

# 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	175
Proportion (%) of pupil premium eligible pupils	25/175 – 14.6% + 1 Service Child
Academic year/years that our current pupil premium strategy plan covers	22-23
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	Abel Roche
Governor / Trustee lead	Rebecca Curtis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	7/12ths of financial year 22-23 = £20,384.58 5/12 of financial year 23-24 <i>estimate</i> £13,272.92

	Total: £33,657.50
Recovery premium funding allocation this academic year	£6,669.00
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>	£4,096.00 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>	£44,442.50

## Part A: Pupil premium strategy plan

### Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***

For all of our pupils (disadvantaged and not) we aim to enhance oral language skills, support children with SEMH concerns, improve motor skills, improve communication through writing skills, increase basic numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) 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.

The 2 literacy leads in the school are receiving CPD from Voice 21 with the support of the LA to deliver a whole school approach to teaching Oracy across the curriculum.

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.

The SENDCo supports children with more complex needs through the use of additional support from external agencies including the Education Psychologist, ATS and counsellors. Our families also seek support for accessing services in the wider community to support family and parenting needs. This is supported through the SENDCo.

There are strong links between EYFS and Kindergarten to support all children, including those from disadvantages backgrounds through home visits prior to starting school in September, the use of teaching resources to support fine motor skills such as 'Dough Disco', the use of Ten Town to support basic numeracy skills.

Reading is supported throughout the school with a structured curriculum to support the teaching of phonics from EYFS through to Year 2. Children are taught in ability groups to ensure their reading books are correctly matched to the phonics phases they are learning. Children who require additional support to secure phonics into KS2 are supported through targeted interventions.

Staff receive CPD in order to support children with English and Maths. Class TA's run interventions to support children to close 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 and have the opportunity 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.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
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 whom 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	<p>Low attendance and persistent absenteeism of PP/disadvantaged children.</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>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.</p>
6	<p>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.</p>

## 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 oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/2023 show an increase in % of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> <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>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2022/23 demonstrated by:

	<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 reduced and the figure among disadvantaged pupils being in line with their peers.</li> </ul>
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## 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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	1,5,6
<p>CPD to improve the teaching of phonics</p>	<p>New recruited teachers to undergo CPD to support teaching of Phonics. (In-school &amp; Stroud Association of Schools CPD Programme) Phonics Lead to monitor Teaching &amp; Learning in classrooms.</p>	5

	Phonics Screening scores to show progress each term to ensure a pass rate at end of Y1	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL 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):</p>	2,3
<p>Now Press Play – online curriculum experience</p>	<p>Ensure all staff are trained to use NPP</p> <p>Ensure all classes are using this to provide children with experiences to develop their language skills, promote vocabulary acquisition and promote better writing outcomes</p> <p>Subject leads to monitor the impact of NPP in writing outcomes.</p>	5,6
<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>	1
<p>Purple Mash</p>	<p>To improve spellings skills to support writing.</p> <p>To improve access to cross curricular materials to support home learning.</p>	5,6

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

Budgeted cost: £37,500

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 in collaboration with 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

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

Budgeted cost: £3442

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

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.