

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	Baden Powell School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	46
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	S Smith
Pupil premium lead	S Smith
Governor / Trustee lead	K Stuart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,945
Recovery premium funding allocation this academic year	£11,745
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	£120,695

Part A: Pupil premium strategy plan

Statement of intent

This plan has been devised to ensure that all children regardless of background can achieve academically, grow socially and mature emotionally. Using funding to target these three key areas will allow our children to have the foundations upon which to build their future prosperity and emotional wellbeing.

We seek to ensure that children leave Baden Powell School with key age-related knowledge skills in reading, writing and math. This key knowledge will be supplemented with key knowledge and skills across the rest of the curriculum – our children should have that key cultural capital that children obtain from the study of the humanities, the arts and key subjects such as ICT, PSHE and RE.

A broad and balanced curriculum is paramount to ensuring our children are well prepared for the next stage in their educational journey. This will be ensured by matching the objectives of the National Curriculum (2014) and the use of the wider curriculum to reinforce key knowledge, skills and social and emotional growth. Our children will also develop a love and enjoyment of sport, gymnastics, dance and drama through the use of highly skilled teachers with expertise in these areas.

The current plan will work toward this strategic goal for all our children through ensuring that high quality first teaching is delivered daily for all children; those interventions are structured and taught to a high standard with clear outcomes and with a strong commitment to building relationships with parents through workshops aimed at key skills and knowledge development.

The key principles that underlie the school strategy is that all children deserve the opportunity to excel academically; to develop the social skills paramount to the modern economy and that they grow emotionally developing empathy and respect toward others through the knowledge of developing positive relationships with all.

Challenges

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

Challenge number	Detail of challenge
1	Early language Development upon school entry which impacts upon children as they progress across the key stages.
2	Reading ability for the lowest 20% of children across the school who do not engage fully with the pleasure of reading at home or in school.

3	The development of both tier two and tier three vocabulary that will allow access to powerful knowledge.
4	PPG boys disengaging from the reading process due to lack of progress and measuring ability against peers.
5	Developing children's reading and vocabulary so that they can more fully access reading and math by having a deeper comprehension of the language used.
6	The application of arithmetical fluency in relation to reasoning due language, vocabulary and comprehension barriers aggravated further by disengagement from reading

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
To improve the development of early language for PPG children leading to greater success academically as they progress through school.	80% of PPG children meet Good Level of Development 80% of children meet reading ELG 80% of children meet writing ELG
Increase reading opportunities across the school for children with targeted intervention for lowest attaining PPG children	80% of children achieve age expected or better across the key stages with emphasis on key stage one to overcome the impact of Covid impact.
Increase the number of PPG children achieving greater depth at the end of each key stage including EYFS	20% of working at greater depth in reading, writing and math combined in Key Stage one and Two 20% of children exceed ELG in reading and writing.
Stimulate the interest of the lowest attaining readers through improving core skills that will enhance confidence and allow them to engage more fully with reading for pleasure.	Lowest attaining readers improve core fluency skills which allows for more effective comprehension and to engage more fully in reading for pleasure.
Build a reading for pleasure culture across the school	Children engage fully with texts for pleasure and increase the proportion that they read at home. Improvements in reading for PPG children Fluency and comprehension improve for PPG children.
Give reluctant home readers more opportunity to experience sustained reading at school	Extending the amount of reading with an adult or independently to help improve reading outcomes so that 80% of PPG children are reaching age expected or above in reading.
Interventions for fluency to improve confidence of PPG children	Children will improve their fluency and be reading at an age-appropriate speed, building their confidence and allowing access for greater understanding of what they are reading. 80% of PPG children achieve age expected or better for reading across the key stages
Improve arithmetical fluency for PPG children with aim of application of knowledge in mathematical reasoning	Children can use fluency to engage with math at a deeper level and tackle reasoning problems with greater confidence.

	80% of children achieve age expected or better in math across each key stage.
Phonic intervention across key stage one and lower key stage two to improve reading ability of children impacted by Covid-19 pandemic	85% of children to achieve phonics screening check pass
Support for PPG children within lessons and through interventions to increase the number of children obtaining greater depth outcomes at the end of the three key stages.	Use teacher knowledge and support staff knowledge to actively intervene across lessons with developed strategies that will ensure children accelerate progress across blocks of work.

