

# 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	Bamburgh School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Peter Nord Head teacher
Pupil premium lead	Kim Nichol
Governor	Alison Bland and Jonathan Burrows

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,015
Recovery premium funding allocation this academic year	£34,800
<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	£204,815

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

We understand that needs and costs will differ depending on the barriers to learning being addressed.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches.

The development of a school environment which allows academic achievement and independence to flourish is an important part of the continued effort to adapt and extend our curriculum offer to all pupils. We will provide support to our disadvantaged pupils to enable them to develop resilience and live an independent life as much as possible whilst supporting them to develop their social skills.

A creative, challenging and imaginative curriculum is at the heart of what we strive to deliver, and we will continually challenge ourselves to improve teaching and learning.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on assessment for learning, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge	Detail of challenge
1	Low attainment on entry to school due to learning difficulties. Some pupils have significant physical/medical issues, some of which are life limiting.
2	All children have SEND and need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge with a focus on reading and communication.
3	Our pupils are generally more likely to have speech, language and comprehension difficulties. Our pupils generally have greater challenges around communicating and expressing their needs including non-verbal, limited language and social interaction difficulties.
4	Lack of resilience/social, emotional and mental health issues/attachment issues experienced by some Pupil Premium pupils.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
6	Many of our pupils require support and therapeutic intervention such as Occupational Therapy, counselling and CYPs/CAHMS, to help them access learning. Access to these services externally can be problematic as the services are overstretched and waiting lists are long.

## 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 attainment and progress for disadvantaged pupils in all areas of learning and development, relative to their starting points as identified through baseline and ongoing assessments.	Demonstrated by our BPM data, and observations.  Staff provide high quality teaching evidenced through lesson observations, learning walks, and pupil progress data, measured over time from their individual starting points and as identified through assessments and achievement of EHCP outcomes.
Better communication, language and literacy in Early Years.	Enhanced learning opportunities in all 7 areas of the EY curriculum. Maximising opportunities for pupil progress towards the Early Learning Goals.

	<a href="https://www.educationendowmentfoundation.org.uk/early-language-eeef">Early language   EEF (educationendowmentfoundation.org.uk)</a>
Raise the profile of reading across the whole school to foster a love of reading and thus raise achievement in this area. Early reading skills are developed across School.	<p>Assessment data demonstrates improved early phonics skills. There is an increased readiness for reading. More pupils access reading for enjoyment.</p> <p>Improved reading ages in Primary pupils.</p> <p>A wider variety of genres are available to pupils.</p> <p>Improved recognition of key words.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/preparing-for-literacy-eeef">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>
Key sensory milestones are integrated into the wider curriculum offer. Development of sensory areas across Primary.	Improved sensory regulation and readiness to learn.
The range of external accreditation matches the needs and aptitudes of current and future Key Stage 4 cohorts.	Pupils can access qualifications at their appropriate stage/level.
Improved assessment to aid identification of literacy difficulties across school and access to appropriate interventions.	Narrow the gap between reading age and chronological age.
Improved assessment to aid identification of numeracy difficulties across school and access to appropriate interventions.	Improved numeracy skills across school.
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. Improve classroom environment for pupils with sensory needs.	Classroom environment better supports the needs of pupils and increases the readiness to learn.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>reduced incidents of inappropriate behaviours;</li> <li>reduced periods of anxiety;</li> <li>increased attention, co-operation and motivation to learn;</li> </ul> <p>Evidenced through discussions with pupils and families, behaviour log, observations and sensory integration programmes.</p>

