

# Pupil premium strategy statement



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	447 (November 2024)
Proportion (%) of pupil premium eligible pupils	38% (November 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025 Autumn 2026 Autumn 2027
Statement authorised by	Ben Bond- Interim Headteacher Vikki Maxwell, Chair of Governors
Pupil premium lead	Imogen Mitchell
Governor lead	Ruth Clarke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,740
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£266,740</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Bassett Green Primary School, we strive for our school community to 'Be Brave, Be Brilliant, Be our Best' in everything that we do.

It is our vision that Bassett Green Primary School:

- Inspires a passion and thirst for memorable lifelong learning
- Provides our community with the best life chances to thrive and achieve
- Gives us the knowledge, skills and values to succeed
- Enables us to make a positive impact within the community and the wider world
- Ensures every child is successful at school and beyond

Our intention is that all children, irrespective of their background, challenges they face or prior attainment, make good progress from their starting points and achieve well across all subject areas. We aim to use the funding to close the attainment gap between disadvantaged children and their peers, raise attainment and achievement, secure good progress and ensure all children are supported and challenged in their learning and wider skills.

Research has shown that good practice in raising disadvantaged attainment includes:

- A whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Responding to evidence provided by school data
- Clear and responsive leadership

*(Source: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015)*

Following the guidance; '[EEF Guide to the Pupil Premium](#)', a tiered approach has been taken to Pupil Premium Spending :

- **Teaching:** Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and at the same time will benefit the non-disadvantaged children in our school.
- **Targeted Academic Support:** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.
- **Wider Strategies:** Strategies that relate to non-academic challenges, including attendance, behaviour, and social and emotional support, which may also negatively impact upon academic attainment

To ensure our intended outcomes are effective we will:

- Ensure that high quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support.
- Act early to intervene at the point need is identified.
- Encourage children to be more aspirational across the school
- Increase children's cultural capital opportunities to support them with future success.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

We strongly believe that the whole school community is responsible for raising the aspirations and attainment of disadvantaged children.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Communication, language and understanding</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and a limited range of vocabulary 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> <p>Delayed language development leads to challenges in using and understanding speech and language to communicate and fully engage with the curriculum.</p> <ul style="list-style-type: none"> <li>• <i>20% of children receiving NHS SALT support are disadvantaged- Autumn 2024.</i></li> <li>• <i>82% of children receiving SALSA support are disadvantaged- Autumn 2024.</i></li> <li>• <i>62% of children receiving school support for speech, language, attention and listening are disadvantaged- Autumn 2024.</i></li> <li>• <i>For the last 3 years, over half of disadvantaged children in Reception were below age 4-5 on entry to school in listening, attention and understanding and speaking- Autumn 2024</i></li> </ul>
2	<p>Low levels of literacy and maths</p> <p>Internal and external assessments, observations, work scrutiny and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy and maths than their peers.</p> <p>Low knowledge and skills in literacy and maths means that children do not have a depth of understanding and are not always able to apply their skills across curriculum areas.</p> <ul style="list-style-type: none"> <li>• <i>Disadvantaged children are significantly behind or behind school other children in reading, writing and maths attainment, with the exception of Year 6 writing 2024.</i></li> <li>• <i>For the last 3 years, over 73% of disadvantaged children in Reception were below age 4-5 on entry to school in reading, writing and mathematics- Autumn 2024</i></li> </ul>
3	<p><b>SEND</b></p> <p>Children that have a learning difficulty or disability which calls for special educational provision to be made for them may require additional support to develop key skills, learner attitudes and behaviours and to become independent learners.</p> <ul style="list-style-type: none"> <li>• <i>26% of disadvantaged children are also registered as SEND learners- Autumn 2024</i></li> <li>• <i>This has increased by 5% since 2023-2024</i></li> </ul>
4	<p><b>EAL</b></p> <p>A learner of English as an additional language (EAL) is a child whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community.</p> <ul style="list-style-type: none"> <li>• <i>49% of disadvantaged children are registered as EAL learners- Autumn 2024. This has increased by 2% since 2023-2024.</i></li> </ul>

