



Cheshire Academies Trust  
*Inspiring hearts and minds*

# Pupil Premium Report 2021-2024



# 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	Bexton Primary School
Number of pupils in school	434 (not incl nursery)
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emily Armstrong
Pupil premium lead	Jill Sach
Governor / Trustee lead	Sarah Stafford/Kristina Gol

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,675
Recovery premium funding allocation 2022-23 (30 pupils)	£4,350
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	£51,025

# **Part A: Pupil premium strategy plan**

## **Statement of intent**

### **What are the key principles of your strategy plan?**

Bexton Primary School is a two form entry primary school that has a hardworking, dedicated and caring staff team who are known for going the extra mile to support their pupils. The school has an experience and stable leadership team who strive for the very highest standards of education and care for all pupils. Children start school at a broadly expected level of development and typically continue to make excellent levels of progress.

We are committed to being a very inclusive school with a welcoming ethos and culture. Our staff work hard to ensure all children are given opportunities to develop their talents and interests and that any barriers to this experience are removed.

We are fortunate to have a thriving nursery, where the vast majority of our children who come into reception attend. This gives us the opportunity to get to know families early and support children both academically and socially. We're also able to identify early any learning gaps and provide early targeted support.

At Bexton we believe a strong curriculum is the passport to children developing a rich cultural knowledge and through effective teaching, children will develop the knowledge and skills they need to thrive at school. We also ensure that we give children a wide set of experiences to support their personal development.

High quality teaching and learning is at the heart of our approach and we target our additional support for disadvantaged pupils in the areas we have evidence or experience to prove will make the most impact on eligible pupils. We use assessment information to ensure we are setting ambitious targets for children and can spot quickly when they are not on track to meet them, putting in effective support and interventions.

At Bexton Primary School we are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence based approach and regularly evaluate the impact our approaches are having on children's needs and outcomes. We have benefitted from working closely with other schools, sharing our practice, comparing our approaches and improving our own.

### **Our objectives for Pupil Premium spending**

- To provide high quality teaching & learning experiences across the curriculum
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect their wellbeing or academic achievements

### **How does the pupil premium strategy plan work towards achieving those objectives?**

- It enables us to provide in class support, small group and individual interventions to support eligible children with academic progress. All of these are provided by our highly trained support staff.
- It enables us to provide additional support to eligible children so that they can have emotional and social support to allow them to maximise their wellbeing.
- It enables us to provide additional support to families so that children are able to take part in a wide variety of activities to support their personal development.

# Challenges

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

Challenge number	Detail of challenges
1	A number of our disadvantaged children also have complex special educational needs. Currently 24% of our disadvantaged children have an Educational Health Care Plan or are at SEND Support. A further 18% are at First Concerns which identifies they are not achieving the expected standard in at least one academic area and require some support. A number of the children require specialist support and intervention to support their progress and we also prioritise spending more time with their parents to ensure we have a strong home-school partnership.
2	Our assessment information shows that some of our disadvantaged pupils have been more affected by the partial school closures during 2020 and 2021 and this has increased the attainment gap. This is also supported by national data. Currently there is a 16% gap in reading, 32% gap in writing and 33% gap in maths (if you remove disadvantaged pupils with SEND then there is no gap in reading, a 16% gap in writing and a 17% gap in maths).
3	Many families are facing increased pressures, due to the cost of living crisis. Through additional pastoral support that focuses on effective communication, the school can ensure that any barriers to children's attendance or their academic progress can be addressed quickly.
4	The vast majority of disadvantaged children achieve the expected standard at the end of key stage 2, however only a small proportion achieve the higher standard. Additional small group or one to one tutoring will help disadvantaged children to meet their academic targets. In July 2022, 31% of our pupils were above in reading, 19% in writing and 32% in maths. For our disadvantaged pupils this reduces to 13% in reading, 7% in writing and 13% in maths.
5	Some of our disadvantaged children need increased levels of emotional support as they have experienced adverse childhood experiences. Our pastoral lead regularly works with 40% of our disadvantaged pupils or is involved in working with other professionals to support the child or family. This dedicated support allows us to support them through ELSA sessions to have strong attitudes to learning and increase their self-esteem. As part of our Jigsaw sessions we track children's scores on a resilience screener and this shows that the average score for disadvantaged pupils is 33, versus non-disadvantaged children's average score of 36.

