

Bathwick St Mary Church School Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies



Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	210 September 23
Proportion of disadvantaged pupils	18 (8.57%)
Proportion of disadvantaged pupils who have SEND	9/18 (50%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2021-2024) Current year 2023-2024
Publish date	October 31 st 2023
Review date	Working document- July 2024
Statement authorised by	Mr. Kevin Purkiss- Headteacher Mr. Ben Jenkins and Dr. Marina de Vos- Co-chairs of Governors
Pupil Premium lead	Mrs. Ally Elliott
Governor lead	Mrs Elaine Morley

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,750
Recovery premium funding allocation this academic year	£2,000
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	£25,750

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

‘Achieving excellence through the pursuit of good’. This will be achieved by:

Our Mission- Bathwick is an inclusive and joyful school that provides a stimulating environment in which we celebrate and nurture every child. Through an inspiring education rooted in core Christian Values, we challenge and support our children to reach their full potential and become compassionate, courageous individuals. Our creative and rich curriculum and committed staff promote a lifelong learning, encouraging children to become caring and confident advocates for others and our world.

Our Christian Values- Values help define our character and ethos and by doing so affect our behaviour, beliefs and actions. Bathwick St. Mary Church School’s Christian Values are represented by six words that give purpose, direction and a firm grounding in all we seek to do.



Our Vision- Bathwick St. Mary Church School’s vision is built upon our Christian Values and complements and enhances our mission. We aim to nurture every child to be the best they can be and by each member of our community striving to do their best.

Key Objectives for our disadvantaged pupils:

- To have access to equal opportunities in relation to their peers.
- To feel safe and listened to in school.
- To have access to a rich and creative curriculum.
- To be supported to develop effective working relationships with key adults across the school and their peers.
- To be inspired to achieve the best that they can. For all staff to have high expectations for all pupils.
- To be supported on their individual learning journey.
- To have access to support or strategies that have been rooted in research and have proven to be effective to ensure pupils make expected progress.
- To be able to engage effectively with families and pupils so that a child’s learning journey is supported by all.

Challenges

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

Challenge	Detail of challenge
1	To continue to embed the Read Write Inc. scheme across the infants and into the juniors. To ensure phonics teaching is consistent and ALL pupils make progress in line with their peers.
2	To ensure PP children develop a stamina for writing and make progress alongside their peers from their starting point. These children also need to embed core spelling (in line with RWI) and grammar skills to make accelerated progress in writing. This is in line with our 3 year long term Curriculum and Outcomes target.
3	To ensure that PP children can retain core knowledge and vocabulary in foundation subjects. Foundation assessment shows that 80% of our children did not ‘learn’ and retain the core knowledge across foundation subjects. To ensure that high-quality teaching is embedded across the school linked to Rosenshine’s Principles and Walk Thrus. Teachers reported that children were unable to retain key facts for long periods of time and could not connect aspects of subjects together sequentially. This is linked to our 2023-2024 SDP priority around curriculum.

4	To support pupils to make progress to reach the 'Expected Standard' in Maths. Children demonstrated an under-developed sense of number, lacked in confident recall of fluency, and were unable to retain key methods to solve calculations.
5	In addition to being eligible for pupil premium funding, a few of our children have additional vulnerabilities including SEND, EAL and complex families.
6	Whilst the attendance for many PP children is good, we have some children who are persistently absent or late and have attendance below 90/95%.

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.

