



Byfleet Primary School Pupil Premium Strategy Statement

This statement details our BPS'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.

School overview

Detail	Data
School name	Byfleet Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	14% 27/192
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Cheryl Meyrick, Headteacher
Pupil premium lead	Cheryl Meyrick, Headteacher
Governor / Trustee lead	Joy Considine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,090
Recovery premium funding allocation this academic year	£0
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	£69,090



Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium and Service Pupil Premium is funding provided to schools which is additional to main school funding allocation. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

We focus our Pupil Premium expenditure on the progress of disadvantaged and most able disadvantaged pupils. We plan and regularly review a range of interventions and strategies that enable us to diminish the difference between disadvantaged pupils and non-disadvantaged pupils.

We want all pupils at Byfleet to meet our three core values: **Ready, Respectful, Safe** and to be '**Always Growing, Ready for Life**'.

At Byfleet we consider three key areas to focus on to ensure disadvantaged pupils have support, make good progress and achieve high attainment:

- **The first area we consider is high quality teaching**- this ensures all of our disadvantaged children have access to high quality provision in and outside the classroom, in all curriculum subject areas. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- **Small group intervention and teaching** - As part of a balanced curriculum offer we target support through small group work to close the attainment gap and challenge any disadvantaged children who may be working in the greater depth standard. Over the past few years we have utilised the National Tutoring Programme to support our learners, most recently we have used this funding to support our upper key stage learners in Grammar and Maths. Moving forward we are investing in Pixl to assess and address gaps in learning. We pride ourselves on being able to offer a minimum of 1 LSA (learning support assistant) in every class, enable formative assessment to be used at the earliest convenience, to address any gaps or misconceptions. The design of the teaching timetable enables LSAs/Teachers to pick up small group teaching daily for 15 minutes before lunchtime, for identified pupils as part of our offer.
- **Offering a holistic whole school approach** - thinking about how to support attendance and well-being as we recognise the critical link between attendance, emotional wellbeing, progress and attainment. We fund a 23 hour pastoral care lead through this funding, enabling strong pastoral care, during the transition period at the start of the day/end of the day, along with during playtimes and lunchtimes and carefully timetabled sessions during the school day.

Challenges

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

	Detail of challenge
1	Attendance data monitoring over the previous three years indicates that our disadvantaged pupils have a higher level of absence than their peers. This will have a negative impact on this group of children's attainment and progress. Focus has been on improving Persistent Absence (PA) (below 90%) and raising expectations over time - from September 2022 77% of DA were achieving the attendance threshold of 90% and September 2023 9% of DA were below 90%. 7.5% of DA pupils were accessing EBSNA support to address attendance barriers. Identified pupil(s) [1/27 - 4%] to access Breakfast Club free of charge, to



BPS Pupil Premium Strategy Statement 2022 - 2025

	ensure they arrive on time, well fed and prepared for learning each day. In 2024, 22/28 (7%) accessed free breakfast club, and 3 out of 33 (10%) were PA.
2	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with disadvantaged pupils across the school more likely to be working below the age related expectations than their peers. The barriers to learning are a combination of factors: lack of an exposure to a wide range of high quality texts (impacting on their ability to successfully use correct grammar and structure in their writing), parental support for weekly literacy and spelling homework, a need to close the vocabulary gap for DA pupils. (NB: 30% of DA pupils are also supported at SEN support level and 19% of DA pupils also have an Education Healthcare Plan and combined SEN & EHCP with PP is 49%).
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with disadvantaged pupils across the school more likely to be working below the age related expectations than their peers. The following barriers to learning have been identified: basic understanding of number, vocabulary gap limiting understanding of mathematical concepts as well as limiting the child's ability to reason effectively. (NB: 30% of DA pupils are also supported at SEN support level and 19% of DA pupils also have an Education Healthcare Plan and combined SEN & EHCP with PP is 49%)
4	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with disadvantaged pupils across the school more likely to be working below the age related expectations than their peers. There is a lack of parental engagement with reading at home, children do not always have access to a range of books within the home environment and are starting school in reception without knowledge of storytelling. (NB: 30% of DA pupils are also supported at SEN support level and 19% of DA pupils also have an Education Healthcare Plan and combined SEN & EHCP with PP is 49%)
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils are impacted by factors that influence their mental health to a greater extent than for other pupils. These findings are supported by national studies, including evidence from internal data and monitoring i.e. RISE survey (Resilience in Schools Survey). Our observations in school and discussions with pupils and families have identified social and emotional issues for many pupils, particularly for anxiety and pupils presenting with difficulties regulating their emotions. Teacher referrals for social and emotional support have increased. Pupil(s) accessing East to West Counselling and Mathew Hackney Foundation Counselling are ringfenced for our DA pupils. 4/28 (14%) DA children currently access SEMH support from these services. Parents are requested to provide feedback from ELSA however this is a barrier as many do not return the feedback forms.