5	<p><b>Pastoral - social and emotional needs</b></p> <p>These include managing feelings and behaviour (self-regulation), self-esteem and social skills. For some children, behaviour for learning, focus and learner attitudes impact on children's outcomes and achievement.</p> <ul style="list-style-type: none"> <li>• 61% of children receiving ELSA support are disadvantaged- Cycle 1 2024</li> <li>• 11% of all disadvantaged children received ELSA support- Cycles 1-4, 2023-2024</li> </ul> <p><i>A small number of disadvantaged children (6) contribute significantly to the total number of behaviour incidents recorded. This equates to 26% of the total incidents. 56% of behaviour incidents are from disadvantaged children (autumn 1 2024).</i></p>
6.	<p><b>Attendance and punctuality</b></p> <p>Low attendance causes gaps to develop within pupil subject knowledge, therefore impacting progress. Disadvantaged pupils have higher rates of absence than other pupils, although this gap is diminishing.</p> <ul style="list-style-type: none"> <li>• Average disadvantaged attendance for autumn term 1 is 92.85%. This is 2.9% below school other children (95.75%).</li> <li>• 33 disadvantaged children have been identified as having persistent absence. This is in line with school other children (33 children) and 7% of the total persistent absence.</li> </ul> <p>Lateness can cause children to miss key learning and provides a disruptive beginning to the school day for themselves and others. Therefore, children may not be prepared for learning. More disadvantaged children are late to school than non-disadvantaged.</p>
7.	<p><b>Parental engagement and aspirations</b></p> <p>Parents of disadvantaged children are often underrepresented at parental events e.g. parents' evening was attended by fewer disadvantaged parents than non-disadvantaged parents, although this gap was much smaller in 2023 (4%) than in previous years and was smaller than this year's initial parents evening (9% gap) to other.</p> <p>Some parents are unable to support their children with home learning. Some low aspirations and limited understanding leads to some children not receiving additional support at home with homework, key skill practice or other projects.</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
<p>Disadvantaged pupils achieve exceptionally well as a result of consistently high-quality teaching.</p>	<ul style="list-style-type: none"> <li>• Pupils develop detailed knowledge and skills.</li> <li>• Pupils produce high quality outcomes.</li> <li>• Pupils remember more and are able to apply their knowledge to their learning.</li> <li>• Pupils are well prepared for the next steps of their education.</li> <li>• Pupils are able to demonstrate the impact of the well planned and sequenced curriculum through their strong knowledge and understanding, in their working books and through discussions.</li> </ul>