Challenge	Intended outcome	Success criteria
1	In EYFS and Key Stage 1, 66% of children to be in line with the expectations for RWI. In Year 1 phonics check, 66% to PASS the check realistically with a challenge target of 100% (3 children).	<ul style="list-style-type: none"> -Children to meet the age-related expectations in phonics. -Children to be in line with the RWI expectations for reading, identified through regular assessments by the RWI lead. -Children to make at least expected progress in reading. -Phonic assessment and observation to show that teaching of phonics is consistent across the school and well taught.
2	<p>Across the school, to ensure that those children with PP funding (who are not SEN for cognition and learning) achieve the 'expected standard' in writing by the end of the year.</p> <p>Therefore, 53% to be EXS, omitting EYFS.</p> <p>Children who are SEN and PP have interventions/support and high-quality teaching in place that will have an impact in progress at their level of need.</p> <p>In EYFS, 66% to meet a 'Good level of development' and to have 'learnt' the Early Learning Goal' in writing.</p>	<ul style="list-style-type: none"> -The impact of High-quality teaching to be evident through learning walks and assessment. -Children to acquire core spelling and grammar skills through over teaching and revisiting key concepts. -Moderation to ensure individuals have been supported to make progress. -Pupil progress meetings to ensure PP children are 'spotlight' children.
3	Through high-quality teaching, 25% of PP children will 'learn' the curriculum and retain key knowledge across the foundation subjects.	<ul style="list-style-type: none"> -Foundation assessments will indicate progress. -Embedding high-quality teaching will have an impact for ALL children. -Subject leaders will have a clear picture of PP children's progress and attainment in their subject. -Through pupil questionnaires and conferences, children reflect on their improved understanding

		and share their knowledge acquired.
4	<p>Across the school, to ensure that those children with PP funding (who are not SEN for cognition and learning) achieve the 'expected standard' in maths by the end of the year.</p> <p>Therefore, 66% to be EXS, omitting EYFS.</p> <p>Children who are SEN and PP have interventions/support and high quality teaching in place that will have an impact in progress at their level of need.</p> <p>In EYFS, 67% to meet a 'Good level of development' and to have 'learnt' the Early Learning Goal' in writing</p> <p>To support Key Stage 2 pupils through school led tutoring.</p> <p>To continue to embed the White Rose scheme across the school.</p>	<p>-Embedding high-quality teaching will have an impact for ALL children.</p> <p>-Moderation to ensure individuals have been supported to make progress.</p> <p>-Pupil progress meetings to ensure PP children are 'spotlight' children.</p> <p>-The impact of High-quality teaching to be evident through learning walks and assessment.</p> <p>-End of Key Stage 2 results will show progress for PP children in Maths.</p> <p>-Children continue to make progress, evident in Puma assessments, formative and summative assessments.</p> <p>-Children participate more confidently in daily maths lessons and show a greater confidence in the use of oracy.</p>
5	PP children and their families are known according to their needs and the relevant intervention or support is implemented and monitored for impact.	<p>-Pupils meeting their learning targets.</p> <p>-Children and families accessing the relevant support.</p>
6	Fully implement the attendance policy and where relevant other methods of support and intervention so that pupils are in school every day.	<p>-Improved attendance across the school year.</p> <p>-Good communication and support between the school and home.</p>

Activity in this academic year 2023-2024

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: £6,000 September 2023

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure new members of staff have received relevant training in the Read, Write Inc. Program.	<p>EEF evidence:</p> <ul style="list-style-type: none"> Phonics focus + 5 months 	1