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 achieve and sustain improved attendance for all pupils, particularly our DA pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall number of disadvantaged pupils achieving 96% rate for all pupils increasing to 96% the percentage of disadvantaged pupils who are persistently absent (below 90%) being below 3.5% (96% achieving this)
Improved writing attainment for disadvantaged pupils, with disadvantaged pupils	Sustained improved progress from 2024/25 demonstrated by: <ul style="list-style-type: none"> All PPG writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils narrowed the gap to work towards achieving age related expectations through accelerated progress (more than 6 steps a year).



BPS Pupil Premium Strategy Statement 2022 - 2025

narrowing the gap with their peers.	<ul style="list-style-type: none"> KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard <p>NB: Schools are above the floor standard if more than 65 per cent of pupils reach the expected standard in reading, writing and maths in key stage 2 Sats. However, the 2022 school's white paper sets the target of 90% of all pupils achieving the expected standard in R, W and M by 2030.</p>
Improved mathematical attainment for disadvantaged pupils.	<p>Sustained improved progress from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils narrowed the gap with age related expectations through accelerated progress
Improved reading attainment for disadvantaged pupils.	<p>Sustained improved progress from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being for all pupils by 2024/25, this will be evidenced by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, student (RISE surveys) and parent surveys and teacher observations Increase in participation in enrichment activities among disadvantaged pupils i.e. Rocksteady, various clubs and trips like Stonehenge Enrichment activities to target the opportunities children have eg: going to the beach, attending a concert, visiting artwork. Staff confident in addressing key identified issues eg: developing skills for resilience in pupils, using meta-cognitive strategies A sustained and consistent whole school approach to behaviour and well-being - reflected in the policies, through use of emotion coaching and zones or regulation, strong pastoral care and the PSHE curriculum Continued referrals, engagement with and progress for targeted pupils through ELSA sessions, pastoral groups and lunch time well-being clubs

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: £32, 997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading plus implementation and training. Reading leader release time to support school development of reading (reading skills and comprehension focus). This includes the purchase of new books (comprehension). Additional training for all staff to embed practice.	<p>Evidenced from the EEF toolkit: Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit.</p> <p>Reading comprehension strategies EEF</p> <p><i>DfE PP 'Menu':</i> <i>-Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i></p>	4



BPS Pupil Premium Strategy Statement 2022 - 2025

<p>Utilise the reading recovery teacher to deliver one to one sessions for parents to support with Phonics.</p> <p>Parent workshops for Phonics and Reading.</p>	<p><i>-Professional development on evidence-based approaches; reading comprehension</i></p> <p><i>-Mentoring and coaching</i></p>	
<p>Enhancement of our maths teaching and curriculum through Maths No problem Training and maths lead release time. Additional training for all staff to embed practice.</p> <p>Parent workshops for early maths, maths platforms for home learning.</p> <p>Support for teachers to improve quality first teaching and use of maths resources.</p>	<p>The EEF's 'Guide to Pupil Premium' describes how the attainment gap can be closed by ensuring good teaching across the school as quality teaching benefits all students, particularly having a positive effect on those eligible for pupil premium funding.</p> <p>Using pupil premium EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Maths Hub : Mastery Curriculum</p> <p><i>DfE PP 'Menu':</i></p> <p><i>-Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i></p> <p><i>-Mentoring and coaching</i></p> <p>24% of parents said that their biggest barrier to engaging in maths was their confidence.</p> <p>40% stated it was 'new methods of teaching'.</p> <p>(from Parental Engagement and Firm Foundations for All, by National Numeracy) : Cited in NCETM</p>	3
<p>Enhancement of our literacy (writing focus) teaching and curriculum planning in line with DfE and EEF guidance, including writing lead release time, and training for all staff to embed strategies and ensure consistency across the school.</p> <p>This includes developing a 'word aware' approach to learning vocabulary across the curriculum. (Training for all staff and leader release time)</p>	<p>The new strategies introduced last year led to improvements in writing progress and outcomes. Following the EEF's 'School's Guide to Implementation', Byfleet is following the implementation cycle to ensure that the progress is sustained over time.</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Putting Evidence to Work - A School's Guide to Implementation EEF</p> <p><i>DfE PP 'Menu':</i></p> <p><i>-Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i></p> <p><i>-Mentoring and coaching</i></p> <p><i>-Professional development on evidence-based approaches (vocabulary development)</i></p>	2



