

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	Banham Primary School
Number of pupils in school	Current 100 on roll (14pp) previous 107 (20pp)
Proportion (%) of pupil premium eligible pupils	19% 21/22 Funding (20)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	20/21 21/22 22/23
Date this statement was published	March 2022
Date on which it will be reviewed	Sept 2022
Statement authorised by	Matthew Gamble
Pupil premium lead	Matthew Gamble
Governor / Trustee lead	Kath Dunning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,900
Recovery premium funding allocation this academic year	£ 2900
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	£ 29,800

Part A: Pupil premium strategy plan

Statement of intent

To enable all children to have access to high quality digital media, learn how to use code and to develop strong IT skills using a relevant suite of software that can be accessed at school and home. To provide digital opportunities for disadvantaged children to close the educational gap by providing suitable devices and software. To close the academic and social gaps within specific cohorts.

Challenges

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

Challenge number	Detail of challenge
1	Outdated and unreliable IT across the school that is impacting upon quality first time teaching and children's IT skills and accessibility.
2	Low academic attainment and SEMH that is impacting upon certain cohorts within the school.
3	Low social skills and confidence that impacts upon behaviours for learning across the school.
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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
Quality IT equipment and digital resources in place across the school to compliment quality first time teaching. (Adoption of Google technology and devices)	Staff able to deliver quality first time teaching using IT consistently. Staff utilising Google digital resources and devices on a daily basis.
Increase children's accessibility to IT within school.	Children able to utilise timetabled sessions in order to develop an understanding of coding and algorithms. Children to have access to digital resources at school and at home to raise attainment.

<p>Close the gap in attainment within two, year group cohorts through the employment of an additional teacher academic year 20/21 mornings only</p> <p>Use Recovery premium funding to continue supporting these children</p>	<p>Children's attitude towards learning improves.</p> <p>Children begin to close the gaps in learning.</p> <p>Weekly interventions take place.</p>
<p>Continue to develop the use of Cooperative learning following Trust wide training Sept 21</p>	<p>Improvement in social skills between children.</p> <p>Increased participation in learning from all cohorts.</p> <p>Increase in the amount of knowledge that 'sticks' within long term memory.</p>
<p>Employment of external services to support SEMH needs within the school for specific children. Benjamin Foundation 'Time for You' service.</p> <p>Employment of shared PSA to support SEMH and wider issues for parents.</p>	<p>Children develop greater resilience which has a positive impact upon their academic attainment over time.</p> <p>Parents have access to specialist support when required.</p>

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: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional teacher in 20/21	EEF Small group tuition +4	2
Additional training from external consultant to further enhance a collaborative approach to learning between children. 21/22 22/23 £1500	EEF Collaborative learning +5	3

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

Budgeted cost: £ 7, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition/ Small group tuition £2900	EEF One to one tuition +5	2
Purchase of Nessy software £ 900 pa Purchase of Sats Companion £ 900 pa	EEF Reading strategies + 6 Small group tuition + 4 TA intervention + 4	2 3
Benjamin Foundation 'Time for you' Service £2700	EEF One to one tuition +5	2

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

Budgeted cost: £ 20, 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to replace aged IT equipment for classrooms, teachers and pupils</i> £16,600</p>	<p>Quality first time teaching.</p>	<p>1</p>
<p><i>Employ a shared PSA across the schools to support families with SEMH and wider issues at home.</i> £4,300</p>		<p>2 and 3</p>

Total budgeted cost: £ 29,800

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.

The school is part way through a 2 year procurement and upgrade process to enhance the IT infrastructure across the school. The employment of an additional teacher and the use of specialist IT programs for use at home and school did not have the full effect anticipated due to the continued impact of school closures and periods of isolation within the school.

Family engagement with remote learning combined with levels of home IT and the desire to engage with them both resulted in a varying picture in terms of attainment and learning engagement. Despite the school providing devices to those families in need, monitoring of families via online platforms and welfare telephone calls, illustrated a widening gap for a number of families across the school.

Last academic year the school supported a low attaining year 4 cohort which had high levels of SEN and SEMH needs by employing an additional teacher in the mornings to focus upon improving attainment by providing small group tuition to enhance academic and SEMH outcomes. This was partially successful as unfortunately it was impacted upon by the continued school closures and periods of isolation within the school. These periods of disruption in particular impacted upon this group who were receiving the additional support more keenly than others within the cohort.

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
Nessy – Reading and Spelling	Nessy
Sats Companion	Sats Companion

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?	Access to film club or before and after school club.
What was the impact of that spending on service pupil premium eligible pupils?	Provided additional opportunities for the children to socialise with their peers and free child care if needed.

Further information (optional)

- 1 Last year the school began to adopt a whole school approach to mathematics and is currently continuing to work with the Angles Maths Hub to develop a Mastery approach to mathematical concepts and knowledge across the school.
- 2 The school is benefitting immensely from high quality CPD opportunities through the Maths Hub to develop staff's confidence and subject knowledge even further. Alongside this level of support the school is using Nationally recognised schemes of work to enhance learning further through the use of the White Rose Maths scheme of work. This is in line with the EEF recognition of Mastery learning +5
As a school we have decided to focuss upon SEMH as well as the traditional primary school curriculum and are actively looking to increase the breadth of our Curriculum to achieve this. We have adopted the PSHE association programme of study and have introduced the 'SMILE' curriculum within our assemblies to promote mental health and wellbeing across the school.
- 3 Following the Global pandemic and Covid 19; Mental Health and Wellbeing has never been so important as it is now. As a school we have embraced this concept and have begun to develop a whole school approach to Mental Health and Wellbeing through accessing Nationally accredited training and resources.
- 4 A class teacher and head teacher become the Mental Health Champions within the school, receiving training through LinkPoint (Part of the Ormiston Families Network) and via Norfolk County Council. Both of which draw upon the resources from Mentally Healthy Schools and the Anna Freud National Centre for Children and Families.
- 5 We feel that healthy, well supported children need opportunities for reflection and to learn new skills and concepts in a fun and lively way. Forest Schools and Music are two examples of this.
- 6 Forest School sessions are more than just outdoor learning and they provide a way in which children and staff can interact in a friendly and relaxed way whilst developing their own interests in the outdoor world. Strong relationships, confidence and the ability to notice the things around them are key skills that children will develop during Forest Schools sessions.
- 7 Each week children will have a 1.5 hr session with a level three trained and experienced practitioner for a half term block throughout the year. This half term it is Year 2/4/6 and this will then rotate with Year 1/3/5 next half term. The remaining year group will benefit from spending time with the class teacher who will focus upon specific learning activities solely aimed at their needs. As we teach in mixed age classes this means small groups of 15 children rather than a whole class of 30.
- 8 Music has been a successful part of the school curriculum here at Banham for a number of years, including whole school singing and performances.

9 Historically parents have been able to access additional music tuition for their children through private teachers and through Rock Steady and this is something that the school continues to support.

10 This year Banham Primary has taken the decision to provide all children with enhanced opportunities to access music and has enlisted the support of the Norfolk Music Hub to deliver the music curriculum across the school. This will allow all children to have access to quality specialist music teachers and the opportunity to handle and use instruments.

11 In recognition of this commitment to developing music the school has been nominated to become a Music Mark School.