	<p>(Read, Write Inc. project data due to be released 2023)</p> <ul style="list-style-type: none"> • Oral language intervention +6 months • Parental involvement +4 months 	
<p>Ensure all staff continue to deliver high-quality phonics lessons to all pupils, identified through on-going formative and summative assessment.</p>	<p>EEF evidence:</p> <ul style="list-style-type: none"> • Phonics focus + 5 months <p>(Read, Write Inc. project data due to be released 2023)</p> <ul style="list-style-type: none"> • Oral language intervention +6 months • Parental involvement +4 months 	1
<p>Continue to enhance the range of high-quality texts accessible to pupils in Key Stage 2.</p> <p>Structured whole class shared reading using high-quality texts.</p>	<p>EEF evidence:</p> <ul style="list-style-type: none"> • Linked to reading comprehension strategies +6 months <p>(Reading VIPERS- whole class shared reading)</p>	1,2
<p>To ensure high-quality teaching is delivered across the school through rigorous training and coaching linked to current pedagogy.</p>	<ul style="list-style-type: none"> • Based on Rosenshine's Principles of Instruction. • Focusing on Walk Thru's to develop teaching and learning. 	1,2,3,4,5
<p>All subject leaders to have release time for monitoring and CPD to help support High-quality teaching in all year groups. Strong focus on progression of lessons and retention of knowledge.</p>	<ul style="list-style-type: none"> • Based on Rosenshine's Principles of Instruction. • Focusing on Walk Thru's to develop teaching and learning. 	1,2,3,4,5
<p>Maths leader to check consistency and monitor impact of White Rose Scheme and new booklets used across the school. To monitor with SENDCO any additional interventions for PP/lowest 20%. Release time to monitor impact and support staff with school led tutoring.</p>	<ul style="list-style-type: none"> • DFE Research supporting fidelity to a scheme. • EEF Research into effective teacher professional Development. 	4,5
<p>English leader to check consistency and quality of GPS and the teaching of writing across the school.</p>	<ul style="list-style-type: none"> • DFE Research supporting fidelity to a scheme. 	1,2

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £17,200 September 2023

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver targeted intervention/tutoring to individuals and small groups for Writing and Maths. (School-Led tutoring)	EEF evidence: <ul style="list-style-type: none"> • One to one tuition +5 months • Small group tuition +4 months 	1,2,3,4,5
Ensure staff are trained in how to deliver THRIVE support to groups or individuals. Staff to continue to assess pupils and carry out targeted programmes of support.	EEF evidence: <ul style="list-style-type: none"> • Meta- cognition and self- regulation + 7 months • Social and emotional learning + 4 months 	1,2,3,4,5
To ensure that our APDR (Assess, Plan, Do, Review) cycle ensures that PP children and the lowest 20% of pupils have targeted teaching from both teachers and teaching assistants to allow individuals and groups to keep up with their learning.	EEF evidence: <ul style="list-style-type: none"> • Teaching assistant intervention +4 months • Feedback + 6 months • Small group tuition +4 months 	1,2,3,4,5
To continue to deliver targeted interventions which have been researched tested to have a positive impact on teaching and learning.	EEF evidence: <ul style="list-style-type: none"> • Teaching assistant intervention +4 months • Feedback + 6 months • Small group tuition +4 months • One to one tuition + 5 months • Behaviour interventions +4 months • Social and emotional learning + 4 months 	1,2,3,4,5

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £2,550 : September 2023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expose PP and vulnerable children to memorable experiences and opportunities, offering financial support and	EEF evidence: <ul style="list-style-type: none"> • Social and emotional learning + 4 months 	5, 6

encouragement/advice when needed.		
Deliver workshops designed for parents to help support children at home with phonics, early reading, writing and maths.	EEF Evidence <ul style="list-style-type: none"> • Parental Engagement +4 months 	1,2,3,4,5
Continued monitoring of PP attendance at school and extra-curricular clubs	EEF Evidence <ul style="list-style-type: none"> • Feedback +6 months 	6

**Total budgeted cost: £6,000 + £17,200 + £2,550= £25,750 costs-
September 2023**

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress

Years 1 to 6 by SEN and PP	Relative Learning Attainment (Months+/-)	Bathwick			
		No.	Ma	Rd	Wr
	All pupils	194	-0.6	-0.9	-2.9
	Not SEN/PP	140	1.1	1.1	-0.9
	SEN only	41	-5.9	-6.0	-8.2
	PP only	7	-1.1	-6.3	-7.1
	Both PP & SEN	6	-2.7	-5.3	-8.3
Years 1 to 6 by SEN and PP	Relative Learning Attainment (Months+/-)	BWMAT			
		No.	Ma	Rd	Wr
	All pupils	6549	-2.5	-2.5	-4.1
	Not SEN/PP	4394	-0.3	-0.1	-1.3
	SEN only	723	-8.4	-9.0	-12.0
	PP only	969	-2.9	-3.0	-4.4
	Both PP & SEN	463	-12.9	-13.7	-17.2

