Pupil premium strategy statement – Bickleigh-on-Exe Church of England Primary School

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	127
Proportion (%) of pupil premium eligible pupils	3.9% (5)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Stephen Bosley, Headteacher
Pupil premium lead	Will Young, Unit Leader
Governor / Trustee lead	Helen Honeyball, CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£7,400

Part A: Pupil premium strategy plan

Statement of intent

Bickleigh Primary School is committed to all children acquiring the knowledge and attributes to enable them to be:

• Successful academically and well prepared for the next stage of their education

• Well-rounded individuals who embody our school values whereby they demonstrate:

-Resilience

-Reflectiveness

-Resourcefulness

In order to achieve this, we aim to remove the barriers that disadvantaged children may face which will lead to all children fulfilling their potential, irrespective of background.

To ensure best use of funding, we have used the EEF guidance to inform our strategy. The evidence suggests that the most important factor in closing the disadvantaged attainment gap is teaching and as such, the bulk of our focus is to ensure that all children receive high quality teaching. Then, where necessary, we will ensure that targeted academic support is in place to intervene early at the point of need. Finally, to ensure that all children have equality of opportunity, we will use our funding to support additional strategies such as enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. On entry to Reception class, our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains to the end of KS2.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

	On entry to Reception class, our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains to the end of KS2.
3	Financial constraints can make it difficult for disadvantaged pupils to attend trips, residentials and some pupils do not have a sufficient breakfast in the morning. Access to cultural experiences is lacking for some meaning they lack the cultural capital to fully engage in the curriculum.

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 reading attainment for disadvantaged pupils.	Pupils make better than expected progress so that they are on track to reach the expected standard in reading by the end of KS2.
To improve maths attainment for disadvantaged pupils.	Pupils make better than expected progress so that pupils reach the expected standard in maths by the end of KS2.
To increase cultural capital so that disadvantaged pupils.	Qualitative data from pupil voice, parent surveys and teacher observations suggest enhanced understanding; an acceptance and tolerance of others and a love of learning. a significant uptake in participation in enrichment activities for disadvantaged pupils.

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: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed the teaching of Read-Write-Inc to secure stronger phonics teaching for all pupils and improve fluency.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | EEF (educationendowmentfoundation.org.uk)	1
Refine teaching and learning approaches to ensure that successful adaptive teaching methods are successfully deployed.	EEF-Diagnostic-Assessment-Tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1& 2
Further embed instructional coaching approach to maximise teaching quality	Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research	1 & 2
Develop curriculum planning to ensure knowledge is clearly mapped, cultural capital is embedded and diagnostic assessment is integrated	The work of Michael Young (powerful knowledge) makes a strong argument that cultural capital is based on having access to specific, subject based knowledge which is integral to further learning and academic success.	3

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

Budgeted cost: *£ 3,700*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use targeted intervention strategies including small group work	Tuition targeted at specific needs and knowledge gaps can be an effective	1 & 2

and 1:1 tuition for reading and maths.	method to support low attaining pupils or those falling behind, both one to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	
To deploy intervention staff to deliver personalised and bespoke programmes.		1 & 2
To continue to ensure early identification of pupils' specific needs, through termly pupil progress meetings and then planning appropriate strategies to support these needs.		1 & 2
To use software programmes to target and support individual pupil's gaps in learning		1&2

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

Budgeted cost: £ *500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer financial support for clubs, enhanced curriculum provision and off-site visits.		3

Total budgeted cost: £ *7,400*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Bickleigh-on-Exe has made good progress in providing for disadvantaged pupils and helping them meet their target expectations from baseline. Academic Year 2023-24:

Four disadvantaged pupils made better than expected progress in reading and maths (4 out of 6).

Two disadvantaged pupils made expected progress in reading and maths (2 out of 6). Both of these pupils were also SEND

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin Training Oxford Ow
Nessy Reading and Spelling	Nessy Learning
TTRockstars	Maths Circles Ltd
Accelerated Reader	Renaisance
Speech and Language Link	Speechlink multimedia
Matheltics	3P Learning