

This statement details Bigland Green's use of pupil premium (and other premium) funding to help improve the attainment of the school's disadvantaged pupils from April 2022 for the next three years.

It outlines Bigland Green's pupil premium strategy, how the school intend to spend the funding in the current year and the effect that last year's spending of pupil premium had within the school.

School/Funding overview

Total pupils on roll	499
Proportion (%) of <i>pupil premium</i> eligible pupils	30%
Number of looked after children (LAC)	2
Pupil premium allocation for this year (2022 – 2023)	£236,835
Allocation for other premium (2022 – 2023)	£
Pupil premium lead	Headteacher
Lead governor	Chair of GB

Part A: Pupil premium strategy plan

Statement of intent

The wider aims of Pupil Premium include the following:

- to raise the educational achievement of disadvantaged pupils of all abilities to minimise the risk of any of them underachieving, with a focus on the higher attaining pupils;
- to address any gaps in pupils learning resulting from missed education (due to the pandemic or other reasons), and;
- to increase social mobility.

The main aim of Pupil Premium at Bigland Green is:

- to ensure that pupils from and/or affected by disadvantaged backgrounds are provided with effective support that allows them all to make good or better progress when compared with those affected by similar circumstances nationally;
- to raise the educational achievement of all pupils ensuring rapid and consistent progress across school, particularly in reading and writing while maintaining the comparatively standards in mathematics;
- to identify the gaps in learning as a result of Covid-19 and provide targeted support/intervention to minimise such gaps.

Challenges

This details the key challenges to achievement that Bigland Green has identified among the school's disadvantaged pupils.

Challenge	Detail of challenge
1	Pupils' early language development and other key skills are well below average at entry to the school.
2	Most pupils do not have the required language skills to express their thoughts and ideas clearly, or use language to develop their critical thinking skills.
3	Pupils have very limited life experiences, particularly in terms of participation in the arts or having an opinion about matters around them. The lack of cultural capital is often a key barrier to pupils educational achievement.
4	The vast majority of pupils live in severely over-crowded accommodation with no personal space to develop, grow or to carry-out the necessary home-learning.
5	Pupils have very limited opportunities to be exposed to positive experiences. The majority of pupils are exposed to a variety of anti-social behaviours.

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 provide targeted support for early language development and other key skills with the aim to ensure that the good level of development (GLD) is broadly in-line with national average.	Children leave EYFS (early years foundation stage) with the necessary skills and understanding to access the curriculum in Key Stage 1 (KS1).
To effectively establish the 'Big Thinking' initiative (philosophy for children) to support the development of pupils' voice and critical thinking, and address the issue of cultural capital.	All staff members to be fully trained and skilled to effectively equip pupils with all the necessary skills for Big Thinking.
To provide opportunities and support to increase pupils' cultural capital, particularly in relation to participation in the arts within and beyond the school curriculum.	All pupils have the necessary cultural capital to gain high educational achievement and be fully ready for the next stages of their education.
To embed the 'Bright Mind' and 'Learning Mind' initiatives so that pupils in KS1 and KS2 are provided with the necessary skills to complete their learning, and prepare them for the next stages in their education.	90% + Years 4, 5 and 6 to attend Bright minds. 80% of Years 1, 2 and 3 who are selected for Learning Minds to attend the sessions with at least 90% of attendance.