Relative Progress (Additional months progress)	Bathwick			
	No.	Ma	Rd	Wr
All pupils	173	1.1	0.9	0.0
Not SEN/PP	124	1.7	1.5	0.6
SEN only	37	-1.0	-1.2	-1.6
PP only	6	0.0	1.3	-0.3
Both PP & SEN	6	2.0	2.0	-1.0
Relative Learning Progress (addn months+/-)	BWMAT			
	No.	Ma	Rd	Wr
All pupils	5642	-0.2	-0.2	-1.0
Not SEN/PP	3856	0.8	0.8	0.2
SEN only	646	-2.9	-2.7	-4.7
PP only	782	-0.7	-0.5	-1.2
Both PP & SEN	358	-4.6	-5.4	-6.9

By Year Group	Relative Learning Attainment (Months+/-)	Bathwick			
		No.	Ma	Rd	Wr
	Year 1	30	-0.7	-0.8	-1.6
	Year 2	30	0.0	0.3	-0.8
	Year 3	34	-0.7	-4.0	-6.1
	Year 4	34	-0.9	-0.8	-6.3
	Year 5	34	0.1	0.9	0.1
	Year 6	32	-1.1	-0.8	-2.3
By Year Group	Relative Learning Attainment (Months+/-)	BWMAT			
		No.	Ma	Rd	Wr
	Year 1	1021	-1.5	-1.7	-2.3
	Year 2	1062	-1.7	-2.2	-3.2
	Year 3	1113	-2.5	-2.6	-4.1
	Year 4	1077	-2.8	-2.6	-4.9
	Year 5	1154	-3.4	-3.3	-5.4
	Year 6	1122	-3.0	-2.6	-4.3

Relative Learning Progress (addn months+/-)	Bathwick			
	No.	Ma	Rd	Wr
Year 1	29	0.1	-0.8	-0.8
Year 2	27	0.4	0.4	-0.6
Year 3	28	1.4	0.1	0.4
Year 4	31	3.7	4.4	0.1
Year 5	32	0.2	0.5	0.6
Year 6	26	0.5	0.4	0.5
Relative Learning Progress (addn months+/-)	BWMAT			
	No.	Ma	Rd	Wr
Year 1	960	-0.4	-0.7	-0.9
Year 2	896	1.4	0.7	-0.1
Year 3	988	-0.1	-0.1	-0.6
Year 4	890	1.6	2.1	0.6
Year 5	959	-1.7	-1.6	-2.5
Year 6	949	-1.8	-1.3	-2.2

Commentary and conclusions on outcomes including phonics:

