



Shepton Beauchamp Church School

Pupil Premium Strategy Statement 2022-2025

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 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.

Update July 2023

School overview

Total number of pupils in school	31
Proportion of disadvantaged pupils	35.48%
Proportion of disadvantaged pupils who have SEND	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 2022-2025
Publish date	September 2022
Review date	July 2023
Statement authorised by	Local Governing Committee
Pupil Premium lead	Connel Boyle
Governor lead	Emily Grieve

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,000
Recovery premium funding allocation this academic year	£2000
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	£371,000

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

Our primary aim for our Pupil Premium eligible children is that they achieve in line with their non disadvantaged peers across all aspects of the curriculum. This has proved to be a challenge over time for the school. We also want all children to be able to have the same experiences to build their cultural capital and flourish in their lives. From our assessments and knowledge of our children and families, we believe that much of our current barriers are due to gaps in early reading and delayed speech and language development. This has clearly been exacerbated by the global pandemic. As such we have targeted much of our spend to accelerate progress in these areas. We believe that this will, in turn, enable children to keep up, or catch up where necessary, with their peers.

Historically, parental engagement and partnership of working to support education with the school has been challenging. During 2021-2022 the school rapidly reconnected and improved relationships and engagement with the majority of our families after re-opening the school to it's community post pandemic. The next stage of this development will be to actively engage and support families to support the education of our children and ensure our children have opportunities to apply and develop knowledge and skills at home. Building strong relationships with children and their families is of paramount importance for us to break our historic underperformance issues. Inviting parents and carers into school to share the achievements of their children and where possible providing them with resources and strategies to support their children's education is central to our strategy.

We will continue to develop the effectiveness of all our teaching staff. Our curriculum and pedagogy will continue to be developed to ensure our staff are clear on what they are teaching and why, checking children's understanding systematically, identifying misconceptions accurately and providing clear and direct feedback to support child development. Our staff will respond and adapt their teaching as necessary for disadvantaged pupils. A rigorous and sequential approach to phonics and early reading will be rapidly developed to ensure children's confidence and that pupil premium children gain phonics knowledge and the language comprehension necessary to read, and the skills to communicate, giving them the tools needed for the next stage of their learning journeys at Secondary School.

Our core vision is for our children to be inspired to be the best they can be now and in the future.

Challenges

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

Challenge	Detail of challenge
1	<i>A number of our children eligible for pupil premium funding, who did not meet GLD or ARE, struggle to acquire phonics skills due to limited oracy skills and/or possess a language/vocabulary gap. Historically a number of these children have not yet fully developed the code of reading. A number of these children do not decode fluently and this impacts on their ability to access the wider curriculum and comprehend what is read. (This also applies to comprehension and fluency in mathematics)</i>
2	<i>Many of our families experience social isolation and in addition to being eligible for pupil premium funding, a significant number of our children have additional vulnerabilities identified, which includes SEND and complex family situations. The majority of our PP eligible children have less opportunities to apply skills, such as reading, at home. Developing positive parental engagement in partnership with our school to impact on educational outcomes is a priority. The school has experienced this cycle for too long. A number of our families additionally may lack the resources or time to support their children at home.</i>
3	<i>Several of our children eligible for pupil premium funding are persistently absent and these children continued to be impacted by Covid-19 outbreaks during 2021-2022. Several families chose to isolate children for "Family safety" during our localised outbreaks. This has impacted on our generally good small school overall attendance and PP eligible attendance rates. (Both PP and Non-PP attendance remains above the National Average of 88.6% for 2021/22)</i>

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	Pupils develop their expressive and receptive language skills	80% of PP eligible children achieve the communication early learning goal and 80% of children achieve their intervention targets (<i>Subject to cohort sizes – this will be the majority of children</i>) EYFS No PP Children in cohort
1	Disadvantaged pupils are working at age related expectations in oracy, reading, writing and maths and prime areas in EYFS	80% of PP eligible children achieve early learning goals in the prime areas and ARE in reading, writing and maths (<i>Subject to cohort sizes – this will be the majority of children</i>) July 2023 Update EYFS No PP Children in cohort
1	Children can access the curriculum fully because they have developed reading fluency	Children are grouped effectively to access RWI provision and make progress (No child left behind ethos) Progress is reflected in end of year outcomes. Relative learning progress is accelerated to close the gap to relative learning attainment in reading July 2023 Update Y2 Phonics retake 100% passed 1 x Y1 PP (SEND) receives effective intervention on track to pass Y2 retake
2 + 3	Parents/carers of PP pupils will feel more welcome in actively engaging in school and supporting their children to achieve and reach their potential. This will result in improved progress, higher attainment, higher attendance and less lateness	Parents will be well supported by our staff. Teachers will provide advice and strategies for parents to support pupils at home. Before School Club and after school club access will enable pupils to have a calm start to the day. PP attendance is in line with non-pp attendance.

