



## 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	George Betts Primary Academy
Number of pupils in school	390 exc YN
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 - 2024
Date this statement was published	1 December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Allan Shephard
Pupil premium lead	Nikki Rolfe
Governor / Trustee lead	Jem Shuttleworth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,055
Recovery premium funding allocation this academic year	£17,545
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	£177,600



## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to raise the attainment of disadvantaged pupils of all abilities so that they can reach their potential and be the best they can be - confident individuals, successful learners and responsible citizens. We intend to ensure an equitable educational experience for our disadvantaged children to remove barriers to learning and build cultural capital and aspiration.

George Betts' pupil premium strategy is based on the following principles and practices:

- -The pupil premium strategy covers a three-year period, with annual reviews and necessary adjustments adapted throughout the school year.
- Approaches adopted are selected on the basis of strong educational evidence.
- Pupil premium is spent on academic and non-academic interventions and support.

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable or disadvantaged that are not in receipt of pupil premium funding and do not receive this additional funding.

Quality first teaching remains the most important strategy in ensuring children make rapid progress.

Ensuring children are happy, healthy and safe is also key. The safeguarding, wellbeing and attendance teams role in supporting this is pivotal.

Effective pupil premium support is based on high quality internal data helping all pupils to access a broad and balanced curriculum and develop independence, confidence, and resilience. We use sources such as the Teaching and Learning Toolkit and the EEF guidance reports. As advised by the EEF, we focus our approach on high quality teaching, targeted academic support and wider strategies, such as attendance, behaviour, social and emotional support.

The pupil premium strategy is carefully implemented across the school year. It takes time to monitor and develop throughout the year as the children's needs change.

We monitor and review the impact and progress of our approach each half term, collating evidence from data, outcomes in books, pupil voice and lesson observations.

### Challenges

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



Challenge number	Detail of challenge
1	Low attainment on entry to school in EYFS - particularly weak language and communication needs into KS1
2	Gaps in skills and knowledge, including those due to the impact of Covid disruptions.
3	Safeguarding and emotional barriers to learning
4	SEMH and additional behavioural needs
5	Attendance and punctuality issues
6	Social and economic factors that disadvantage children from accessing the same opportunities as their peers
7	Additional language needs for newly arrived pupils.

## 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
Accelerated progress in Reading, Writing and Maths for disadvantaged pupils - resulting in higher numbers achieving ARE in each year group.	Identified gaps at ARE and GDS show evidence of narrowing across the school KS2 SATs scores and end of year summative data for all year groups demonstrates improved outcomes for disadvantaged children
Improved phonic standards for disadvantaged pupils	Achieve national average expected standard in PSC Close the disadvantaged gap
Improved attendance and punctuality for disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 97% School data shows punctuality of disadvantaged children has improved term time absence/holidays are reduced
Improved strategies for dealing with emotional challenges to build resilience and improve readiness for learning	Identified children are responsive and settled within sessions Reflection time is reduced as incidents are reduced Children can talk about and have strategies for overcoming challenges and resilience Peer relationships improve



	Wellbeing checklist (children's mental health) demonstrate pupils own strategies are improving
Development of pupils' oracy and language skills on entry to the school	Wellcomm impact data shows improved communication and language skills for children in EYFS and KS1