Academic Year 2022-2023

Subject Focus	Commentary on disadvantaged progress	Conclusions/actions
Phonics	<ul style="list-style-type: none"> EYFS (2022-23)- 33% met GLD, 66% met the ELG for word recognition- good progress from a low baseline assessment. MET phonics Read, Write Inc. expectations for EYFS. Year 1- 1 PP (90% overall cohort) PASSED screening check. Year 1- 100% of PP pupils passed the screening check. Year 2- 0 PP- 3 pupils in Y1 did not pass the check and 100% passed in Y2. 	<p>-Read, Write Inc. has continued to be well taught across the school</p> <p>-In academic year 23-24, there are 4 children that will be on the RWI scheme in Y3.</p> <p>-More focused support for 3 x children going in to Y2 (2023-24) to pass the check. Additional support for Y1 pupils to ensure good progress in word recognition and phonic assessment in preparation for the check in Y1.</p>
EYFS	<ul style="list-style-type: none"> EYFS (2022-23)- 33% met GLD, 66% met the ELG for word recognition, 33% met the ELG for writing- good progress from a low baseline assessment. The ELG attainment did not meet out predicted outcome for PP pupils in EYFS. Overall cohort GLD-70% MET phonics Read, Write Inc. expectations for EYFS. 	<p>-Targeted support and intervention enabled excellent progress and attainment.</p> <p>-Continue to monitor the progress in Year 1 through regular pupil progress meetings and support with interventions when necessary.</p>
Reading	<ul style="list-style-type: none"> In Year 1, PP pupils made good progress from their starting point, but did not meet the expected standard in reading. Using the Read, Write Inc. scheme enabled the children to develop their phonic knowledge, and this has had an impact on their reading. They passed the Phonic Check and MET phonics Read, Write Inc. expectations for Y1. In Year 3, 50% of the pupils achieved the EXS in reading. In Year 4, 33% of the PP pupils achieved the Expected Standard in reading. 66% achieved Working towards. In Year 5, 50% achieved the Greater Depth standard. 16 % achieved the Expected Standard and 33 % Working Towards. In Year 6, 25% achieved the Greater Depth standard and 75% achieved the Working Towards standard. Internal data shows good progress in reading and attainment generally remains strong. Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. Across Y1-Y6- 16 pupils-19% GDS, 31% EXS (combined EXS+- 50%) 50%- WTS 	<ul style="list-style-type: none"> Focused support for pupils in the lowest 20%, including those PP children. Use of quality first teaching and additional strategies to engage all PP pupils. Rigorous assessments systems and procedures. Opportunities for pupil progress meetings for all staff. Focused CPD to support staff with all pupils. Continued focus on ensuring pupils make expected, and accelerated progress to ensure pupils keep up with the curriculum.
Writing	<ul style="list-style-type: none"> Progress across Y1-6 was inconsistent for PP children with some children making accelerated progress and others making less than expected progress. Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. A number of children have joined the school with EAL and this has had an impact on our figures. 	<ul style="list-style-type: none"> Continued Read, Write Inc. provision in Year 3 to support pupils. New strategies to support progress in writing. School led tutoring to support Year 6 pupils.

	<ul style="list-style-type: none"> Across Year 1 to Year 6- 0% achieved GDS, 31% EXS, and 69% WTS. Writing continues to be our weakest area. More pupils achieved WTS than the previous year's data. This however, was slightly less than our projected outcome of 33% meeting the expected standard and 66% as working toward the standard. (This equates to 1 child) 	<ul style="list-style-type: none"> Writing and Maths were a focus on our 2022-2023 School Development Plan. This will be identifying strategies to ensure pupils 'keep up' and make accelerated progress.
Maths	<ul style="list-style-type: none"> Progress across Y1-6 was inconsistent for PP children with some children making accelerated progress and others less than expected progress. Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. Across Year1- Year 6- 12% achieved GDS, 44% EXS, and 44% WTS. Pupils assessed as WTS slightly decreased from last year. Our predicted outcome was for 29% of PP pupils to meet the EXS in Maths, our end of year data far exceeded this as 44% achieved EXS and 56% EXS+. 	

Review of expenditure 2022 - 2023		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

<p>To ensure new members of staff have received relevant training in the Read, Write Inc. Program.</p> <p>At the start of the academic year, new members of staff were not used to run RWI sessions but shadow existing members of staff. Term 1 was used for training and the RWI Inc. lead led in house training sessions throughout the term for all new staff. This worked well and by Term 2, after initial assessments, new staff felt confident and comfortable to deliver the RWI scheme for a group of pupils.</p> <p>Ensure all staff continue to deliver high-quality phonics lessons to all pupils, identified through on-going formative and summative assessment.</p> <p>The RWI has continued to lead training and provided drop-in support for all staff. Regular assessments led by the RWI lead have shown progress across the infants for ALL pupils.</p>	<p>Scheme to be continued in 23-24.</p> <p>Through out the year, the RWI lead has had to lead sessions- ensure quality time for support in the next academic year.</p>	<p>£1,900</p>
<p>Review of expenditure 2022 - 2023</p>		
<p>1. Teaching- continued</p>		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Continue to enhance the range of high-quality texts accessible to pupils in Key Stage 2.</p> <p>Structured whole class shared reading using high-quality texts.</p> <p>The English lead has begun to develop the range of texts in Lower Key Stage 2. New texts have been purchased and banded to align more closely with the RWI scheme in the infants. Some Y3 children continue to use the RWI scheme. Shared reading continues to remain a focus in KS2. High- quality texts have been expanded and used to teach reading skills using the reading VIPERS. This is now consistently used across the whole school.</p>	<p>English lead to review the texts available for Upper Key Stage 2 in the next academic year. Ensure Lower Key Stage 2 have enough texts to support early reading and more independent readers.</p>	

<p>To ensure high-quality teaching is delivered across the school through rigorous training and coaching linked to current pedagogy. PP/Curriculum lead has led 4 staff training sessions linked to Rosenshine's Principles of Instructions. Staff have reviewed the WalkThru materials and developed their skills with using learning intentions rather than learning tasks to ensure learning is clear for all pupils. We have also developed our staff skills at addressing misconceptions as part of our training and ALL staff attending an INSET led by a Trust lead teacher working on High-Quality teaching in line with Rosenshine's Principles and the WalkThru materials online. This is still in its infancy and to ensure staff continue to develop their own practice this remain as part of the PP strategy and linked closely to the school SDP.</p> <p>All subject leaders to have release time for monitoring and CPD to help support High-quality teaching in all year groups. Strong focus on progression of lessons and retention of knowledge. During Terms 1-4, all subject leaders had release time to monitor their subject. Many attending Trust training/CPD. All subject leaders met with the curriculum lead at the start of the academic year to share aims for the coming year. Since Ofsted in November 2023, subject leaders have been focusing more closely on how to further develop our curriculum and review teaching sequence. Curriculum lead met with all subject leaders in May/June 2023, reviewing progression documents, planning, and completing a book look. Next steps for subject have ben devised from these meetings. For academic year 23-34, there will be 4 focus subjects: Science, Music, French and Computing. INSET training in July focused purely on these subjects next year. Each subject will be allocated time to develop their progression documents, provide CPD for teachers and ensure progression documents are clear, learning focused and used effectively to support teachers with lesson sequence and knowledge.</p> <p>Maths leader to check consistency and monitor impact of White Rose Scheme and new booklets used across the school. To monitor with SENDCO any additional interventions for PP/lowest 20%.</p> <p>Release time to monitor impact and support staff with school led tutoring. White Rose has been used effectively across the school. Booklets have been used consistently and pupils working below the ARE have access to different booklets and resources to support learning. Moving into the next academic year, Maths lead, along with SLT need to review the use of booklets (are they suitable for Year 6- coverage) and review the impact of fidelity to the scheme. Due to be reviewed September 2023.</p> <p>English leader to check consistency and quality of GPS and the teaching of writing across the school. The English lead led training linked to using Grammarsaurus to develop the teaching and learning of GPS across the school. There is now a more a consistent approach to GPS teaching, however, it has had little impact on PP children and their outcomes in writing. Pupils have made progress from the start of the year, but it is not accelerated progress. This will remain a focus into the next academic year.</p>	<p>This continues to remain a focus in the next academic year. Further banded texts will be purchased across KS2.</p> <p>Further training into the next academic year- WalkThrus and High-Quality teaching led by an in-house lead teacher for the Trust.</p> <p>The next 3 years will focus on specific subjects to ensure subject leaders have time to develop progression documents, knowledge organisers and link to Rosenshine's Principles of effective teaching.</p>	<p>£140 (INSET)</p> <p>£1,960- (curriculum time)</p> <p>£1056 (supply costs)</p> <p>TOTAL</p> <p>£5,056</p>
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2.Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

To deliver targeted intervention/tutoring to individuals and small groups for Writing and Maths. (School-Led tutoring)

This academic year, the recovery premium funding was used to support pupils in Year 6. By January 2023, it was clear that Maths intervention was required to boost attainment. We used the current Year 6 teacher to provide maths tutoring support across Y6. The aim was to support those pupils either on the cusp of WTS/EXS and to ensure those pupils working within the expected standard were secure.