BPS Pupil Premium Strategy Statement 2022 - 2025

<p>Spelling shed - to embed spelling teaching across the school</p> <p>Use of high quality texts to support curriculum and writing objectives.</p>	<p>Our reading spine encourages all year groups to be using high quality texts in their Writing lessons. Children are also exposed to high quality texts through enjoyment for reading.</p> <p>Reading Spine</p> <p><i>'It is impossible to mandate that pupils read for pleasure, but teachers can inspire pupils and engage them in reading widely. This depends, however, on embedding a school culture that values and supports reading for pleasure.'</i></p> <p>(DfE, 2023, p. 91)</p> <p>Chartered College Research - Fostering readers and writers through a non-digital offer. 'Through such an offer, educators can support the development of childhood literacy habits and impact on positive reader and writer identities.'</p>	
<p>Purchase of a DfE validated systematic synthetic phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. Phonics and early reading lead to support across the school.</p> <p>Dedicated reading recovery teacher to support reading teaching, intervention and parent support.</p>	<p>The EEF teaching and learning toolkit shows that phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>DfE PP 'Menu':</i></p> <p><i>-Professional development on evidence-based approaches, for example phonics</i></p> <p>Little Wandle Mission</p> <ul style="list-style-type: none"> ● Our Little Wandle vision is to Teach reading and change lives ● Our mission is that every child should be supported to learn to read and love it ● We are committed, evidence-based, energetic and dynamic. ● One recent survey of our members revealed that over 96% of respondents believed that Little Wandle was having a significant impact on the consistency of practice across their school!* <p>*Results of November 2022 survey of 139 Little Wandle members who joined between May and July 2022</p>	2, 4
<p>Purchase of standardised diagnostic assessments with analysis of gaps - training for all staff to ensure they can interpret and analyse data correctly</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>The EEF teaching and learning toolkit shows that through assessing and monitoring pupils accurately, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p><i>DfE PP 'Menu':</i></p> <p><i>-Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i></p>	2, 3, 4



BPS Pupil Premium Strategy Statement 2022 - 2025

<p>To follow the 'core approach' to embed metacognitive and reflective thinking across the curriculum to become a 'thinking school'- consultants to work with the school driving team to embed 'thinking matters' core approach.</p> <p>Training for staff.</p> <p>Whole school Metacognitive approaches used.</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>Metacognition and Self-regulated Learning EEF</p> <p><i>DfE PP 'Menu':</i> <i>-Professional development on evidence-based approaches, for example metacognition</i></p> <p>Chartered College Research Project into Metacognitive Strategies</p> <p>Whole school Metacognitive Thinking Schools Program - Impact from research.</p>	<p>2,3,4,5</p>
<p>New bespoke 3Ps curriculum designed and implemented to improve quality of teaching and learning and relevance of curriculum to school context.</p> <p>Training for all staff. DHT to create curriculum, monitor and support staff in implementation</p> <p>Reading and Writing curriculum linked to 3Ps.</p>	<p>Evidence shows that high quality teaching with curriculum adaptation and enhancement is core to the work of school improvement. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>1. High-quality teaching EEF</p> <p><i>DfE PP 'Menu':</i> <i>-Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i></p>	<p>2, 4, 5</p>
<p>Year 5 to partake in Topical Talk festival to develop learning and promote oral language skills and discussions (The economist foundation)</p>	<p>Evidence shows that oral language approaches have a high impact on pupil outcomes. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Oral language interventions EEF</p> <p><i>DfE PP 'Menu':</i> <i>-Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i> <i>-Targeted interventions to support language development</i></p> <p>Oracy Across the Curriculum: Evidence Voice 21</p>	<p>2, 4, 5</p>
<p>Improve the quality of social and emotional learning, through whole school</p>	<p>There is extensive evidence showing that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific</p>	<p>5</p>



BPS Pupil Premium Strategy Statement 2022 - 2025

<p>approaches (zones of regulation, emotion coaching and meta-cognition) and embedded PSHE curriculum (SCARF) - this will require professional development and training for all staff.</p> <p>Whole school enrichment (clubs, trips and events)</p> <p>Link to mental health charity to support learners.</p>	<p>strategies for planning, monitoring, and evaluating their learning. The EEF teaching and learning toolkit shows that meta-cognition and self-regulation have a high impact, for a low cost based on extensive evidence.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>DfE PP 'Menu':</i></p> <p><i>-Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i></p> <p><i>-'The above Ofsted report concluded that learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development.'</i> (Ofsted's 2008 report 'How far should you go?') Cited here</p> <p><i>Primary Schools - within successful Primary Schools curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities.(Ofsted, 'The curriculum in successful primary schools' 553. 2002.)</i> Cited here</p> <p>RISE Assessment</p> <p>Zones of Regulation</p> <p>Charities : Matthew Hackney Foundation, BeeLieve, Eikon, Place2Be, MIND, Anti-bullying Alliance.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Booster teacher in KS2 to accelerate learning for the most vulnerable pupils, targeting Pupil Premium children. (DHT)</p> <p>Use of PIXL to support assessment and addressing of gaps in learning.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have (see EEF)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3 , 4



BPS Pupil Premium Strategy Statement 2022 - 2025

<p>Reading Recovery teacher to address phonics knowledge and reading fluency in KS2.</p>	<p><i>DfE PP 'Menu':</i> <i>-Interventions to support literacy, and numeracy</i> <i>-Small group tuition</i></p>	
<p>Cost of providing small intervention groups across the school for Reading, Writing and Mathematics including:</p> <ul style="list-style-type: none"> • Literacy for all • Catch up phonics sessions (little Wandle) • Precision Teaching • Doodle Maths app • Reading Plus • Pixl • Speech and language groups (narrative, zones of regulation, lego therapy, colourful semantics etc) <p>This includes a HLTA who provides additional support as identified each term through assessments and pupils progress meetings, and a part-time reading recovery teacher to support with little wandle keep up and catch up sessions across KS1 and KS2 as identified by little-wandle assessments.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have (see EEF)</p> <p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundle, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>DfE PP 'Menu':</i> <i>-Interventions to support language development, literacy, and numeracy</i> <i>-Small group and one to one tuition</i> <i>-Activity and resources to meet the specific needs of disadvantaged pupils with SEND</i></p>	<p>2, 3, 4</p>
<p>TA support sessions to improve their skills and delivery of support during interventions</p> <p>-Bi-weekly sessions led by Inclusion Lead</p>	<p>TAs often work to support disadvantaged pupils, and need to be skilled and trained to make the best use of this human resource to improve progress and attainment:</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>This includes:</p> <ul style="list-style-type: none"> - supporting TAS to know how to support pupils to develop independent learning skills and manage their own learning -ensure TAs are fully prepared for their role in the classroom 	<p>2, 3, 4</p>



BPS Pupil Premium Strategy Statement 2022 - 2025

	<p>-use TAs to deliver high quality one-to-one and small group support using structured interventions</p> <p><i>DfE PP 'Menu':</i></p> <p>-Targeted interventions to support language development, literacy and numeracy</p> <p>-Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>-Teaching assistant deployment and interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to focus on well-being and behaviour</p> <p>- this will offer Byfleet a comprehensive set of practical strategies and approaches to unlock academic achievement and accelerate progress by improving the emotional well-being and mental health of the educational setting. One of the aims is to remove barriers to progress by:</p> <p>-addressing the climate and culture of the classroom through training on behaviour management, trauma-led approaches etc</p> <p>-having a named mental Health lead and named Mental Health First Aiders who receive training to develop their role and understanding</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>DfE PP 'Menu':</i></p> <p>-Supporting pupils' social, emotional and behavioural needs</p>	5
<p>To offer emotional and social support through either our individual ELSA support sessions or lunch-break well-being club led by the TA trained to be an ELSA. (including training and supervision for ELSA). Our ELSA also runs zones of</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>DfE PP 'Menu':</i></p>	5