## 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. [\\*link to our trust disadvantage strategy](#)









Intended outcome	Success criteria
Attendance to continue to be high for disadvantaged pupils <a href="#">Attendance*</a>	<ul style="list-style-type: none"> <li>Disadvantaged pupils to have an average attendance of 95% or above</li> <li>Lateness and missed sessions minimised by effective tracking and parental engagement</li> </ul>
Improve the quality of teaching for disadvantaged pupils <a href="#">Expert Teaching*</a>	<ul style="list-style-type: none"> <li>Teaching of disadvantaged pupils is good and frequently outstanding as measured by monitoring and assessments.</li> <li>Quality of teaching results in disadvantaged pupils making good progress and achieving same standards as their non-disadvantaged peers</li> </ul>
Outcomes for disadvantaged pupils are above national standards and the gap is closing where one remains between national/ all Bexton pupils. <a href="#">Mastery and Mindset*</a> <a href="#">Vocabulary and Literacy*</a> <a href="#">Attainment Mobility*</a>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils.</li> <li>For all disadvantaged pupils in Y6 to achieve positive progress scores</li> <li>For 80%+ disadvantaged pupils in Y1 to Y5 to achieve age-related expectations</li> <li>For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score in internal tracking</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>For 80%+ of disadvantaged children in Y1 meet the required level in phonics screening.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils.</li> <li>For all disadvantaged pupils in Y6 to achieve positive progress scores</li> <li>For 80% of disadvantaged pupils in Y1 to Y5 to achieve the expected standard in writing and increase the proportion of disadvantaged children achieving above (from 4%).</li> <li>For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score in internal tracking</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils.</li> <li>For all disadvantaged pupils in Y6 to achieve positive progress scores</li> <li>At least 80%+ disadvantaged pupils in Y2 to Y5 to achieve age-related expectations</li> <li>For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score in internal tracking</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>80% of disadvantaged pupils achieve age-related expectations by the end of EYFS (GLD)</li> </ul> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li>Where children have an EHCP or SEND Support Plan, the school can demonstrate good levels of progress related to their area of need.</li> </ul>
Support disadvantaged pupils to thrive emotionally and socially. <a href="#">Equity of Opportunity*</a>	<ul style="list-style-type: none"> <li>For all disadvantaged pupils to increase their score on the resilience scale (Jigsaw REST) from entry 2021 and the gap to reduce from 3%.</li> <li>For all disadvantaged pupils to talk about the positive impact Jigsaw has had on their emotional wellbeing.</li> <li>Our Pastoral Lead effectively supports disadvantaged children so that any barriers to their learning or emotional wellbeing are addressed.</li> </ul>

## Activity in this academic year 2022-2023



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: *[Cost to be covered by main school budget]*






Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure disadvantaged children are effectively challenged and receive high quality teaching.</p>	<p>We are engaging in a trust wide <a href="#">CPD programme</a> that looks at all aspects of expert teaching (7C's) that have a thorough evidence base in improving outcomes for pupils. We will work with all staff to ensure that they have a good understanding of the 7c and that pupils are being taught through a mastery approach. We have also invested in a <a href="#">new phonics programme</a> that ensures all pupils receiving daily teaching from their teacher, who can then identify pupils who need additional same-day interventions, to ensure they keep up with the programme. This area is covered by the main school budget.</p> <div data-bbox="316 651 1279 967"> <p><b>Collaborative learning approaches</b> High impact for very low cost based on limited evidence.   <b>+5</b></p> <p><b>Mastery learning</b> High impact for very low cost based on limited evidence.   <b>+5</b></p> <p><b>Phonics</b> High impact for very low cost based on very extensive evidence.   <b>+5</b></p> </div>	<p>2 &amp; 5</p>
<p>CPD for staff to support effective inclusion.</p>	<p>We are currently reviewing all our policies and practices to ensure we have a fully inclusive school. <a href="#">Inclusive educational practice</a> provides opportunities to all pupils to learn together by removing social and emotional barriers. We are completing a full 360 with staff, children, parents and governors and seek to eradicate any policies and practices that reduce pupil engagement with school. The EEF SEND evidence review also states that there 'weak but positive impact on academic outcomes of pupils without SEN from having pupils with SEN included in their classes. This area is covered by the main school budget.</p> <div data-bbox="316 1249 1279 1355"> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence.   <b>+4</b></p> </div>	<p>1, 3 &amp; 5</p>
<p>Leadership time to monitor the impact of the strategy.</p>	<p>The deputy head leads on the PPG strategy and works closely with other senior and middle leaders to ensure that there is a <a href="#">whole school approach</a> to improving outcomes for disadvantaged pupils. Within her role she will:</p> <ul style="list-style-type: none"> <li>• Ensure that every member of staff is aware of how we use the pupil premium funding to support eligible children and that all staff have high expectations of what eligible children can achieve.</li> <li>• In all school development work, prioritise the needs of disadvantaged pupils and understand where there are in-school variations and act upon these. This includes identifying eligible children early in their school life and within the nursery provision.</li> <li>• Track the progress and attainment of disadvantaged pupils and within pupil progress meetings. Work with relevant members of staff when achievement falls below targets and ensures that the appropriate support is available and prioritised for eligible children.</li> <li>• To create a PPG action plan to further improve outcomes for eligible children.</li> </ul> <p>This area is covered by the main school budget.</p>	<p>1-5</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: [**£32,000**]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional teaching assistant to work with disadvantaged pupils providing additional interventions. (£23,000)</p>	<p>EEF evidence shows that <a href="#">teaching assistant</a> interventions, when deployed effectively can be successful. Our approach ensures disadvantaged individual needs are addressed and supported in class with targeted feedback and instruction. The teaching assistant will focus her in-class time on giving additional support and provide one to one feedback on pupil's writing skills as this is the area in school tracking that shows the largest gap between disadvantaged and non-disadvantaged pupils. She will also spend time talking to the class teachers to receive feedback on the impact her support has and what further support the children require. It will also involve time giving the training and support she requires to fulfil her role effectively.</p> <div data-bbox="331 577 1289 672"> <p><b>One to one tuition</b></p> <p>High impact for moderate cost based on moderate evidence.</p>  </div>	<p>1, 2 &amp; 4</p>
<p>Additional teaching assistant for supporting disadvantaged children who are entitled to SEND support. (£4,000)</p>	<p>A number of our disadvantaged children also have specific additional needs. This funding allows our SENCO and specialist staff the time to work with these children, providing the correct interventions. It also allows teaching assistants who are in classes to provide additional support to disadvantaged pupils. As the majority of these children are currently in KS1, their support is focused on developing early reading skills and phonic skills. This also allows for the staff involved with supporting disadvantaged pupils get the training and support they need in order to fulfil their role effectively.</p> <div data-bbox="331 936 1289 1030"> <p><b>Small group tuition</b></p> <p>Moderate impact for low cost based on moderate evidence.</p>  </div>	<p>1, 2 &amp; 4</p>
<p>To top up government funding for in-school tutoring sessions. (£4,000)</p>	<p>EEF evidence shows that <a href="#">one to one tuition</a> is very effective and can increase progress to five months' additional progress. We have identified four teaching assistants and targeted disadvantaged pupils in Years 4-6 to take part in before school tutoring. The tutor sessions will be focused on individual pupil needs in reading, writing and mathematics. The impact can be measured through our standardised testing and writing moderation sessions.</p> <div data-bbox="331 1317 1289 1388"> <p><b>Small group tuition</b></p> <p>Moderate impact for low cost based on moderate evidence.</p>  </div>	<p>1, 2 &amp; 4</p>
<p>To purchase a new assessment programme to support the SENCO (£1000)</p>	<p>We have found that our assessment systems are not as effective for children with an ECH and are not working at National Curriculum levels. Therefore, we have purchased a <a href="#">new assessment system</a> (SOLAR) which will help us to track the relevant pupil's progress and share this information with parents and carers. We feel this model then becomes a positive approach, rather than a deficit model.</p> <p>The EEF SEND evidence review recommends 'high quality and accurate formative assessment, using effective tools and early assessment materials' and 'setting out the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents'. We believe this approach will help us to identify the small steps of progress children with complex learning needs require.</p>	<p>1 &amp; 3</p>