	<p>The progress that disadvantaged pupils make is <u>at least</u> in line with that of other pupils nationally.</p>
<p>Improved oral language skills and vocabulary amongst disadvantaged children</p>	<p>Pupil assessments and observations indicate significantly improved oral language amongst disadvantaged children. Children are able to use language to fully engage in the curriculum.</p> <p>Children learn a number of words from across tier 2 and tier 3 vocabulary and apply these into their independent work.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Reception children working at expected within the EYFS area of learning for speaking at the end of 2027 is at least 75% (national other July 2024 74%).</p> <p>2025 and 2026 will show an increase towards the targets above.</p>
<p>Improved reading attainment amongst disadvantaged children including phonics</p>	<p>Our aim is for our disadvantaged children to achieve as well as others nationally in the national assessments.</p> <ul style="list-style-type: none"> <li>• All pupils will successfully pass the Year 1 phonics screening check in 2027, with the exception of those pupils with complex SEND</li> <li>• KS2 reading outcomes in 2027 show that at least 79% of disadvantaged children meet age related expectations (National other 2024 79%).</li> <li>• Pupils read with increasing confidence and fluency</li> <li>• Pupils read more widely across a range of genres</li> </ul> <p>2025 and 2026 will show an increase towards the targets above.</p>
<p>Improved writing attainment amongst disadvantaged children</p>	<p>Our aim is for our disadvantaged children to achieve as well as others nationally in the national assessments.</p> <ul style="list-style-type: none"> <li>• KS2 writing outcomes in 2027 show that at least 77% of disadvantaged children meet age related expectations (National other 2024 77%).</li> <li>• Pupils write coherently and for different purposes across the curriculum</li> </ul> <p>2025 and 2026 will show an increase towards the targets above.</p>
<p>Improved maths attainment amongst disadvantaged children</p>	<p>Our aim is for our disadvantaged children to achieve as well as others nationally in the national assessments.</p> <ul style="list-style-type: none"> <li>• KS2 maths outcomes in 2024 show that more than 79% of disadvantaged children meet age related expectations (National other 2024 79%).</li> <li>• Pupils apply their number knowledge fluently to help them solve problems</li> </ul> <p>2025 and 2026 will show an increase towards the targets above.</p>
<p>Consistently good behaviour is displayed across the school, including during unstructured times.</p>	<ul style="list-style-type: none"> <li>• There is a reduction of behaviour incidents during break and lunchtimes.</li> <li>• Fixed term suspensions for disadvantaged pupils are below national suspension rates.</li> <li>• Evidence from several sources show that pupils have consistently positive attitudes and show high levels of commitment to their education.</li> <li>• Pupils demonstrate high levels of respect towards others</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils demonstrate improvements in their behaviour where additional intervention is required</li> <li>• There is an improvement in behaviour of those children who receive extra support due to their additional needs</li> <li>• Reduction in fixed term suspensions year on year from 15 fixed term suspensions issued in 2023-2024.</li> <li>• Exclusions and fixed term suspensions in 2025-2027 are below national exclusion and suspension rates. This reduction results in children's improved learning.</li> </ul>
To achieve and sustain improved wellbeing, care and support for all children in the school, particularly our disadvantaged children	<ul style="list-style-type: none"> <li>• The number of children achieving ELSA SMART targets increases year on year.</li> <li>• Pupils are able to self-regulate and apply the strategies they have been taught</li> <li>• The percentage of disadvantaged children attending clubs is similar to the proportion for non-disadvantaged children. Year on year there will be an increase in club attendance, therefore improving cultural capital opportunities.</li> </ul>
Parental engagement for disadvantaged children's parents/carers increases and has a positive impact on pupil's experiences at school	<ul style="list-style-type: none"> <li>• The number of disadvantaged parents/carers attending parents evening and family learning events increases. By 2025 the difference between disadvantaged and non-disadvantaged will be sustained and further increased</li> <li>• The completion rates of home learning projects are similar for disadvantaged and other pupils.</li> </ul>
To achieve and sustain improved attendance and punctuality for all children, particularly our disadvantaged children	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• The average attendance for disadvantaged children is at target 95%</li> <li>• The attendance rates for disadvantaged children are similar to others in school and at least in line with national averages.</li> <li>• Improved attendance for pupils who require additional support</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: £133,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for new senior leader who leads on Pupil Premium	The EEF Guide to Pupil Premium suggests that schools need to consider who is primarily responsible for their Pupil Premium spend to ensure it is	1/2/3/4/5/6/7

<p>Phase leaders to further develop leadership and accountability for pupil premium.</p> <p>Systematic monitoring and evaluation</p>	<p>someone best placed to lead whole school improvements to teaching and learning.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>Research about impact of middle leaders:          Teddie and Reynolds 1999 highlights the crucial role of middle leaders in school improvements.</p>	
<p>Coaching for teachers from senior leaders in class and at the planning and assessment stages, with a particular focus on ensuring that pupils are developing secure knowledge and understanding and are able to apply this more independently.</p> <p>Phase leaders provide coaching to phases alongside senior leaders.</p>	<p>Research suggests that when teachers' learning is based on their genuine assessment and understanding of children's learning they can start to make adaptations to their practice which can lead to real differences in outcomes.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</a></p> <p>Other evidence suggests that coaching Improves learning in the classroom as it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results.  <a href="https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/">https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/</a></p>	1/2/3/4/5/7
<p>Continued CPD for embedding the principles of highly effective teaching and learning.</p>	<p>The EEF Guide to the Pupil Premium – Autumn 2021 identifies that spending the funding on developing high quality teaching may include investment in professional development and training. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Teachers need to be clear on the competencies that lead to highly effective teaching and learning and developing a culture that fosters these essential principles.  <a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p> <p><a href="#">Rosenshine's Principles in Actions – Tom Sherrington 2019</a></p>	1/2/3/4/5
<p>SLT and phase leaders to monitor the impact of the wide range of educational learning experiences to support their in-class learning, wellbeing, team building skills and increase their cultural capital, as seen through outcomes.</p>	<p>Educational experiences benefit primary school children in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also children's social and personal development.  <a href="https://www.classtrips.co.uk/school-trips-benefit-primary-pupils/">https://www.classtrips.co.uk/school-trips-benefit-primary-pupils/</a>  <a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p>	1/2/3/4/5/6/7
<p>Teacher/Phase leader to attend training from Maths</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf</a> (publishing.service.gov.uk)</p>	2/3/4

