



## 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.

### School overview

Detail	Data
School name	Bilsdale Midcable Chop Gate CE Primary School
Number of pupils in school	14
Proportion (%) of pupil premium eligible pupils	SUPP
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	04/11/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Kathryn McDonald
Pupil premium lead	Kathryn McDonald
Governor / Trustee lead	John Ford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3220
Recovery premium funding allocation this academic year	£2000
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	£5220



## Part A: Pupil premium strategy plan

### Statement of intent

At Biltsdale Midcable, we realise that not all children who are eligible for free school meals are socially disadvantaged and also that not all pupils who are socially disadvantaged will be registered for free school meals, looked after or from service families. The purpose of the funding is to narrow the gap between eligible and non-eligible children, so the impact of the expenditure must reflect a narrowing gap between those groups of children, in terms of achievement. Pupil Premium is used to help fulfil our aims and vision for all children and provide additional help and support for those children and families who may, at times, need something over and above our normal level of provision.

For the previous financial year (2020/21) and current financial year (2021/22), Biltsdale Midcable is not required to publish a Pupil Premium Strategy on our website. This is to ensure that no single pupil can be identified in our data. The Department for Education (DfE) have issued the following guidance:

"The Department for Education's policy is to suppress publication figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data".

This is a direct quote from the DfE's policy for publication of small numbers.

**Our strategy for Pupil Premium spending** was reviewed in the summer term of 2021. Qualifying pupils and those other pupils identified by teachers as needing additional support were collated and their areas of need listed. Termly assessments in reading, writing and maths will continue to be used to help monitor the success of the support given. Some pupils will receive one to one support in an identified area of the curriculum. Throughout the year we will continue to identify the needs of individual pupils and adapt our plans accordingly. Our Pupil Premium Strategy will continue to be monitored, termly, through the Curriculum Committee of our Governing Body.



## 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: £ 3220

Activity	Evidence that supports this approach
<p>Purchase of Rocket Phonics (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>
<p>Enhancement of our maths teaching and curriculum planning in line with White Rose Maths and EEF guidance.</p> <p>We will fund teacher release time to continue to improve quality first teaching.</p> <p>Access to Third Space Learning to support pupils' catch up.</p>	<p>White Rose Maths curriculum plans for mixed age teaching have been produced.</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p><a href="#">Pupil_Premium_Guidance_iPDF.pdf(educationendowmentfoundation.org.uk)</a></p>
<p>Improve the quality of social and emotional learning.</p> <p>Purchase Jigsaw PSHE programme.</p> <p>Jigsaw approach will be embedded into routine educational</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>



practices and supported by professional development and training for staff.	
Purchase of The Write Stuff and The Spelling Book. The programmes provide a clear and systematic approach to the teaching of writing and spelling, providing a step-by-step framework.	<a href="https://www.thetrainingspace.co.uk/product/write-stuff/">https://www.thetrainingspace.co.uk/product/write-stuff/</a>
Access to educational visits and wider curriculum opportunities.	EEF - Provision of a range of initiatives to extend children's experiences see <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach
Teaching assistants to provide in class support and implement high quality interventions to meet the needs of disadvantaged pupils	<a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>
1:1 maths tutoring through Third Space Learning.	<a href="https://thirdspacelearning.com/how-it-works/">https://thirdspacelearning.com/how-it-works/</a>

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

Budgeted cost: £ [insert amount]



Activity	Evidence that supports this approach
Access to a trained counsellor to work with children and support them through life's challenges and empower them to move forward in a positive way	<a href="https://abccounsellingservices.com/play-therapy/">https://abccounsellingservices.com/play-therapy/</a>
Early start (08.40) to promote better academic performance, fewer absences and improved health.	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>

**Total budgeted cost: £5220**



## 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.

- Staff continue to deliver the Write-Stuff programme. The development of vocabulary is a key element of this. Pupils are responding well to the exposure of good quality texts recommended to go along with the scheme
- Training on the teaching of Systematic Synthetic Phonics has resulted in high quality phonics lessons where pupils are keeping up with their peers
- Disadvantaged pupils received catch-up support in reading, writing and maths following the school's catch-up report (plan). All disadvantaged pupils attended school during the last lockdown period. This was because they were children of key workers or had difficulty accessing remote learning at home which was an identified barrier to their learning
- Some pupils attend after-school clubs, therefore, accessing the wider opportunities the school provides (sports clubs, art club and bush crafting)
- The team of DSLs enabled exemplary safeguarding practices and support for our most vulnerable families through the highly challenging year. All vulnerable pupils attended on-site learning and attendance for these pupils was good.

### 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
The Write Stuff	Jigsaw
The Spelling Book	Third Space Learning
Rocket Phonics	

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A