BPS Pupil Premium Strategy Statement 2022 - 2025

<p>regulations groups, a nature school and sensory circuits.</p> <p>ELSA to complete drawing and talking therapy training in 2023-34.</p>	<p><i>-Supporting pupils' social, emotional and behavioural needs</i></p>	
<p>Monitoring of attendance and building good relationships with families of pupils with persistent absence, by appointing a member of staff to develop and implement procedures and liaise with the EWO to improve the overall attendance of pupils.</p>	<p>The school will use evidence and principles from the DfE 'Improving School Attendance' advice. Their guidance has been informed by engagement with schools that reduced levels of absence / persistent absence.</p> <p>Improving School Attendance</p> <p><i>DfE PP 'Menu':</i></p> <p><i>-Supporting attendance</i></p>	1
<p>Improved parental engagement to support learning and progress:</p> <ul style="list-style-type: none"> -Parent workshops and coffee mornings to improve parental engagement and understanding of how to support the school and their child -parent volunteer readers -home learning to involve parents -Individual parent session for supporting at home with phonics. 	<p>Parental engagement strategies have been shown to have a positive impact for low implementation cost</p> <p>Parental engagement / EEF</p> <p><i>DfE PP 'Menu':</i></p> <p><i>- Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i></p>	1, 2, 3, 4
<p>Contingency fund for acute issues, and to ensure disadvantaged pupils have access to the same range of enrichment opportunities as their peers (including residential, school trips, workshops etc)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p><i>DfE PP 'Menu':</i></p> <p><i>-Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i></p> <p><i>-Communicating with and supporting parents</i></p>	5

Total budgeted cost: £64,618.00



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 2023 to 2024 academic year.

Our internal and external performance data from the academic year 2022-23 and 2023-24 has been analysed to review the attainment and progress of disadvantaged pupils. We also compared our results to those for disadvantaged and non-disadvantaged pupils at a national level where data was available.

Key-Stage 2 results were published in 2023 for the first time since 2019, performance data was not published in the interim years due to the significant impact COVID-19 had on school attendance and statutory assessments.

2022-23:

- Year 6 had a two classes (59 pupils in total), this was a bulge year group.
- 17% of the pupils within the year group were disadvantaged.
- **KS 2 results** show that we have achieved the 2024-25 target of 75% of disadvantaged pupils achieving the expected level in reading this year. All of our KS2 results were higher than the national averages for disadvantaged pupils and show improved attainment compared to previous years data.
<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>
- **Year 1 phonics screening** shows that BPS's data improved for all pupils, and for disadvantaged pupils with . This correlates with national data where attainment of the expected standard in the phonics screening check also increased. 70% of disadvantaged pupils reached the expected standard, this data was higher than the national average (67% disadvantaged). This reflects the impact that the implementation of the new SSP scheme (Little Wandle) has had.
<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment>
- **Internal data from tests and assessments** suggest that PPG are attaining lower than non PPG across the school, similar to national data. However, there have been rapid positive improvements in progress for BPS disadvantaged pupils, and the last two years key stage two data reflects this. This is something we need to continue to build on to diminish the attainment gap.
- **Overall attendance** was higher than in the preceding year at 94.29%, an ongoing trend for attendance increasing each year. Attendance for disadvantaged pupils was 92.41%, so only 2% lower. For persistence absence there is a wider gap, with disadvantaged pupils PA being 4% higher than their non-disadvantaged peers. This is however an improvement on last year when there was a difference of 7 percentage points. The improvements are a direct correlation to the effective use of PPG funding, due to the relentless approach taken by the DSL/Attendance Officer to address these attendance concerns.
- **Behaviour, Wellbeing and Mental Health:** Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to remain as areas of focus, particularly in relation to an increase in anxiety related behaviours and emotional regulation difficulties among pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

2023-24:

- **KS 2 Data:** 38% were PPG. 4/8, 50% of PPG achieved the expected standard in Reading, 5/8, 63% in Writing and 6/8, 75% in Maths. 4/8, 50% achieved ARE in all three tests and including writing. (72% is the local Surrey percentage, and National Average is 67%, we are scoring below the national and local average in reading, writing and maths. 0% of our children achieved the greater depth standard, opposed to 12% Surrey, 10% National)
- **Phonics:** There were 3 PPG in Year 1. 66% of PPG passed the PSC in Year 1. This is in line with the NA of 67%. In Year 2, 2/3, 66% resits passed. Of the three resits, 2 children are SEND. The only child to not have passed the resit now has an EHCP and remains PPG.
- **MTC:** There are no PPG in our Year 4 cohort.



