

# Pupil premium strategy statement – Binsted Primary

## What is the Pupil Premium?

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the Local authority and the children of armed services personnel.

*“It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.”*

Source - DfE website

At Binsted C of E Primary, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. It is our job to ensure that we provide the teaching, support and activities to support this.

## Past and current allocations

2022/23 £11,080 2023/24 £14,000

## How do we know if this is making a difference?

The cycle of data collection and the monitoring and tracking of the children’s attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every 9 weeks) between the class teachers and the Headteacher. At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

Pupil Premium Funding and the impact of this is a regular item on the governors meeting agendas.

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers <b>3 years</b>	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Henry Jennings
Pupil premium lead	Henry Jennings
Governor / Trustee lead	Sally Hibbert

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	£14,800

## Part A: Pupil premium strategy plan - Statement of intent

'High-quality first' teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and ensuring that as many pupils as possible benefit. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

'Our strategy is integral to wider school plans for education recovery, notably through personalised learning support within the classroom and early identification of those with additional learning needs. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils close gaps in Attainment and progress. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified including 1to1 or group targeted work
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance – high level of illness, a small minority of pupils are now less resilient and out of the habits of learning and challenge within our open-minded school.</i>
2	To meet the needs of our pupils with a changing demographic and wider SEND.
3	Change in staff – new training.
4	Cultural capital has been further exacerbated through the impact of post-covid impact on levels of anxiety and recent financial pressures and the gap between our pupils experiences has become greater.
5	Pupils' prior attainment and progress is below that of their peers and the National average.

## 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
Children to be at aged related expectations in Reading, writing and maths	Assessment end of year data.
Pupils' attendance and resilience will be in line with the National average.	95% attendance
To enhance cultural capital and create a school society which is fair and equal to pupils.	We will offer a wide range of clubs and enrichment opportunities to interest all pupils both at school and at home. We will help pupils to attend and try new experiences through funding trips, residential and providing transport
To ensure we track and examine our offer at school for all disadvantaged pupils	We will create personalised plans to reflect the needs of each child and ensure we support their good progress

## 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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Precision teaching training</i>	Children's progress in Standardised assessments	2,3,4,5
<i>Educational Psychologist</i>	Staff will be effectively trained to deliver high quality interventions	1,2,3,4,5

## Targeted academic support

Budgeted cost: £10,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing short term intervention programmes precision teaching programmes, literacy programmes – both in spelling and reading	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1,2,3,4,5
Maths booster sessions	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1,2,3,4,5
Daily 1 to 1 reading	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2,5
To provide ELSA (Emotional Literacy) support for individual pupils, both in the short and the longer term.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> <a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</a>	1,2,3,4,5
To provide financial support for residential and day visits as needed.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> <a href="https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/">https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/</a>	4

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

Budgeted cost: £ 2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art lessons with Art club	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1
Extra-curricular activities, football club, and music lessons etc.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1,2,3,4,5
To provide financial support for residential and day visits as needed.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1,2,3,4,5

**Total budgeted cost: £ 14,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2021-22

*Pupils' performance has been assessed using Hampshire end of phase trackers showing where progress is being made.*

*Y6 2022 Teacher assessment showed pupils meeting ARE reading, writing and maths*

*All funded educational and enrichment activities were attended, by the pupils meaning that they could fully participate with their peers.*

*Pupils used funded places for breakfast and after school clubs meaning they were on time to improve attendance.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider