

# The British School

Working together for our children's future



## Pupil Premium strategy statement for The British School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	20/169 – 11.83% + 4 Service Child
September 2023 pupil premium children on role	19/169 - 11.24% + 4 Service Child
Academic year/years that our current pupil premium strategy plan covers	23-24
Date this statement was published	01/12/2022
Date on which it will be reviewed	01/04/2023
Statement authorised by	Abel Roche
Pupil premium lead	Sarah King
Governor / Trustee lead	Rebecca Curtis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	7/12ths of financial year 23-24 = £20,571.25

	5/12 of financial year 23-24 <u>estimate</u> £10,964.50  Total: £31,535.75
Recovery premium funding allocation this academic year	£5,359.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£3,912.00 PP
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,806.75

# Part A: Pupil premium strategy plan

## Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***
- For all of our pupils, whether or not they are disadvantaged, we aim to enhance oral language
- Support those who display any SEMH challenges
- Ensure all pupils have access to activities to develop both fine and gross motor skills.
- Raise progression in writing skills and core numeracy skills
- Offer increased reading opportunities through both appropriately matched reading scheme books and reading for pleasure books.
- Ensure children have access to high quality adult support through targeted intervention programmes.
- We provide all pupils opportunities to engage in all aspects of school life equally.
- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

All Pupil Premium children are listened to read daily, this may be during Whole Class Teaching or via 1:1 reading with an adult.

All children have access to a well-resourced school library, on a regular basis (at least fortnightly), where they can choose a book of interest themselves to support reading for pleasure.

All classes have a class reading book and children are read to daily, supporting reading for pleasure.

With the support of the Literacy hub and local authority the literacy lead has developed a new writing curriculum for EYFS to yr 6. This will enhance all aspects of Literacy across the school.

As well as an academic support role, Classroom TAs have a pastoral support role, to support children by dealing with social, emotional and mental health issues that arise. We have a member of staff who is undertaking Emotional Literacy training to further enhance our SEMH provision.

The SENDCo, along side class teachers, supports children with more complex needs through the use of additional guidance via the graduated pathway. This may include the advisory teaching service and School nurse service or more targeted services such as audiology and speech and language.

There are strong links between the EYFS and our onsite pre school 'The Kindergarten' to support all children, including those from disadvantages backgrounds. This includes transition opportunities throughout the year, stay and play events, home visits prior to starting school in September and support in the use of learning resources in all areas of the curriculum.

Reading is supported throughout the school with a structured curriculum to support the teaching of phonics initially in the EYFS through to Year 2 but also KS2 where targeted interventions are necessary. We have taken on the Essential Letters and Sounds phonics programme which ensures children keep up rather than catch up. This is taught to the class as a whole.

Staff receive CPD in order to support children with English and Maths. TA's carry out interventions to support children in closing the gap with reading, writing and maths. Interventions are monitored for effectiveness and are guided by the class teacher with the support of SLT and the SENDCo.

We have high expectations for all of the children, including PP, and additional resources will be given to support disadvantaged children with homework and remote learning, including technology, pens, pencils, paper, a space to work and time.

PP children are encouraged to take up opportunities to engage in all aspects of school life, including school trips, residentials and extra curricular activities. Financial support is available for families in receipt of PP, where a cost is barrier to engagement.

Staff and the wider school community are encouraged to share experiences to broaden all children's cultural capital. All classes engage with 'Newsround' at least weekly.

## Challenges

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

Challenge number	Detail of challenge
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1	PP have made greater progress than non PP children. However, PP children have not made accelerated progress. This is a focus for across the school. Low attainment and slow progress rates made by pupil premium/disadvantaged children can be directly connected to lack of parental engagement.
2	<p>Pupils and their families have social &amp; emotional difficulties, including medical and mental health issues.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. Many pupils who are disadvantaged currently require additional support with social and emotional needs, with most receiving small group interventions.</p>
3	Pupils have limited experiences beyond their home life and immediate community.
4	High incidence of SEN in PP children
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

## 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
Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
CT's have a secure understanding of the starting points of all their PP chn in R, W and M.	All children start the academic year from a level that is appropriate with correct level of challenge.

<p>PP chn from low attainment starting points are supported to make accelerated progress.</p>	<p>All children are supported to be independent learners in lessons.</p> <p>All children are encouraged/ supported to actively participate in whole class activities/sessions</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Implementation of ELSA interventions.</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils reduced from previous year, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being remain reduced and the figure among disadvantaged pupils being in line with their peers.</li> </ul>

## 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: £3215

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding dialogic activities (Voice 21) across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,5</p>
<p>CPD to improve the teaching of phonics</p>	<p>All teachers and support staff to undergo CPD to support teaching of new phonics scheme ( Essential Letters and Sounds) Phonics. (In-school &amp; Stroud Association of Schools CPD Programme) Phonics Lead to monitor Teaching &amp; Learning in classrooms.</p> <p>Phonics Screening scores to show progress each term to ensure a pass rate at end of Y1</p>	<p>5</p>
<p>Improve the quality of social and emotional (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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). Our newly implemented ELSA intervention intends to support this research base.</p>	<p>2,3</p>
<p>Manga-high</p>	<p>To improve basic numeracy skills and to support homework and remote learning.</p> <p>Teachers are able to track progress and provide targeted activities to support intervention</p>	<p>1</p>

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

Budgeted cost: £34,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with the support of our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	5,6
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, including those who are high attainers.	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>	1,5,6
Reading, Writing and Maths interventions; Pre-teach/ same day/ specific skill based intervention.	Establish small group interventions for disadvantaged pupils falling behind age-related expectations.	1,5,6
CPD in effective use of TA deployment	<a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	



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

Budgeted cost: £3161.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for acute issues.	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.	All

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, despite improvement from the prior lower attainers, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below both our expectations and that of national expectations. We have identified Quality first teaching and challenge as areas for development.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils remains significant. This is reflective of national figures however with a larger gap.

Absence among disadvantaged pupils remains higher than their peers in 2022/23 and persistent absence higher. We recognise this gap is too large which is why this remains a priority. Within our cohort of disadvantaged pupils we have seen an improvement in the overall attendance including persistent absences. However, there are a number of anomalies.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
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## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p></p>

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils (Term 3)
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we will evaluate why activity undertaken in previous years had not had the degree of impact that we had expected. The Pupil Premium Strategy is now part of the SLT remit and will be reviewed termly.

We will triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We will also use the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We will look at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We will use the [EEF's implementation guidance](#) to help us develop this strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will create a robust evaluation framework in place for the duration of this academic year and will adjust our plan over time to secure better outcomes for pupils.