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

Budgeted cost: [£20,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide bespoke pastoral support for disadvantaged pupils to help support them emotionally and socially. (£15,000)</p>	<p>EEF shows that developing children's <a href="#">social and emotional skills</a> results in reduced anxiety and increased engagement in learning. Our own experience shows that this is a very effective use of funding as a number of our disadvantaged children also experience challenging circumstances outside of school and require additional support to manage their emotions. This activity links closely with the PSHE scheme of work and measuring children's resilience levels. Those disadvantaged pupils with low levels of resilience will be targeted by our Pastoral support lead.</p> <p>Training planned for this year include: ELSA supervision training sessions, next step training, toxic trio, DSL training, Digital Safeguarding and trauma informed schools training.</p> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence.</p> 	<p>3 &amp; 5</p>
<p>Provide financial support to eligible families to enable children to fund extra-curricular activities, provide financial assistance for trips &amp; uniform and other needs specific to individual children. (£4000)</p>	<p>We provide a school branded fleece each year for eligible children, fund the cost of extra-curricular activities and the residential visit and any other trips the children go on. We will also use this fund to fund play therapy sessions, assessments related to specific educational needs and relevant interventions. Our experience shows that children who have access to the same experiences and feel equal to their peers supports their overall wellbeing. We have found that children who attend the extra-curricular activities benefit emotionally and socially from these experiences. Where we have funded activities specifically related to individual needs (related to their academic or personal development) we can quickly reduce barriers to learning.</p> <p><b>School uniform</b></p> <p>Unclear impact for very low cost based on insufficient evidence.</p>  <p><b>Outdoor adventure learning</b></p> <p>Unclear impact for moderate cost based on insufficient evidence.</p> 	<p>3 &amp; 5</p>
<p>Part-fund a Passion 4 Learning after school club for Year 4 children £1000</p>	<p>This funding pays for additional experiences for a small group of pupils to benefit from each week. They meet every week and volunteers provide activities to support children's motivation to learn and self-esteem. The club focusing on team work, giving children experiences to increase their <a href="#">aspiration</a> and broaden their experiences.</p> <p><b>Aspiration interventions</b></p> <p>Unclear impact for very low cost based on insufficient evidence.</p> 	<p>5</p>
<p>Fund ELSA supervision sessions for our Pastoral Lead.</p>	<p>A number of our disadvantaged pupils need support with emotional needs and behaviours, with this being the biggest barrier to their progress. By ensuring our Pastoral lead has access to high quality training and supervision, we will be able to target the support where it is most needed.</p> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence.</p> 	<p>3 &amp; 5</p>

**Total budgeted cost: £52,200**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Year 1 Review (2020-2021)		Amendments for next year
Impact	Issues	
<p>During the school closures it was challenging to continue with all academic targets, however attainment for disadvantaged children continued to be tracked.</p> <p>Reading</p> <ul style="list-style-type: none"> <li>All children attainment – 84% expected / 35% above</li> <li>PPG children attainment- 61% expected/ 18% above &amp; 78% expected/ 23% above with no send included</li> <li>All children progress- 73% expected progress/ 5% above expected progress (-0.2)</li> <li>PPG children progress- 86% expected progress/ 5% above expected progress (-0.1)</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>85% of children passed the internal phonic screening test. 2 children didn't sit and 7 sat resits in autumn 21.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>All children -79% expected/ 16% above/</li> <li>PPG children 57% expected/ 7% above &amp; 73% expected/ 9% above with no send included</li> <li>All children progress- 75% expected progress/ 8% above expected progress (-0.2)</li> <li>PPG children progress- 86% expected progress/ 0% above expected progress (-0.2)</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>All children- 85% expected/ 36% above</li> <li>PPG children -61% expected/ 18% above &amp; 78% expected/ 9% above with no send included</li> <li>All children progress- 87% expected progress/ 11% above expected progress (0.0)</li> <li>PPG children progress- 81% expected progress/ 10% above expected progress (-0.1)</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>75% of PPG children achieved expected in all areas except comprehension (25%) Word reading (25%) Writing (50%) Number (50%) 4 children in group, 1 child in Resource Provision.</li> </ul> <p>Pastoral Impact</p> <ul style="list-style-type: none"> <li>Our pastoral lead worked closely with families during the partial school closures (as per issues column). Overall attendance figures (not including covid or partial school closures) was 96% versus 97.8% for the whole school. For two children within the eligible children, two had significant medical needs.</li> </ul>	<p>59% of our disadvantaged pupils attended school during the wider school closures so continued to have access to teaching &amp; pastoral support. For those who were at home, our Pastoral care lead visited each week with activity packs and offered additional support where needed.</p>	<p>We have increased the uniform budget as we're aware families will be facing more financial challenges. To pay for this we have ceased funding additional music sessions as this was only taken up by a very small number of pupils and all children have access to high quality music sessions in school.</p> <p>We have introduced the wellbeing programme and our joint partnership with Passion 4 Learning.</p>