<p>Hub (Problem Solving) in order to raise attainment in maths outcomes.</p>	<p><a href="https://www.ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf">https://www.ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs/">https://www.ncetm.org.uk/maths-hubs/</a></p> <p>Maths achievement in July 2024 for disadvantaged children across the school indicates the need for this.</p>	
<p>Teacher attending Greater Depth Writing Course to develop teacher confidence in the assessment and teaching of writing in Year 6. Supports delegates to develop their curriculum to allow a greater percentage of pupils to achieve greater depth.</p>	<p>Writing achievement in July 2024 for disadvantaged children across the school indicates the need for this.</p> <p><i>“This course was fantastic. Myself and the teacher who attended alongside me, were inspired by the sessions. The bespoke work in school was invaluable for moving our thinking forwards. We achieved a 10% increase on our GDS outcomes, and are looking forward to taking our learning into this year, and more widely across the school.”</i>- Maria Whitmarsh, Headteacher, Oakwood Primary School</p> <p><i>“I completed the Greater Depth Writing course last year, and the profound impact it had on my teaching practice was transformative. It equipped me with the knowledge and tools to deliver high-quality learning experiences to our children. The course enabled me, with the help and support of Vanessa, to revamp our text drivers and curriculum content, ensuring that every child had the best possible opportunity to achieve greater depth in their writing. Additionally, it provided me with a deeper understanding of how to support students who were working towards expected standards, allowing me to tailor my approach and help them succeed. The results speak for themselves: in 2023, our percentage of students achieving Greater Depth in writing was 16%, and this year, it has soared to 33%.”</i>-Rachael Bond, Deputy Head, Highfield CE Primary School</p>	2/3/4
<p>To review the approach the guided reading sessions.</p> <p>Monitor the use of the library.</p>	<p>Reading achievement in July 2024 for disadvantaged children across the school indicates the need for this.</p>	1/2/3/4
<p>Senior leaders’ engagement within the trust peer review.</p>	<p>To support leaders with their skills in monitoring and evaluation.</p>	1/2/3/4/5/6/7
<p>Aspire Trust Writing Teacher Research Group attended by Key Stage 1 Phase leader.</p>	<p><a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english</a></p> <p>KS1 and KS2 writing attainment and progress in July 2023 for disadvantaged children indicates the need for this.</p>	2/3/4
<p>Letter Join to support the teaching of handwriting.</p>	<p>Writing achievement in July 2024 for disadvantaged children across the school indicates the need for this.</p>	2/3/4

Developing application of tiered vocabulary through staff CPD  Phase leaders embed the use of tiered vocabulary across the curriculum in their phases.	By explicitly teaching a mere few hundred words well in the classroom, children grow their vocabulary exponentially by learning the related word families and having more tools to read independently with success. Children can go on to learn around 3,000 to 4,000 words annually  <a href="#">Closing the Vocabulary Gap by Alex Quigley</a>	1/2/3/4
CGP books purchased for Year 6 children home learning	By issuing home learning books for Year 6, the children's independence is developed ready for secondary school and improved home learning submissions in order to consolidate key skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2/3/4

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

Budgeted cost: £63,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional interventions for children who require further support in key skills in order to close gaps in learning. Includes precision teaching.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining children 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>	1/2/3/4/5
Additional phonics/MTC sessions targeted at disadvantaged children who require further phonics support from EY, KS1 and KS2	Phonics has a positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <b>Saints Foundation:</b> Premier League Primary Stars uses the appeal of football, fitness and Saints FC to support learning for children in primary schools across the city. <a href="https://www.southamptonfc.com/saints-foundation/projects/empowerment/premier-league-primary-stars">https://www.southamptonfc.com/saints-foundation/projects/empowerment/premier-league-primary-stars</a>	1/2/3/4
Oral language interventions to improve listening, narrative and vocabulary skills for disadvantaged children	Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1/2

