Rapid phonics. The programme consists of a systematic assessment, intervention sessions and use of supportive reading materials and e-books. It has been a useful and successful intervention resource for children across key stage one and two.</p>
TT Rockstars	<p>TT Rockstars</p> <p>Use of this programme has been very high. Children in all key stage 2 classes and Year 2 use it regularly at home and in school and it has had a proven positive impact on children's results with improving their times tables fluency and speed.</p> <p>Certificates are given out in assembly for improvement and engagement and this have been very popular.</p>

	<p>During the Autumn term, we had a TT rockstars day that was very popular amongst the children. We all dressed up as rockstars and completed a range of fun maths fluency based activities through the day. It helped to raise the profile of arithmetic fluency and use of the programme has remained high since.</p>
Edshed	<p>https://www.edshed.com/en-gb/menu</p> <p>We introduced EdShed spelling in the last year. It forms the backbone for our Spelling, Punctuation and Grammar curriculum. Use of it at home has been high amongst all year groups and demographics and has a positive impact on assessment data for most year groups.</p> <p>Feedback from children show that it is an enjoyable and effective way to teach spelling.</p>
Jigsaw PSHE, Discovery RE	<p>http://janlevergroup.com</p> <p>Staff feedback has shown that the introduction of these schemes to deliver our PSHE and RE curriculums has been a positive experience in raising staff's knowledge and confidence in delivering the subjects.</p> <p>Pupil feedback shows that children enjoy the sessions and that they find them useful in helping them to better understand the world around them.</p> <p>The resources have been effective in ensuring an enhanced level of cultural diversity is evident in our curriculum.</p>
NELI	<p>NELI is a useful resource in screening pupils for potential speech and language difficulties. The intervention programme has had a positive impact on children's abilities and was delivered effectively by a trained learning support assistant to pupils across Reception and Key stage one.</p>
Power of reading	<p>English curriculum was implemented using high quality texts, exposing them to a richer vocabulary. Children have been supported to develop their reading skills across the whole curriculum. New books have been purchased to support this curriculum development. Writing across the school is seeing children use a wider bank of vocabulary and pupil perceptions have shown impact on children's love of reading and enjoying reading.</p>
Twinkl Handwritng	<p>https://www.twinkl.co.uk/resources/twinkl-handwriting-resources/key-stage-1-handwriting-primary-resources-eyfs-toyear-6</p>
Kapow DT	<p>www.kapowprimary.co.uk</p>
Rigolo (French)	<p>www.oxfordowl.co.uk</p>