Year 2 Review (2021-2022)		Amendments for next year
Impact	Issues	
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Target- At least 80% of disadvantaged pupils in Y6 to achieve the expected standard and for 25%+ to achieve above the expected standard. (<b>achieved in 2022 with 100% expected and 40% above</b>).</li> <li>Target- For all disadvantaged pupils in Y6 to achieve positive progress scores (<b>achieved in 2022 with progress score of 1.59</b>)</li> <li>Target- For 80%+ disadvantaged pupils in Y1 to Y5 to achieve age-related expectations (<b>69% expected in 2022</b>)</li> <li>Target- For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score in internal tracking (<b>overall score +0.3 and 100% progress score of 0+</b>)</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Target- For 80%+ of disadvantaged children in Y1 meet the required level in phonics screening. (<b>67% in 2022</b>)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Target- At least 80% of disadvantaged pupils in Y6 to achieve the expected standard and for 20%+ to achieve above the expected standard. (<b>100% achieved expected, 3% below target at higher standard with 17% higher standard</b>)</li> <li>Target- For all disadvantaged pupils in Y6 to achieve positive progress scores (<b>achieved in 2022 with a progress score of 3.66</b>)</li> <li>Target- For 80% of disadvantaged pupils in Y1 to Y5 to achieve the expected standard in writing and increase the proportion of disadvantaged children achieving above (from 4%). (<b>50% in 2022 &amp; 8% higher standard</b>)</li> <li>Target- For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score in internal tracking (<b>overall score +0.2 and 95% progress score of 0+</b>)</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Target- At least 80% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard. (<b>achieved in 2022 with 100% expected standard and 40% above</b>)</li> <li>Target- For all disadvantaged pupils in Y6 to achieve positive progress scores (<b>achieved in 2022 with a progress score of 3.93</b>)</li> <li>Target- At least 75%+ disadvantaged pupils in Y2 to Y5 to achieve age-related expectations (<b>53% in 2022</b>)</li> <li>Target-For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score in internal tracking (<b>overall score +0.3 and 95% progress score of 0+</b>)</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>Target- Disadvantaged pupils achieve age-related expectations by the end of EYFS (<b>50% GLD, 4 pupils, 1 with EHP</b>)</li> </ul> <p><b>Pastoral Impact</b></p> <ul style="list-style-type: none"> <li>Pastoral lead can give case study information for pupils where intervention has led to improved attendance, through close liaison with parents and sharing regular attendance information.</li> <li>Pastoral lead has had the following training provided this year: ELSA, Mental Health Lead Training, DSL training, safeguarding supervision, Team Teach, First Aid and Inclusion Hub.</li> <li>Resilience screening data shows mixed results for all children and this needs further analysis. The average score for disadvantaged pupils is 32 versus 34 for non-disadvantaged pupils.</li> </ul> <p><b>Passion for Learning</b></p> <ul style="list-style-type: none"> <li>Pupils in Y5 have attended the Passion for Learning extra-curricular club this year. Some pupil feedback from the sessions included <i>`I really like it because it is fun and you get to make a yummy snack. The trip they took us on was fun – I liked seeing the trailers`I like the Enrichment club and I liked going on a trip with Passion for Learning. I am new to school this year and its good that I can spend time at the club with my friends. The people who</i></li> </ul>	<p>The number of children with SEN &amp; are classed as disadvantaged continues to increase so we wanted to ensure some of the Pupil Premium Budget reflects this. We will be putting a new assessment system into place so that we can identify small steps of progress children make, effectively track the progress of children more accurately and share these assessments with parents.</p> <p>Attendance of a small number of PPG children who need to have time off for medical appointments. SENCO and Pastoral Lead to work closely with the families to improve attendance levels.</p>	<p>Introduction &amp; implementation of whole school wellbeing programme to support all children's emotional &amp; social wellbeing <b>£1,455</b> – now funded in curriculum budget. Provide educational learning packages to support teaching &amp; interventions <b>£2050</b>- now funded in curriculum budget</p> <p>SEND assessment package (cost TBC) Budget <b>£1000</b> (new)</p>