<p>who have relatively low spoken language skills. Includes staff training and resources.</p> <p>Develop intervention into Year 1 and Year 2 (SALSA and S&amp;L TA).</p>	<p>BLAST (Boosting Language Auditory Skills and Talking). The key message of both BLAST programmes is "EVERY CHILD SUCCEEDS WITH EVERY ACTIVITY".  <a href="https://www.blastprogramme.co.uk/">https://www.blastprogramme.co.uk/</a></p> <p>Listening and attention bucket  <a href="https://autismspectrumteacher.com/attention-bucket/">https://autismspectrumteacher.com/attention-bucket/</a>  <a href="https://www.kidztz.com/attention-bucket/">https://www.kidztz.com/attention-bucket/</a></p>	
<p>Pupil Premium Intervention Teacher to carry out interventions for disadvantaged children for reading, writing and maths.</p>	<p>Intensive support- either one to one or as part of a small group- can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p> <p>To ensure that the use of the addition pupil premium funding is having the desired impact on teaching and learning for disadvantaged pupils- SIP Priority 6 2024-2025</p> <p>Pupil Premium attainment is lower than non-pupil premium in ALL subjects and ALL year groups (except Year 6 writing which is in line)- Data report 2023-2024.</p>	2/3/4
<p>To support the attainment, progress, achievements and wellbeing of LAC.</p>	<p>Through setting high expectations and target setting we can ensure that looked after children and post looked after children can excel academically, socially and emotionally. Personalised resources may be needed to support the children in reaching their full potential.  <a href="https://dera.ioe.ac.uk/8180/1/Looked-1.pdf">https://dera.ioe.ac.uk/8180/1/Looked-1.pdf</a></p> <p><a href="https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/testimonials/">https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/testimonials/</a></p>	1/2/3/4/5

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

Budgeted cost: £63,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide personalised social and emotional support based on needs and in response to referrals made by teachers. 1:1 and group sessions.</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). Effective social emotional literacy (SEL) can lead to learning gains of up to 4 months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1/4/5

Continued support and engagement with our vulnerable families to support attendance, welfare and partnership with the school.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Effective parental engagement can lead to learning gains of +3 months over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	5/7
Staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school to include house point system and behavior intervention and support officer.	Both targeted interventions and universal approaches to behaviour can have positive overall effects. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a>	1/2/3/4/5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve the attendance officer, DSL and senior leaders.	We recognise attendance as an important area of school improvement. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	6
Review current parental engagement practice and action plan to increase this e.g. family learning, workshops, training, home learning support  Continue to target parental engagement of families of disadvantaged children.	EEF guidance suggests the importance of both schools and families working together effectively to improve young people's outcomes. Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf</a>	2/3/7
Provide a wide range of extra-curricular activities for children across the school.  Promote attendance at clubs (school led) for disadvantaged children	Homework clubs can help to overcome barriers by offering children the resources and support needed to undertake homework or revision. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>  There is intrinsic value in teaching children creative and performance skills and ensuring disadvantaged children access a rich and stimulating arts education <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves	1/2/3/4/5/6/7

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
<p>Continue to develop the whole child: overcoming low self-esteem and self-confidence, raising resilience, supporting well-being through:</p> <ul style="list-style-type: none"> <li>- Developing pupil voice in the pupil leadership team</li> <li>- PSHE curriculum</li> <li>- Uniform to support a sense of belonging</li> <li>- Youth Options – outdoor learning</li> <li>- Additional music sessions</li> </ul>	<p><a href="https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation">https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation</a></p> <p><a href="https://schoolwearassociation.co.uk/the-benefits-of-school-specific-uniform/">https://schoolwearassociation.co.uk/the-benefits-of-school-specific-uniform/</a></p> <p><a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot">https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</a></p> <p><b>Youth Options</b>  Youth options believe that every child and young person should have the opportunity to realise their potential whatever their life circumstances. There is a growing body of evidence that suggests that positive engagement with nature and the natural environment can lead to a reduction in stress, anxiety and depression which are all factors that affect mental and physical well-being, and educational attendance and attainment.</p> <p><a href="https://youthoptions.org.uk/what-we-do/outdoor-learning">https://youthoptions.org.uk/what-we-do/outdoor-learning</a>  <a href="https://youthoptions.org.uk/what-we-do/case-studies">https://youthoptions.org.uk/what-we-do/case-studies</a></p>	1/2/3/4/5/6/7

**Total budgeted cost: £ 266,740**

We have not allocated £6090 as this will be used for contingency as needs arise throughout the year.