- **Internal data:** Year 2 has the highest proportion of PPG with 12/27 (44%). Of the 12 PPG children, 6/12 (50%) also have SEND, with 2 EHCPs, therefore they face multiple barriers.
- **Attendance & PA:** Overall attendance was above NA, Surrey average and NW Surrey average at 95.45%, with an increasing trajectory three years in a row. PPG attendance was 94.51% vs non PPG 95.71%. This is an increase on the previous year (92.41%), therefore we have improved over PPG attendance by a significant 2.1%. Persistent absence overall was well below NA, below Surrey average and significantly below NW Surrey average at 5%. PPG PA was 9% with 3 children falling into this category, of which only 2/33 PPG who were PA were statutory school going age (6%). This is lower than in previous years and also below the NA, Surrey and NW Surrey average. Meticulous tracking of all attendance/persistent absence/severe absence is the norm and the school is proud to have made such vast improvements in this area.

- **Behaviour, Wellbeing and Mental Health:**

Behaviour 3/27 11% Well being - 8/27 30% Mental Health 4/27 15%

Children are provided with additional support, for example supporting with breakfast and after school clubs. Where children are identified as persistent absence or punctuality is a concern we offer wrap-around care for free. We offer our club provision first to these families to ensure they are provided with enrichment activities. Our ELSA and Inclusion Lead offer support to our children who are identified as needing extra support, this is not solely PPG but the percentages above reflect children who need extra support and PPG. This support is extended to families. External counsellors and professionals are sought after to support our vulnerable children. Internal pastoral support is also used to offer intervention to the children.

External clubs: 25% of the uptake of clubs were PPG children. Whilst there were 33 children in total, 83 clubs were attended across the academic year meaning some PPG attended more than one club. In total 338 attended clubs of which 83 were PPG meaning 25% of the uptake of all clubs were PPG children.

Internal Clubs: 50 PPG children attended teacher-led clubs. 33 PPG - this means that some PPG attended more than one club over the academic year. Overall 200 children attended clubs of which 50 (¼) were PPG children.

2024 - 25

- **Attendance:** 4/28, 14%, are persistent absence and PPG. One child is currently on a PMOOE and EBSNA with regular meetings with the school to address anxiety and attendance. (Meetings with Surrey Virtual Schools and Social Worker). She has multiple barriers to attending school as she is a looked after child with significant trauma. She has a personalised risk assessment and personalised targets with a reduced flexi timetable to support her engagement with school.

One child has an attendance contract as per the 'Working Together to Improve School Attendance' DFE document.

The other child is flagged as persistent absence however the absences relate to medical needs.

The other child, since a meeting with the parents to discuss absence and SEND, there have been rapid improvements.

- **Behaviour, Wellbeing and Mental Health:**

Behaviour 3 / 28 Wellbeing 8 / 28 Mental 4 / 28 children are being supported for pastoral care. Children are provided with additional support, for example supporting with breakfast and after school clubs. Where children are identified as persistent absence or punctuality is a concern we offer wrap-around care for free. We offer our club provision first to these families to ensure they are provided with enrichment activities. Our ELSA and Inclusion Lead offer support to our children who are identified as needing extra support, this is not solely PPG but the percentages above reflect children who need extra support and PPG. This support is extended to families. External counsellors and professionals are sought after to support our vulnerable children. Internal pastoral support is also used to offer intervention to the children.

- **Data:** 15/28, 54% are on track in reading. 12/28, 43% are on track in writing. 13/28, 46% are on track in maths.



Externally provided programmes

Programme	Provider
Doodle Maths	Doodle Learning
Reading Plus	Dreambox learning
Spelling Shed	EdShed
PIXL	PIXL