*run the club are kind.' 'I really like the club, the whole group are really nice. Last year they did really fun games at Christmas and sent us home with activities to do over the holidays. Attendance at the club is also very strong with children rarely missing a session.*

### Year 3 Review (2022-2023)

**Impact**

**Issues**

**Amendments for next year**

## 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
Floppy Phonics Programme	Oxford Owl
White Rose Maths	White Rose Hub
Write Stuff (Reading, Writing & Spelling)	Jane Considine

## Service pupil premium funding

**How our service pupil premium allocation was spent last year**

NA

**The impact of that spending on service pupil premium eligible pupils**

NA

## Evaluation against Cheshire Academies Trust [Disadvantaged Pupil Strategy](#)

**Attendance:** Overall attendance at the school is good, with overall absence was in the lowest 20% of all schools for the last seven years (as per School Inspection Dashboard 2022). This is the same for persistent absence rates. Our pastoral care lead works closely with families where attendance falls below expected and has evidence of her work making a positive impact. We have a small group of PPG children who have long-term medical needs and this unfortunately affects their attendance when they miss school for hospital appointments. The parents of these children work hard to ensure their children miss school for the smallest amount of time possible and the school works hard to meet the needs of all the children academically and pastorally. When a child has missed sessions, we are able to ensure a teaching assistant has time to work with the child to support them with any work they've missed.

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before Registration	Late After Registration
Pupil Premium	32	94.61	4.74	0.65	1.86	0.23
Not Pupil Premium	394	96.99	2.57	0.44	0.37	0.05

**Vocabulary & Literacy:** We have in school a highly trained and experienced speech and language teaching assistant. They also work closely with the Speech & Language Therapists who come into school and delivers daily speech therapy to children in the Resource Provision. We are also investing in a new training package so that staff working in early years are able to screen, identify and support children with speech and language developmental delays.

**Mastery & Mindset:** We adopt a mastery approach, ensuring all children have access to quality first teaching and where necessary, additional interventions. We have high expectations for all children and through the trust Learning Without Limits programme ensure no children are labelled or grouped by 'ability'. Our choice of phonics programme was chosen as it is delivered in a whole class approach with additional daily interventions for children who need more time to grasp the sounds.

**Attainment Mobility:** Our PPG strategy ensures all PPG children are set high expectations for attainment and progress. We aim to ensure our children have the best possible starting place to begin their secondary education, which will have a significant impact on their future opportunities. As statutory outcomes show, our children achieve very high results (all results in 2022 significantly above national) and our strategy in 2021-22 ensured all PPG children achieved the expected standard or above (40% above in reading and maths). We achieve this through strong relationships with our children, supported by the additional teaching assistants funded through the PPG budget, which in turn allows us to target the support to help them achieve their very best.