		July 2023 Update School has improved on Pre-Pandemic Attendance Levels. PP Attendance improving- gap closing Whole School Attendance 95.24% PP Attendance 92.9% PP Parental Attendance 100% at Parents Evenings and Knowledge Assemblies. Good attendance level at Family Assemblies and school events. Parental Engagement at Attendance meetings 100%
3	Families and children value good school attendance in order that pupils can access quality first teaching, the full curriculum and targeted intervention where appropriate	Families attend attendance meetings. Families engage positively with attendance action plans. Families make use of breakfast club/extra clubs. Overall attendance improves for PP group. Punctuality improves. Children access Quality First Teaching (QFT) and targeted intervention to make accelerated relative learning progress. July 2023 Update Attendance fortnightly updates in Newsletter has raised profile of attendance and school high expectations of attendance. Win a bike 95%+ attendance draw has motivated families to commit to good school attendance.

Activity in this academic year 2022-2023

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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Recruitment of a RWInc dedicated phonics Teaching Assistant To provide 1-1 RWInc interventions and the KS2 Fresh Start Programme	EEF toolkit early phonics intervention provide +4 months impact and +8 months for feedback. The aim is to provide more personalised teaching and learning time in order to help pupils access the curriculum and improve progress.	1 July 2023 Update Accelerated progress for PP Cohort in phonics. Next challenge to achieve ARE in Reading for current Y1 and Y2 cohorts
RWInc CPD for all EYFS/KS1 staff and additional CPD for KS2 staff for the Fresh Start Phonics Programme Explicit teaching of reading comprehension strategies across the school in guided reading. A consistent approach to this is implemented. Engagement of Parents in supporting their children (SDP Target 1)	EEF toolkit early phonics intervention provides +4 months Our English Hub has promoted staff CPD as an important factor to influence the closing of gaps. Sutton Trust evidence of the importance of CPD to impact on pupil outcomes. EEF explicit teaching of reading strategies + 6 months Parental engagement has shown to have impact for low cost (EEF) +4	1 + 2 + 3 July 2023 Update BWMAT monitoring and consultant support moderated effectiveness of new Guided Reading system. Gaps closing Y3-6. Staff well trained – RWInc Support Days funded and action plan developed by Reading Leader. TES 100 reading system, resulting in increased reading engagement and parents aware of reading importance. Next step to engage parents more deeply in supporting reading at home. Y6 Reading SATs July 2023 80% ARE pass rate 100% PP cohort pass rate
Create a new school library to enhance access to text and run sessions that promote reading for fun with parents. This is a key parental engagement process to increase community involvement whilst	Parental engagement has shown to have impact for low cost (EEF) +4 months. Developing access to books and a love of reading in the community is essential for not only progress in reading but across all aspects of the curriculum.	1 + 2 July 2023 Update TES 100 reading system, resulting in increased reading engagement and parents aware of reading importance. Next step to engage parents more deeply in supporting reading at home.

aiming to foster a love of reading.		
Engage in Oracy Voice 21 project and roll out the approach across the school. (SDP3) Oracy Champion trained, allowing staff meeting dissemination. Collaborative middle leadership system to share good practice.	Oracy 21 impact report (2016-2021) clearly demonstrates the impact of this project on all children with particular impact on disadvantaged children.	1 July 2023 Update Due to staffing capacity issues, this aspect has not progressed, will need to be implemented during 2023/24 Middle Leadership system development still ongoing.

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

Budgeted Cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions for RWInc additional provision and Fresh Start RWInc programme for KS2 NELI interventions Maths fluency interventions to be investigated (SDP 2)	EEF toolkit early phonics intervention provide +4 months impact and +8 months for feedback.	1 + 2 July 2023 Update RWInc interventions and support in KS1 proving to be effective. KS2 Fresh Start Programme to be implemented 2023/24
ELSA Intervention provided by HLTA	EEF research Social and emotional learning + 4 months	1 + 2 July 2023 Update Significant ELSA work has been completed in partnership with Children's Social Care and other agencies. Attendance for 2 X PP ELSA participants improved to 88.5 and 90.24% respectively.