## 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 2023 to 2024 academic year.

- External reviews consistently identify improvements in the consistency of teaching: *“The effectiveness of teaching has improved as a result of strong coaching and improved guidance”*, - SIO Review June 2024”
- School reviews of quality of teaching identify improvements in the consistency of teaching: *“The quality of education is improving well. Staff benefit from coaching and monitoring to improve their practice. Consequently, the rate of progress being made by all pupils, including for those for whom the school receives additional funding through the Pupil Premium and those with SEND, is improving”*, SIO Review June 2024.
- There is an embedded coaching culture within the school that has led to improvements in the quality of teaching, as evidenced in internal and external reviews, including the evaluation of the ECT programme.
- Tiered vocabulary is established across the school by children and staff.
- Children are able to apply and use a range of vocabulary within their written work across the school.
- Children are becoming confident and inquisitive at seeking how to use new vocabulary in their learning.
- The proportions of reception children working at expected standard for C&L have remained close to the national average, despite an increasing complexity of needs linked to difficulties with C&L in EYFS.

#### Reading

- Actual 2024 Year 1 phonics results: 64% (national disadvantaged 68%, other 83%)
- Actual KS1 2024 results: 50%
- Actual KS2 2024 results: 44% (national disadvantaged 63%, national other 79%)

#### Writing

- Actual KS1 2024 results: 50%
- Actual KS2 2024 results: 74% (national disadvantaged 59%, national other 77%)

#### Maths

- Actual KS1 2024 results: 63%
- Actual KS2 2024 results: 56% (national disadvantaged 59%, national other 79%)
- Behaviour tracking data shows year on year improvements in behaviour across the school. Despite this, pupil premium children cause a disproportionate number of behaviour incidents.
- There has been a reduction to 15 suspensions in 2023-2024. This is slightly above the national average (3.1%) but below the local authority average.
- The suspensions are a very small number of pupils with complex needs.

#### Well being

- Children receive high quality ELSA sessions that are appropriate to the current needs of the pupil.
- The ELSA works alongside staff to ensure that ELSA strategies are then implemented into daily class provision.

#### Clubs

- Pupil voice consistently reports that children feel well supported and acknowledge high levels of care within the school.
- Generally, pupil premium pupils engage with the school's offer in clubs. There are some variations across terms, year groups and activities. Sporting events and fixtures are typically well attended by pupil premium pupils (300 pupils- 54%, PP 2023-2024).

#### Parental engagement

- Parental engagement has decreased since spring 2024 where 84% of PP parents attended their child's parents evening. In autumn 2024, 77% of PP parents attended their child's parent's evening.

#### Attendance

- The attendance of disadvantaged pupils has improved and the gap is closing.
- The gap in attendance between PP and non PP pupils reduced from 4.1% in 2021-2022 to 2.5% in 2023-2024.

## 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
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<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>
Received £320 for one child <ul style="list-style-type: none"><li>• Quality of teaching</li><li>• ELSA support</li></ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
Quality of teaching supported the child to make progress from their starting point.

## Further information (optional)

### Contextual Information

Bassett Green Primary School is a large 2 form entry primary school (3 form entry Year 6). We are a richly diverse inclusive school community. We believe that children deserve the best possible chances in life and that they learn best when there are strong links between home and school. We work in partnership with parents/carers and the wider community to ensure the success of our children.

We are a friendly, caring school with high expectations for all our children. Our children are encouraged to explore, discover and question through a range of memorable and exciting learning opportunities both within and outside the classroom. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued.

Our four values are respect, teamwork, resilience and challenge. These underpin everything we do.

Ofsted Rating: Good (July 2021)

### November 2024:

- Number on roll: 447
- Male: 227 (50.8%)
- Female: 210 (47%)
- FSM: 173 (38.7%)
- EAL: 230 (51.5%)
- Pupil Premium: 173 (38%)
- Looked after/post looked after children: 3 (0.67%)
- Service children: 1 (0.22%)
- SEND: 75 (16.77%)