## 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: **£22,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in and extend the whole school literacy offer, to optimise assessment of literacy difficulties across school, identification of pupils who need an alternative method to learn to read and pupil access to appropriate interventions.</p> <p>Purchase and roll out the use of Clicker 8 across school.</p> <p>Purchase and roll out the use of Penfriend across school.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1,2,3
<p>Invest in and extend the whole school numeracy offer to develop the assessment and identification of numeracy difficulties across school, ensure a greater use of physical resources to build mathematical knowledge and develop staff skills in maths teaching.</p>	<p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a> There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><a href="http://suttontrust.com">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p>	1,2
<p>Investment in SaLT Assistant to provide individualised programmes for pupils and whole class resources for teachers to support their day to day teaching practice.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1,2,3
<p>Review and update Curriculum pathways across</p>	<p>A key factor for attainment and progress is effective teaching as highlighted by the Sutton Trust's 2011 report, which revealed that the</p>	1,2,3

the whole school, to create a sequential pathway.	effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£159,607**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
School's Occupational Therapist to provide individualised programmes for pupils and classes for teachers to implement into their day to day teaching practice.	We have observed that including sensory integration strategies, sensory equipment and resources within the class teaching and learning environment are effective at regulating and getting pupils ready to learn. <a href="https://www.researchgate.net/publication/232092303_Goal_Attainment_ScalingIts_Use_in_Evaluating_Pediatric_Therapy_Programs">https://www.researchgate.net/publication/232092303_Goal_Attainment_ScalingIts_Use_in_Evaluating_Pediatric_Therapy_Programs</a>	2,4,6
Inclusion and SEMH Officer to provide individualised and group support focusing on SEL skills.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4,5,6
Train and develop key staff to provide individualised moving and handling plans and strategies, to support	<a href="https://www.researchgate.net/publication/232092303_Goal_Attainment_ScalingIts_Use_in_Evaluating_Pediatric_Therapy_Programs">https://www.researchgate.net/publication/232092303_Goal_Attainment_ScalingIts_Use_in_Evaluating_Pediatric_Therapy_Programs</a>	1,5,6

the learning environment. Strategies to be implemented into day to day practice.		
Improve assessment and identification of Numeracy & Literacy difficulties across school.  Widen pupil access to appropriate Numeracy & Literacy intervention.	Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Interventions should be carefully targeted through identification and assessment of need.  EEF toolkit: Small group tuition, <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3
Identified staff to carry out targeted interventions 1:1 or small groups	Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEN. Interventions should be carefully targeted through identification and assessment of need. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. EEF toolkit: Small group tuition, additional 4 months progress. (Mainstream)	

## Wider strategies

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for pupils with enhanced sensory needs, including autism. Use of Goal Attainment Scaling (GAS) Scores to measure progress.	GAS was initially used to measure the impact of intervention in the mental health field.5 Since then, it has been used widely to evaluate health services, educational programs, and social services.  GAS was initially used to measure the impact of intervention in the mental health field.5 Since then, it has been used widely to evaluate health services, educational programs, and social services.  <a href="https://www.researchgate.net/publication/232092303_Goal_Attainment_ScalingIts_Use_in_Evaluating_Pediatric_Therapy_Programs">https://www.researchgate.net/publication/232092303_Goal_Attainment_ScalingIts_Use_in_Evaluating_Pediatric_Therapy_Programs</a>	5,6
Widen the Therapy Team to provide better access to in-school therapies.	<a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundati</a>	1,3,4,5,6

	<a href="#">evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
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**Total budgeted cost: £201,927**



## 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.

#### Average BPM point score 2020-2021

	Pupil Premium	Non Pupil Premium
Reading	81.2	80.2
Writing	78.9	80.4
English	79.2	80.6
Maths	78.7	80.4

#### Progress

	2019-2020 data was collect over a shorter period of time due to Covid-19 and is therefore not used as a comparison	2020-2021	
		Non-Pupil Premium	
		% Expected Progress	% Good and Outstanding Progress
Reading		98	93
Writing		99	93
English		99	93
Mathematics		97	91

	2019-2020 data was collect over a shorter period of time due to Covid-19 and is therefore not used as a comparison	2020-2021 Pupil Premium		
		% Expected Progress	% Good and Outstanding Progress	
		Reading	98	93
		Writing	99	93
		English	99	92
Mathematics	97	88		

### Externally provided programmes

Programme	Provider
N/A	

### Service pupil premium funding (optional)

Measure	Details