Pupil premium strategy statement Binstead Primary School 2023 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2023/2024 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	Binstead Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	October 2023
Date on which it will be reviewed	July 24
Statement authorised by	R Chessell
Pupil premium lead	R Chessell/S Harris
Governor / Trustee lead	Gemma Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58785
Recovery premium funding allocation this academic year	£4241
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	£63026

Part A: Pupil premium strategy plan

Statement of intent

Children at Binstead Primary will all have the opportunity to thrive both emotionally and educationally. We will ensure that the money the school receives to support children who access the Pupil Premium will be used to close both the educational, social and emotional gaps in the children's learning.

We know that to support our disadvantaged pupils, not all children will need the same support in the same way, and it is our duty to ensure that the children's needs are identified in a timely manner and support given where possible.

Our building blocks for tackling educational disadvantage;

Whole-school ethos of attainment for all
There is a culture of high expectations for all.
There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
Disadvantaged pupils and their families are held in high regard
Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance
A strong emphasis is placed on developing positive behaviours for learning.
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all
The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress**.**
Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
Professional development is focused on securing strong subject knowledge, questioning, feedback, metacognition and self-regulation.
Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs
There is a strong understanding of the barriers to learning and how these barriers present in school.
Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.
Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

> The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

> Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

> The Pupil Premium Lead for the school, and the Governor responsible for Pupil Premium meet regularly to review the Action Plan.

> Self-evaluation is rigorous and honest.

> The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

> Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

> Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

> Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Challenges

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

Challenge number	Detail of challenge
1	**Difficulties for some children in processing information in whole class teaching.**
2	**Catch up and closing gaps in learning.**
3	**Increasing numbers of children requiring Emotional Literacy (ELSA) support.**
4	**Facilitating flexible teaching opportunities to enable QFT in all classrooms.**
5	**Large group sizes in EYFS – additional TA support enabling early intervention and speech and language support where needed.**
6	**Emotional/Friendship challenges including resilience.**
7	**Ensuring attendance is good for all children.**
8	**Financial barriers to being able to take part in enrichment activities.**

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
1) Additional adult support in class to facilitate smaller groups sizes, flexible teaching and targeted intervention where needed.	All children will benefit from adult support when needed. Interventions will be able to offer targeted support for children. Children will show progress towards closing academic gaps as a result of the pandemic. Milestone Data will show progress across all year groups benefiting from additional staff/interventions.
2) Milestone data for all children will show accelerated progress towards 'catching up' with evidence of gaps closing in learning.	Children will show progress towards closing academic gaps as a result of the pandemic. Milestone Data will show progress across all year groups benefiting from additional staff/interventions.
3) ELSA support and Play Therapy will be provided for children who require further support with their emotional wellbeing.	Start and end reports will show progress against individual targets and intentions for children. Children's emotional resilience will be supported and will show in reduced conflict both in the classroom and on the playground. Parents will report an improvement in children's emotional wellbeing when compared with before the support.
4) Attendance will remain above National figures and in line with our school set targets Children will be supported to access Early Birds where appropriate.	Children and families will have targeted support where appropriate and required to support and improve attendance. Early Help will support families in need of further help. Attendance meetings (SAM meetings) will reduce as attendance improves. Attendance figures will show an improvement over the year at milestones.
5) Children will have access to all areas of school life without disadvantage	All children will have the opportunity to access clubs, enrichment activities and residential trips. Financial support will be provided for children where appropriate and needed. No child will miss out on opportunities due to financial reasons. All children will benefit from accessing enrichment opportunities to offer a broad and

	balanced curriculum and enrich their lives further.

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: £ 24164

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistants to support smaller group sizes.	Interventions are able to go ahead with an additional adult in the classroom (aside from the class teacher) to facilitate this.	1, 2, 3, 4, 5

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

Budgeted cost: £ 24164

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant to support interventions across the school	Small group work for interventions – including Phonics across the school.	1,2,4

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

Budgeted cost: £ 33200

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support & Play Therapy	Improve children's resilience and emotional literacy. ELSA support enable children to have a safe environment and to support their emotional literacy to be able to learn more effectively when in the classroom.	6

	Play Therapy to address particular needs in children with high anxiety or related trauma.	
Support for Enrichment opportunities	Remove financial barriers to allow all children to access the wider school life.	8
Family Liaison Officer	Training as additional ELSA to support children and families. Support	3,6,7

Total budgeted cost: £ 81528

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
Times Tables Rockstars	TTRS
Numbots	TTRS
Teach your Monster to Read	
Purple Mash	
Little Wandle Letters and Sounds Revised	Little Wandle (big cat)