		School refusal issues overcome.
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Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Families supported by access to before and after school provision	IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons.	2 + 3
Monitor the attendance of pupil premium children and provide support and interventions where required. Target borderline PAs for monthly meetings possibly leading to Early Help Support. Celebrate weekly successes in Family Assembly. Encourage access to before and after school clubs. Provide uniform as needed.	EEF research Parental involvement +4 months Breakfast club +2 months EEF: Direct links to achievement as pupils cannot learn if they are not in school	2 + 3
Subsidy for before and after school opportunities, trips, residential, school visitor experiences	Wellbeing research with focus on being outdoors and physical activity EEF + 2 months	2 + 3

and KS1 Swimming. Ensuring cultural capital is available for all		
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Total budgeted cost: £16,000

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 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. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account.***

BWMAT

Years 1 to 6 by SEN and PP	Relative Learning	BWMAT				BWMAT				Relative Learning Progress	BWMAT				BWMAT			
	Attainment	No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
All pupils		6653	-2.7	-2.6	-4.2	6653	-2.7	-2.6	-4.2	All pupils	6653	-0.8	-0.7	-1.5	6653	-0.8	-0.7	-1.5
Not SEN/PP		4591	-0.4	-0.3	-1.3	4591	-0.4	-0.3	-1.3	Not SEN/PP	4556	0.3	0.4	-0.1	4556	0.3	0.4	-0.1
SEN only		660	-9.8	-10.3	-13.5	660	-9.8	-10.3	-13.5	SEN only	657	-4.0	-3.8	-5.8	657	-4.0	-3.8	-5.8
PP only		957	-3.4	-3.4	-4.9	957	-3.4	-3.4	-4.9	PP only	952	-1.6	-1.4	-2.4	952	-1.6	-1.4	-2.4
Both		444	-13.4	-14.2	-18.0	444	-13.4	-14.2	-18.0	Both	440	-5.8	-6.4	-8.2	440	-5.8	-6.4	-8.2

Commentary and conclusions on outcomes including phonics:

- Our KS2 results were very promising for 2022 given where the cohort had come from at the end of KS1. As a small school our Year 6 cohort was very small. 50% of our Y6 cohort child was PP registered and the cohort was 100% SEND & EHCP registered. Our whole Y6 cohort joined the school during KS2 after significant periods out of school when registered in other settings. Progress from the start of school at Shepton has been significantly positive.
- In Reading/Writing/SPAG/Maths 50% of the cohort was disapplied. ARE achievement for the cohort was 0%. Average Scaled Score achieved was 97.
- Our PP and SEND interventions and provision for Year 6 over time fully met the needs of this cohort. This cohort received enhanced transition arrangements for the move to Secondary School and the cohort was as well prepared as possible for the next stage of their education.
- Our EYFS cohort was below 8 children and was 60% PP eligible. 33% of PP eligible children passed GLD. Non-PP GLD was 100%
- In Year 1, our cohort number was below 8 children. Overall 0% of the whole Year 1 cohort passed the Year 1 phonics check. 0% of PP eligible children passed the phonics check. For our Y2 phonic re-check 2 children, both PP eligible retook the

check. 0% of children passed. Phonics and Early Reading is a significant issue over time, particularly for PP eligible and vulnerable children in the school.

- Underperformance issues were robustly challenged during 2021-2022 in the setting. Significant spending upon RWInc resources and staff CPD took place during the Summer Term 2022 and will continue into 2022-2023. Additional staffing to support Phonics and Early Reading is in place for September 2022.
- For Year 2, in Reading and Maths 7/9 78% children achieved ARE. In Writing 6/9 66% achieved ARE.

4/9 children in the cohort were PP Eligible. 25% of PP eligible children achieved RWM combined. 50% of the PP cohort achieved ARE separately in Reading, Writing and Maths. 100% of non-PP children achieved ARE in RWM.

All barriers identified during assessments for 2021-2022 have been included in our School Development Plan for 2022-2023 and our Pupil Premium 3-year strategy, beginning September 2022.

Review of expenditure 2021 - 2022		
1. Teaching		
Outcomes and Impact	Lessons learned	Cost
Include impact on pupils not eligible for PP, if appropriate	(and whether you will continue with this approach)	

<ul style="list-style-type: none"> • Music Sessions, which included learning an instrument, had a positive impact in raising confidence and self-esteem. Our children's concentration and resilience skills were accelerated, particularly in the Autumn Term. Our children performed to a parental audience, which had a huge positive impact. • Consultant Support was utilised to rapidly to develop staff pedagogy, AfL strategies, class organisation and use of additional adults. Overall, our children are now thinking and doing more for themselves. Output of work has increased, because of improved opportunities during the school day promoting confidence and improved attitudes to learning. • RWInc Phonics school led training began during the summer term. This led to a more consistent and robust approach to teaching. Children became confident with the new systems and phonics progression was evidence in writing – both in terms of quality and quantity. Full Day RWInc consultant support transformed staff confidence and quality provision. • Initial Oracy Lead training cascaded to staff. Oracy activity monitoring by the lead, enabled staff to begin activities weekly, by the Summer Term. 	<p>Music Tuition to continue – particularly to support the return to school after the long summer break.</p> <p>Consultant to be re-engaged to continue supporting our development of effective QFT and implementation of our new Feedback and Marking Policy.</p> <p>Initial RWInc training went well – needs following up with weekly small bite training sessions to support development – particularly for support staff. School reading stock requires updating 2022/23 to ensure books are phonically decodable, for those not using RWInc banded books. This will be added to the school SDP.</p> <p>Once a week oracy activities are not enough to impact on outcomes. Whole school Oracy approach to be included in our new SDP.</p>	<p>£100</p> <p>£5000</p>
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
<ul style="list-style-type: none"> • HLTA Provided ELSA support for children requiring SEMH support. This support enabled children to engage in Teaching and Learning and manage their own behaviours in school. • Phonics/Early reading received significant input. Many year 1's were below Step 1. Children have made sound progress from very low bases. Children not achieving key milestones now identified and provision prepared for 2022-2023. 	<p>ELSA to continue and to be used more proactively, rather than triage or responding to situations that arise.</p> <p>Due to the large historic phonic/reading gaps, an additional TA to be employed from Sept 2022, allowing teacher to assess/plan groups even more precisely matched to needs. Historic assessment data for phonics was not reliable. New Phonics Lead to quality assure assessments are accurate.</p>	<p>£1100</p> <p>£6000</p>

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
<ul style="list-style-type: none"> Participation in a wide range of activities, residential and trips ensured no child experienced social exclusion. We are confident that our children feel a sense of belonging to our school community. We believe this is a prerequisite required to enable learning in the classroom. (Maslow) Provision of uniform, PE and swimming kits ensured children were never socially excluded from school provision. 	PP children provided access to Before School Club, had more settled starts to school – opposed to usual pattern of lateness. Challenge is to engage parents to gain support for more consistent use of provision.	£1700
	Approach will continue	£500

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
Timetables Rockstars	Maths Circle
ELSA	ELSA
RWInc	Oxford Press

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

At Shepton Beauchamp Church School, a significant number of children in KS2, who are all PP eligible, have joined the school from other settings. The majority of these children have spent significant time out of school due to SEND, SEMH & friendship issues. As a result, we recognise and celebrate the opportunities for us to offer a fresh start for many children and their families. We acknowledge the challenges this also presents in ensuring children and families settle well, attend school and acquire knowledge and skills not covered over time. We additionally endeavour to develop and foster a sense of belonging to our school community as rapidly as possible.

We are utilising our PE Premium funding and our General GAG fund to further support Pupil Premium and Vulnerable Pupil needs.

*£7500 from GAG will be used to restock books and create a new school library. This will include the **“100 books to read before leaving Primary School”** fun challenge we will be using to foster a love of reading and engage parents.*

PE Premium will be used to provide PE Hoodies to keep our children warm in winter for PE. PE Premium will also be used to provide Swimming costs for EYFS/KS1. A minority of our infant children have ever accessed swimming due to rural isolation, covid and costs. In an isolated rural setting, we have to provide this cultural capital which also develops a love of school and rise in self-esteem for our children to prevent barriers forming before swimming begins in Key Stage 2.