Planned activities for April 2022 to March 2023

This details how Bigland Green intend to spend the pupil premium (and other premium funding) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Brief description of activity	SIP Link/ Challenge	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (Completed in April 2023)
Staff training for the teaching of early reading e.g. FFT Wave 3	SIP – 1 Ch – 1 & 2	<ul style="list-style-type: none"> Provide training to selected staff members (maximum five) on the early teaching of reading 	<ul style="list-style-type: none"> Provide early support to pupils with reading to that they can access the curriculum. 	Reception and Year 1; plus for new arrivals in KS2	£3,000	<ul style="list-style-type: none"> FFT Wave 3 TA's have received on-going training and support which has been very useful.
Staff training on arts participation with a focus on the 'Arts Award'	SIP – 2 Ch – 3 & 5	<ul style="list-style-type: none"> Arts Award to be provided to a Year group, preferably during the spring term. 	<ul style="list-style-type: none"> Raise awareness of the educational value of the arts. Promote awareness of global issues. Encourage greater social mobility in the school community. 	Year 4 or 5 (to be confirmed)	£4,500	<ul style="list-style-type: none"> This has not been as effective as the school was unable to appoint a speciality art teacher until January 2023.
Train two teaching assistants of 'Speech and language TAs'.	SIP – 1 Ch - 2 & 5	<ul style="list-style-type: none"> Two trained TAs to provide 'speech and language' support to pupils working alongside the speech and language therapist. 	<ul style="list-style-type: none"> Pupils make accelerated progress and improved attainment across the curriculum. 	Across the whole school with a focus on Reception and KS1	£2,500	<ul style="list-style-type: none"> This is one of the most effective strategies. More than 40 pupils have received the support.
Recruitment of a permanent designated attendance officer to support pupils' attendance across the school.	Ch – 4 & 5	<ul style="list-style-type: none"> To have an attendance officer who is able to support parents with improving their children's attendance. Also to provide guidance and support to staff members on different strategies to help parents/pupils with school attendance. 	<ul style="list-style-type: none"> Attendance to be maintained at 96.5% and over time reach 97%. 	Across the school	£17,000	<ul style="list-style-type: none"> The recruitment of the Attendance Officer has helped a great deal. The school's persistent absence is below the NA. Pupils attendance is broadly in-line with NA.

		<ul style="list-style-type: none"> • Devise and implement new initiatives. 				
Staff training to ensure good, consistent application of Big Thinking to support learning across the school.	SIP – 2 Ch – 1, 2, 3, 4 & 5	<ul style="list-style-type: none"> • Develop all staff so that 'Big Thinking' initiative is established as a natural way – not in a formulaic manner. • Workshops for parents on 'Big Thinking' and 'Big Values' (fundamental British values) to rationalise the school's initiatives to support pupils' learning. 	<ul style="list-style-type: none"> ▪ Pupils are more pro-active and engaged in their learning. ▪ Staff have better understanding of engaging pupils. ▪ Parents play an effective role in the education of their children. 	N – Year 6	£8,000	<ul style="list-style-type: none"> ▪ Big Thinking is now positively impacting on pupils' learning across all other subjects. QE and THEP advisor's visit notes captures some of the achievements in details.

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

Brief description of activity	SIP Link/ Challenge	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (to be completed in April 2023)
Bright Minds – intervention/support sessions for Year 4, 5 and 6	SIP – 1, 2 & 3 Ch – 3 & 4	<ul style="list-style-type: none"> • All pupils in Years 4, 5 and 6 to be continued to be provided with intervention support before school for an hour each day for four days per week. 	<ul style="list-style-type: none"> ▪ Address any learning gap and take early actions. ▪ Pre-teaching to ensure full access to curriculum. ▪ Confidence building and teamwork. 	Year 4, 5 and 6	£36,500	<ul style="list-style-type: none"> ▪ Bright Minds has been affected by various closures e.g. NEU strikes, Eid, Ramadan. Despite this the impact on the cohorts have been positive. There is a need to promote the strategy with new parents.
Learning Minds – intervention/support sessions for pupils in Year 1, 2 and 3.	SIP – 1 Ch – 3 & 4	<ul style="list-style-type: none"> • Targeted pupils in Years 1, 2 and 3 to be provided with support for an hour after school. Each child to receive at least two sessions per week. The ratio of adults to children should be no more than 1:3. 	<ul style="list-style-type: none"> ▪ Address any learning gap and take early actions. ▪ Pre-teaching to ensure full access to curriculum. ▪ Confidence building and teamwork. 	Year 1, 2 and 3	£22,000	<ul style="list-style-type: none"> ▪ This is another initiative which has had a positive impact on pupils learning. A number of parents have requested for the support to be repeated for their children this year.