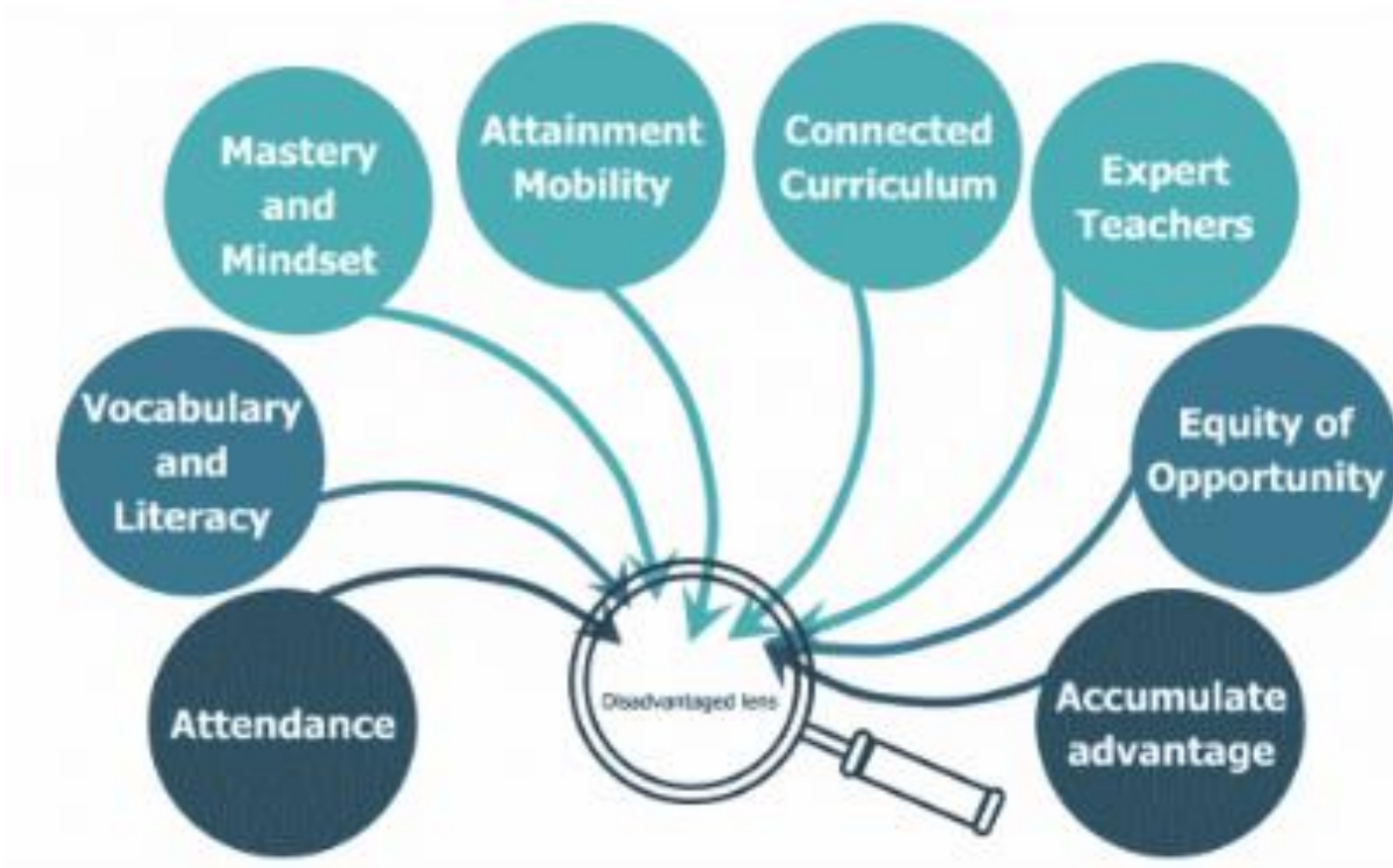
**Connected Curriculum:** Our wider curriculum schemes of work are clearly set out with clear end points. Our history, geography and science schemes allow children to see a clear model of progression and linking concepts that will help the learning to be memorable and connected. When you talk to our children about their learning, you will see they all can talk confidently about what they've learnt and are very proud of the high standard of work they achieve.

**Expert teachers:** As part of the Learning Without Limits programme, the school has embarked on a three-year strategy project to embed highly effective teaching strategies through a continuing professional development programme, led by the trust. Through this we have started to look at the Seven C's of Expert Teaching (Care, Control, Challenge, Captivate, Consolidate, Confer and Clarity). We think this common language will take teaching and learning to even greater places, building on our already high standards of teaching and learning.

**Equity of Opportunity:** Within our PPG strategy we have allocated an amount of the fund to support children where they need. Sometimes this is providing uniform, paying for access to a club, access to a play therapist, funding access to a dyslexia assessment or an educational psychologist to support a SEND pathway. We always fund school trips and residential visits to support disadvantaged learners. Our pastoral lead works closely with children to identify where children require additional support and secures the funding from the budget.

**Accumulate Advantage:** We aim to provide all eligible children with dedicated staff who make time to get to know their needs and targets, support them to have access to a wide variety of experiences to enhance their school experience and remove any barriers to children achieving their full potential. We regularly review the impact of our work on a pupil-by pupil basis, evaluating all parts of our strategy and how they impact the child.