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics programme development days</i>	EEF PPG research and closing attainment gap research. NFER closing attainment gap research. Closing the attainment gap – University of Strathclyde	1, 2, 4, 5,
<i>Fluency Intervention Training and interventions</i>	DFE review 2015 EEF PPG research NFER closing attainment gap Closing the attainment gap – University of Strathclyde	1,2,4,5,6
<i>Comprehension intervention training</i>	DFE Review 2015 EEF PPG research Closing the attainment gap – University of Strathclyde	1,2,4,5,,6
<i>Support Staff training</i>	NFER research on attainment gap York University Schools Review Closing the attainment gap – University of Strathclyde	1, 2, 3, 4, 5, 6,
<i>Peer assisted learning CPD</i>	EEF research York University Schools Review Closing the attainment gap – University of Strathclyde	1, 2,3 4,5, 6
<i>Coaching, mentoring and lesson study</i>	EEF research York University Schools Review Closing the attainment gap – University of Strathclyde	1, 2,3 4, 5, 6
<i>Subject leader model lessons</i>	EEF research York University Schools Review Closing the attainment gap – University of Strathclyde	1, 2,3 4, 5, 6
<i>Reconstruct whole school approach to meta-cognition use by staff</i>	EEF research NFER York University Schools Review	1, 2,3 4, 5, 6

	Closing the attainment gap – University of Strathclyde Dylan Williams	
<i>Use of adult mentoring and intervention for the most emotionally vulnerable PPG children.</i>	EEF research DFE USA Education Policy Institute	1,2,3,4,5,6

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fluency intervention</i>	Closing the attainment gap – University of Strathclyde NFER closing attainment gap research. York University Schools Review	2, 3, 4, 5
<i>Phonics interventions in foundation stage</i>	Closing the attainment gap – University of Strathclyde NFER closing attainment gap research. York University Schools Review	1, 2, 4
<i>Year Six interventions for reading and math</i>	Closing the attainment gap – University of Strathclyde NFER closing attainment gap research.	2, 3, 4, 5, 6
<i>Phonics intervention for key stage one and lower juniors</i>	Closing the attainment gap – University of Strathclyde NFER closing attainment gap research. York University Schools Review	1, 2, 4
<i>Early language intervention with targeted students</i>	Closing the attainment gap – University of Strathclyde York University Schools Review NFER closing attainment gap research.	1,2,5,6
<i>Reading intervention for year three and four</i>	DFE review 2015 NFER closing the attainment gap EFF PPG research paper Closing the Attainment Gap – University of Strathclyde	1,2,3,6
<i>Sight word intervention for year three, four and five</i>	Insights Into Learning Disabilities research journal – 2019 NCIHHD 2000	1,2,3,4,5,6
<i>Reading intervention for year six</i>	Closing the attainment gap – University of Strathclyde NFER closing attainment gap research. York University Schools Review	2, 3, 4, 5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring for emotional wellbeing</i>	EEF research York University Schools Review Closing the attainment gap – University of Strathclyde DFE Review 2015	2, 3, 4, 5, 6
<i>Targeted Parental engagement</i>	EEF research York University Schools Review Closing the attainment gap – University of Strathclyde	1, 2, 5
<i>Home learning resources for parents to support children at home</i>	EEF research York University Schools Review Closing the attainment gap – University of Strathclyde	1, 3, 4, 5

Total budgeted cost: £122,000

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.

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?

Our end of Key Stage Two National Tests in reading and math showed 77% of our children achieving age expectation. Our teacher assessment for writing showed that 76% of our children reached age expected. The total number of children reaching age expected combined reading, writing and math was 69%.

Our Key Stage One teachers' assessment found that 78% of children reached age expected for reading; 67% for Math and 57% for writing. While 78% of children reached age expected in the phonics screening check.

Our Early Years teacher assessments found that 75% of children reached a Good Level of Development at the end of the foundation stage.