## 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 Budgeted cost: £89,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p><b>Ensuring quality first teaching in all year groups and across the curriculum.</b></p> <ul style="list-style-type: none"> <li>- High quality CPD to upskill teachers and TAs with appropriate approaches and pedagogy for quality first teaching and intervention support eg explicit instruction, effective feedback and scaffolding in order to maximise learning</li> <li>- Implementation of whole school 'planning project' to ensure individual gaps / needs are being planned for and met - plans are written/supported for all curriculum areas</li> <li>- Coaching teachers through broad and bespoke support following half termly monitoring. Ensure that the AIP is closely linked to any CPD offer.</li> <li>- Implementation of a maths mastery approach through NCETM</li> </ul>	<p><b>The EEF Guide to the Pupil Premium:</b> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <div data-bbox="595 1193 1166 1485" style="border: 1px solid #800000; padding: 10px; background-color: #800000; color: white;"> <p><b>Feedback</b></p> <p>Very high impact for very low cost based on extensive evidence</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td><span style="background-color: #ff4500; border-radius: 50%; padding: 2px 5px;">+6</span> months</td> </tr> </table> <p><a href="https://educationendowmentfoundation.org.uk/feedback-eeef" style="color: blue; text-decoration: underline;">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> </div> <div data-bbox="595 1630 1166 1865" style="border: 1px solid #800000; padding: 10px; background-color: #800000; color: white; margin-top: 10px;"> <p><b>Mastery learning</b></p> <p>High impact for very low cost based on limited evidence</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td><span style="background-color: #ff4500; border-radius: 50%; padding: 2px 5px;">+5</span> months</td> </tr> </table> <p><a href="https://educationendowmentfoundation.org.uk/mastery-learning-eeef" style="color: blue; text-decoration: underline;">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> </div>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	<span style="background-color: #ff4500; border-radius: 50%; padding: 2px 5px;">+6</span> months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	<span style="background-color: #ff4500; border-radius: 50%; padding: 2px 5px;">+5</span> months	<p>1, 2, 6, 7</p>
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<p>- LMT/Expert teacher release to support and develop the delivery and subject knowledge</p>	<p><b>The EEF Guide to the Pupil Premium:</b> Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>							
<p><b>Purchase of standardised, diagnostic assessments NTS with suggested catch up activities in order to accelerate progress</b></p>	<p><b>The EEF guide to supporting school planning - A tiered approach to 2020- 21:</b> High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress</p>	<p>1, 2,7</p>						
<p>Development of EYFS environment to enhance physical and outdoor learning opportunities for all pupils (soft play room, outdoor learning areas, forest school and resources etc)</p>	<p>There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.</p> <div data-bbox="593 996 1177 1288" style="background-color: #2c4e60; color: white; padding: 10px; border-radius: 5px;"> <p><b>Physical development approaches</b></p> <p>Moderate impact for very low cost based on limited evidence</p> <table style="width: 100%; text-align: center; font-size: 0.8em;"> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>  </td> <td>  </td> <td>  months         </td> </tr> </table> </div> <p><a href="#">Education Endowment Foundation   EEF</a></p>	Implementation cost	Evidence strength	Impact (months)			 months	<p>1, 2, 4, 6</p>
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<p>Continue to develop the curriculum providing pupils with knowledge and opportunities to be confident, successful and responsible. Cycle of “how to...” and specific teaching strategies delivered in PDMs.</p>	<p>EEF recommendations , quality first teaching is key to progress for all. - <a href="#">Metacognition and self regulation</a></p>							



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

**Budgeted cost: £ 48,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND leads and Lead Practitioner /Expert Teacher released from classroom/federation teaching responsibilities to provide targeted academic support to pupils in R/W/M	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. <b>EEF School Improvement planning - <a href="#">Targeted Academic support</a></b>	1,2,4,6,7
Appoint additional and 2 x LSA- tutor trained to support targets groups and individuals Y5/Y2 R/W/M and S+L/Early language - EYFS	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. <b>EEF School Improvement planning - <a href="#">Targeted Academic support</a></b>	1,2,4,6,7
Implement a tuition program across the school using our skilled staff who will deliver tuition to identified pupils before school, after school and during the school holidays	Evidence suggests that one to one tuition can be effective, providing up to 5 months additional progress. Short, regular sessions (30 mins, three to five times per week) over a set period of time provide optimum impact <b>EEF Teaching and Learning Toolkit - <a href="#">One to one tuition</a></b>	1,2,4,6,7



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

**Budgeted cost: £39,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further enhance the school environment to support pupils behaviour and well being (e.g safe spaces, playground equipment)	The school environment can help children apply their social and emotional learning providing areas in the playground where children can go to calm down, or spaces where they can use the problem-solving process to resolve conflicts, <b>EEF guidance report - <a href="#">Improving social and emotional learning in schools - Recommendation 5</a></b>	3,4,5,6,
Support pupils to develop their physical skills and mental health through a range of structured and unstructured activities tailored to support individual needs - fund a new post Physical and Mental Health mentor to support	Physical activity has important benefits in terms of health, wellbeing and physical development. On return to school the proportion of children identified as overweight or obese has increased significantly. <b>NHS Digital - <a href="#">Report</a></b>	3,4,
Further develop pastoral support for families - especially the most disadvantaged Support high attendance, excellent punctuality and engagement in learning through a restructured programme of support and rewards 2 x mentors 1 x attendance officer 1 x FS worker	There is a clear link between poor attendance and lower academic achievement <b>DfE - <a href="#">Improving attendance at school 2012</a></b>	3,4,5



**Total budgeted cost: £177,600**



## **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.