**CAT Disadvantaged Strategy Lens**



## Further information

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

- **High quality teaching**- we are developing our teaching and learning framework around the 7c's where research shows these are the areas that make the greatest impact on children's learning, we prioritise reading and developing a rich vocabulary around all areas of the curriculum so that children are articulate and can talk confidently about lots of subjects. Children have access to technology within the classroom and in our dedicated computer suite. We assess children through whole class feedback strategies which we believe support children to be active participants in the feedback loop and know how to improve their work. We provide professional development based around our school development plan and five staff have achieved their NPQ's which has built the expertise in the staff team. Staff recruitment and retention is good with a low staff turnover, meaning children are taught by adults who know them very well.
- **Targeted academic support**- our SENCO and other middle leaders have provided training to teaching assistants to further improve the quality of interventions and their skills in supporting children with SEND. Teaching assistants are deployed to support children with EHCs and Send Support plans, but they are also aware of who the disadvantaged pupils are and use available time to further support these children to accumulate advantage, e.g. additional reading.
- **Wider strategies** – we have a whole school scheme of work (Jigsaw) for supporting personal, social and emotional development, our admin team also work hard to support teachers and the Pastoral Lead to support attendance and know how to support vulnerable parents, e.g., helping them to book parents' evening sessions, extra-curricular activities, accessing homework or sourcing them nearly new uniform. We provide additional time for parents' evening for any children who are on our SEN pathway and will offer breakfast clubs for eligible children if getting them to school on time is difficult. An important part of the ethos and culture at Bexton Primary School is that all staff will go over and above to support children and their families.

### Planning, implementation and further evaluation

In planning our new pupil premium strategy, we evaluated the impact of the funding on outcomes over the last four years. We have triangulated evidence from multiple sources of data, including assessment, book scrutiny and conversations with pupils, staff and parents and found that the impact of our spending is **xxx**

We looked at the [EEF implementation guidance](#) to help us to further develop our strategy and ensured our key approaches have a strong evidence base to support them. We regularly evaluate our impact against our intended outcomes and will adjust our plan over time to continue to secure strong outcomes for pupils.

### Further Evaluation to evidence the impact

#### KS2 Outcomes 2018-19

- In 2019, the attainment for reading, writing and maths combined was 57% (national disadvantaged 51%). This was due to two children missing the target of 100 by up to two mark in reading, therefore for that cohort, we believe standards were broadly in line with national.
- Reading attainment in 2019 was 71% of PPG children achieving the expected standard (78% national non-disadvantaged) and 29% achieving the higher standard (31% national non-disadvantaged). **7% gap at expected and 2% gap at higher standard.**
- Writing attainment in 2019 was 100% of PPG children achieving the expected standard (83% national non-disadvantaged) and 14% higher standard (24% national non-disadvantaged). **No gap at expected, 14% gap at the higher standard.**
- Maths attainment in 2019 was 86% of PPG children achieving the expected standard (84% national non-disadvantaged) and 14% higher standard (32% national non-disadvantaged). **No gap at expected, 18% gap at the higher standard.**
- The **progress in reading, writing and maths** for disadvantaged children was **significantly above** national in 2019.

## KS2 Outcomes 2021-22

- In 2022, some of our children's SATs papers went missing and consequently these children didn't receive a scaled score until the beginning of September. Their progress scores won't be included in our measures so we have calculated them using Jamie Pembroke's calculator. This report will be updated in December 2022.
- The results for this Year 6 cohort were very strong with all disadvantaged children achieving the expected standard in reading, writing and maths.
- Reading attainment in 2022 was 100% of PPG children achieving the expected standard (74% all children nationally) and 33% achieving the higher standard (28% all children nationally). **No gap at expected or higher standard.**
- Writing attainment in 2022 was 100% of PPG children achieving the expected standard (69% all children nationally) and 17% achieving the higher standard (13% all children nationally). **No gap at expected or higher standard.**
- Maths attainment in 2022 was 100% of PPG children achieving the expected standard (71% all children nationally) and 33% achieving the higher standard (22% all children nationally). **No gap at expected or higher standard.**
- Our disadvantaged pupils made **more than expected progress in reading, writing and maths** (see below)
- There remains an attainment gap –particularly at the higher standard, however we expected these results to be above national averages for 2022.

	No. of Pupils	Budget	EX RWM+		GD RWM+		Reading Progress		Writing Progress		Maths Progress		ASS Reading		ASS Maths	
			ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP		
	-	-														
2016	11	36,960	62	60	5	0	-0.3	0.63	-5.3	-3.13	-1.4	-2.30	106	103	105	103
2017	11	44,160	69	78	14	11	-1.4	-1.5	0.4	1.2	-0.5	-1.2	105	104	105	104
2018	10	44,906	93	78	23	11	3.3	2.32	1.6	-0.01	2.9	2.14	111	105	111	104
2019	7	42,120	91	57	41	14	3.01	8.45	2.41	8.10	3.54	6.77	111	107	111	106
2022	6	54,720	95	100	37	20	2.58	1.59	4.26	3.66	3.80	3.93	110	108	110	109