<p>Early intervention and targeted support, with a focus on reading and writing</p> <ul style="list-style-type: none"> Life skills classes – linked to learning in the class (Tuesday to Friday 8:00 to 8:45 AM) during term time 	<p>SIP – 1 & 2 Ch – 1 & 2</p>	<ul style="list-style-type: none"> Individual and small group support in English language (functional) for targeted pupils who are new to the country or whose lack of English language is a barrier to their learning. The support will be provided by the Learning Mentor and at least 2 Teaching Assistants (TAs). 	<ul style="list-style-type: none"> Pupils making accelerated progress who are new to the country but have potential, particularly in reading. Pupils have the necessary skills to fulfil their full potential. 	<p>R to Y6 New to the country +</p>	<p>£8,000</p>	<ul style="list-style-type: none"> This continues to be highly effective, particularly for pupils who are new to the English language. This year 5-7 children (refugees) benefited greatly and made astonishing progress academically and in confidence.
<p>Early intervention</p> <ul style="list-style-type: none"> FFT Wave 3 reading support in Reception and Year 1. Also to selected pupils in Years 3, 4, 5 and 6. 	<p>SIP – 1 & 2 Ch – 2 & 3</p>	<ul style="list-style-type: none"> Two specialist TAs to work with R-1 to provide support to pupils who do not meet the requirements for RR but are at risk of not attaining their full potential, particularly in reading and writing. 6-8 pupils per day for 10/12 wks. 	<ul style="list-style-type: none"> Support vulnerable pupils in reading and writing to minimise gap. Fill any gaps in the understanding and application of phonics, targeting specific pupils in R-1. 	<p>Reception Year 1 to Year 6</p>	<p>£40,000</p>	<ul style="list-style-type: none"> FFT Wave 3 support has been effective both in KS1 and KS2. Assessment data show pupils have progressed well.
<p>Language support</p> <ul style="list-style-type: none"> Speech & language support for pupils who are vulnerable to underachievement due to language skills. 	<p>SIP – 1 Ch – 1 & 2</p>	<ul style="list-style-type: none"> 1 day of a professional therapist complemented by two full-time school based assistant therapists. Targeted support to pupils and advice and guidance to their parents. 	<ul style="list-style-type: none"> Pupils make accelerated progress and improved attainment across the curriculum. 	<p>N – Year 6</p>	<p>£45,000</p>	<ul style="list-style-type: none"> This is one of the most effective strategies. More than 40 pupils have received the support. The professional therapist along with the two TAs have significant impact on learning.
<p>Early intervention Daily supported reading (DSR) in Year 1, and in Reception (from during summer term)</p>	<p>SIP – 1 Ch – 1 & 2</p>	<ul style="list-style-type: none"> RR daily session for selected pupils in Year 1 by 2 highly trained teachers for up to 20 weeks. DSR small group daily reading support in Year 1 (10 to 12 groups). The same in Reception during the summer term. 	<ul style="list-style-type: none"> Support pupils at serious danger of falling behind in reading and writing Target and address gaps in phonics that is hindering reading. 	<p>Reception Year 1 Year 2</p>	<p>£10,000</p>	<ul style="list-style-type: none"> All pupils have received targeted support in small groups. There is a need to improve the CPD aspect of the DSR by ensuring an additional adult is always available to make observations.

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

Brief description of activity	SIP Link/ Challenge	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (to be completed in April 2023)
To make reading more accessible and fun during play and lunchtimes.	SIP – 1 Ch – 4 & 5	<ul style="list-style-type: none"> Once the building work is completed, to devise reading stations under the sheltered areas in the playground with books, magazines and reading games. 	<ul style="list-style-type: none"> Promote reading for pleasure. Support reading across the curriculum. 	KS1 and KS2	£15,000	<ul style="list-style-type: none"> Building work finished slightly later than anticipated. Provision for reading was enhanced around the school building.
After school and enrichment activities <ul style="list-style-type: none"> Enrichment clubs Cooking clubs Quality assurance of the after school provision 	SIP – 1, 2 Ch - 3	<ul style="list-style-type: none"> After-school clubs will have subsidised places. Celebration of the after-school achievements on a regular basis. The activities outlined will be offered to targeted pupils. 	<ul style="list-style-type: none"> Reinforce knowledge/understanding learnt and embed basic skills. Encourage cooperation and better teamwork to achieve goals. 	R to Y6	£10,000	<ul style="list-style-type: none"> The quality of the provision has been good. There is a need to do more work with parents so that they support the learning of their children at home.
Outdoor adventure learning, and Easter/ summer schools <ul style="list-style-type: none"> Half-term and Easter support classes for Years 5 and 6 Field Study trip for Year 6 	SIP – 2, 3 Ch -	<ul style="list-style-type: none"> Half-term/Easter classes for selected Year 4, 5 and 6 pupils to narrow the gap in achievement. Sleepover at school for Year 5 Pupils to prepare for Gorsefield. Field study trip to Gorsefield for Year 6 pupils. 	<ul style="list-style-type: none"> Narrowing the gaps in attainment and achievement Embedding the key skills that help access the full curriculum 	KS2	£15,000	<ul style="list-style-type: none"> Gorsefield was successful and contributed to the Y6 dynamics really well. The Y5 sleep over was also successful but nine pupils did not participate this year.

Date	Signature	Review
May 2022		March 2023