Our School led tutor worked with **20 children** in total, including all the Year 6 Pupil Premium pupils. covering 14 hours of additional Maths tutoring on focused areas of the curriculum. These were delivered in 1/1.5- and 2-hour blocks from March to May 2023.

Data- Year 6- July 2023

EXPECTED/Learnt EXCEEDED/GDS

RWM	65% (59%)	RWM	-
Maths	82% (73%)	Maths	41%
Reading	79% (73%)	Reading	53%
Writing (TA)	71% (71%)	Writing (TA)	21%
EGPS	82% (72%)	EGPS	65%

Ensure staff are trained in how to deliver THRIVE support to groups or individuals. Staff to continue to assess pupils and carry out targeted programmes of support.

THRIVE support continues to be an invaluable support programme for pupils across the school. In 22-23, 40 children received THRIVE support (38 in 22-23). Out of the **40 pupils across the school 23% of those pupils are also Pupil Premium**. Each child was assessed by their teaching team and had a bespoke programme of support based on their assessment profile. ALL pupils made progress across the year and this in turn had an impact on their self confidence and self-esteem through the year. In 23-24, the school, has another accredited Thrive practitioner, meaning 2 members of staff are fully qualified to support ALL staff and pupils across the school. Teachers and Teaching assistants have had access to additional training to support practice, through TA meetings and externally led training.

To ensure that our APDR (Assess, Plan, Do, Review) cycle ensures that PP children and the lowest 20% of pupils have targeted teaching from both teachers and teaching assistants to allow individuals and groups to keep up with their learning.

To continue to deliver targeted interventions which have been researched tested to have a positive impact on teaching and learning.

The schools APDR review cycle continues to prioritise adult support for our lowest 20% of pupils. Support is used effectively to allow pupils to 'keep up' with the curriculum content. Pupils in our lowest 20%, which includes 47% who are also Pupil Premium, continue to make progress but not meet the expected standard for reading, writing and maths in teacher assessment. Targeted interventions are assessed at the start and the end point and there is clear progress. However, this does not translate into Age Related Expectations and end of year outcomes for our PP pupils.

Tutoring
: £4,000

Continue to monitor PP pupils' attainment and progress. Are the interventions and support we are providing allowing pupils time to 'keep up' with the curriculum?

£13,030.50

TOTAL
£17,030.50

3.Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Expose PP and vulnerable children to memorable experiences and opportunities, offering financial support and encouragement/advice when needed.</p> <p>Over the course of the year PP funding has been used to support the following areas:</p> <ul style="list-style-type: none"> - Financial support towards residential. - Supporting travel costs for pupils to and from school. - To pay for music tuition in school. - To attend wrap around care. - For individuals to attend after school sports clubs. <p>This has allowed pupils to come to school, participate in extra curricular activities that they may otherwise not have been able to access. This has had a significant impact on their well-being and sense of community with the school. Particularly, funding towards travel costs to and from school has benefitted school attendance and participation to minimise gaps in individuals learning.</p> <p>Deliver workshops designed for parents to help support children at home with phonics, early reading, writing and maths.</p> <p>Over the course of the year, parents have had access to phonics workshops. However, early reading, writing and maths workshops have been difficult to provide. This will need to be a focus for the academic year 23-24.</p> <p>Continued monitoring of PP attendance at school and extra-curricular clubs.</p> <p>At Bathwick, we provide several after school clubs including wrap around care. Clubs include, cricket, Spanish, tennis, football, multi sports and Science club as well as a lunch time ECO-club. In July 2023, there were 19 children on our PP register and 37% of the children access wrap around care or a club, with 16% of those pupils attending, attending more than one club and wrap around care. We will continue to monitor PP attendance into the next academic year in clubs.</p> <p>Our overall, up take for clubs and wrap around care at school is good and classes are usually full each term.</p>		<p>TOTAL £1,118.50</p>

TOTAL SPEND- £23,205.00

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
Read Write Inc.	Read Write Inc- Ruth Miskin
Thrive	Thrive

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA