

## Pupil premium strategy statement 2021 - 2024

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Old Basford School
Number of pupils in school	427 (F2 – Y6)
Proportion (%) of pupil premium eligible pupils	30.13%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	November 2021 November 2022 November 2023
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	Laura Duffin (Act Headteacher) Vicky Shaw (Headteacher) Laura Duffin( Headeacher)
Pupil premium lead	Laura Duffin & Colette Tee Colette Tee
Governor / Trustee lead	David Lawson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,780.00 £184,205.00 £189,150.00
Recovery premium funding allocation this academic year	£18,270 £19,140

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 185,050.00 <b>£184,205.00</b> £208,290.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Old Basford School, we are PROUD of all our children and firmly believe that each child receiving Pupil Premium deserve the same life chances as their peers.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Well-being, self-belief and resilience are high on our priorities for our Pupil Premium children and so our Pupil Premium Pupils are assured the opportunity to attend all school visits and residential. They are prioritised when allocating certain extra-curricular activities including clubs, workshops and educational visitors. Discrete activities for Pupil Premium Pupils are also planned throughout the year in an attempt to offer them experiences they otherwise might not receive.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Narrowing the attainment gap across Reading and Writing in all age groups</b> Current Year 6 data at July 2022 (Year 5) showed an Other V PP difference of: 72% v 50% - reading <b>85% v 50% - July 23</b> <b>80% v 87%</b> 56% v 39% - writing <b>82% v 43% - July 23</b> <b>55% v 53%</b>
2	<b>Narrowing the combined attainment at Key Stage 2</b> Current Year 6 data at July 2022 (Year 5) showed an Other V PP difference of: 53% v 29% <b>July data showed Year 6, Other V PP 68% V 23%</b> <b>July data OTHER v PP 49% v 47%</b>
3	<b>Developing social and emotional skills</b> Our assessments, observations and discussions with families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 54% of our pupil premium pupils have been identified as requiring extra support due to a number of pastoral issues

	<p>Our assessments, observations and discussions with families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>63% of our pupil premium pupils have been identified as requiring extra support due to a number of pastoral issues</p>
4	<p><b>Developing early Speaking and Listening skills</b></p> <p>Assessments and observations suggest pupil premium pupils generally have greater difficulties with phonics than their peers. Year 1 phonics screening (June 2022) showed 53% of pupil premium pupils passed the screening.</p> <p>Foundation 2 pupils (July 2022) showed an Other V PP difference of: 73% V 43% - word recognition</p> <p>Year 1 phonics screening (June 23) showed: Of the 12 children who didn't pass, 5 were PP (42%) Out of 48 children who did pass, 7 were PP (15%) 7 / 12 PP children passed the screening (58%)</p> <p>Foundation 2 pupils (July 23) showed an Other V PP difference of: 72% V 69%-word recognition Foundation 1 – 57%v 75%</p> <p>Year 1 phonics screening (June 24) showed: Other V PP difference 85% V 85%</p> <p>Foundation 2 pupils (July 24) showed : 78% V47%</p>

## 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
Progress in Reading	Aim is for 90% of pupils to make expected progress
Progress in Writing	Aim is for 90% of pupils to make expected progress
Phonics	Aim is for 80% of pupils to meet the expected standard in phonics
Speaking and Listening	Aim is for 75% of pupils to attain expected in speaking and listening at the end of F2
Social and Emotional skills	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>student voice feedback, parent feedback in phone calls and teacher observations</li> <li>all disadvantaged pupils to access at least 1 club and a number of enrichment activities over the year</li> </ul>

## 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: £95,449.24

2022/23 Budgeted cost: £77,095

2023/24 Budgeted costs:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The deployment of additional teachers in Y2, Y4, Y5 &amp; Y6 to increase the number of Disadvantaged pupils achieving EXS and GDS at end of KS1 &amp; KS2 to be at and above national average £94,815.24</p> <p>The deployment of additional teachers in- F2, Y2 Y3 &amp; Y5 to increase the number of Disadvantaged pupils achieving EXS and GDS at end of KS1 &amp; KS2 to be at and above national average £77,095</p> <p>The deployment of additional teachers to provide mentoring and coaching for teachers to increase the number of Disadvantaged pupils achieving EXS and GDS at end of KS1 &amp; KS2 to be at and above national average. COSTING- £46,260.93</p>	<p>EEF(+2) Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p>	<p>1 &amp; 2</p>
<p>FS staff CPD to develop effective strategies for supporting speaking and listening skills. £634</p> <p>Training and delivery of Neli – an evidence based small group early language intervention. NO COSTING</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff</p>	<p>4 Completed training in 2021 - 2022</p>

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

Budgeted cost: £43,652.60

2022/23 Budgeted cost: £51,561

2023/24 Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through the use of an Academic Learning Mentor in Year 3 and Year 4, specific pupils to make accelerate progress £6,850.64</p> <p>Through the use of an Academic Learning Mentor in Year 1 (am) and Year 5 (pm), specific pupils to make accelerate progress £21,000</p> <p>Academic mentor in Y6 all day, specific pupils to make accelerated progress £21,000</p>	<p>EEF (+4) Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1</p>
<p>51,561 Through the use of Teaching Assistants specific pupils (Y2-6) to make accelerate progress through named interventions: Reading/Maths/Writing £32,381.96</p> <p>Through the use of Teaching Assistants specific pupils (Y1-6) to make accelerate progress through named interventions: Reading/Maths/Writing £27,161</p> <p>Through the use of Teaching Assistants specific pupils (Y1-6) to make accelerate progress through named interventions: Reading/Maths/Writing Every year group has a teaching assistant(Y1-Y6) Additional TA delivering Switch On and Rapid Writing 3 days a week in Years 3 and 4 COSTING- £82,070.85</p>	<p>EEF (+4) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	<p>1 &amp; 2</p>

<p>Y6 pupils to achieved ARE and are ready for the next stage of learning £4420.00</p> <p>Y6 pupils to achieved ARE and are ready for the next stage of learning (x12 pupils) £3400</p> <p>Y6 pupils to achieved ARE and are ready for the next stage of learning (x12 pupils) COSTING- £3299.52</p>	<p>EEF (+4) Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,520.73

2022/23 Budgeted cost: £69,697

2023/24 Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing the role of the school counsellor to ensure pupils are ready to learn £18,878.12</p> <p>Developing the role of the school counsellor to ensure pupils are emotionally supported. £25,274</p> <p>Developing the role of the school counsellor to ensure pupils are emotionally supported. £25275.00</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community</p>	<p>4</p>
<p>Maintain a strong pastoral team to ensure pupils are resilient and ready to learn £31,428.80</p> <p>Maintain a strong pastoral team to ensure pupils are supported, have a voice and are subsequently ready to learn £30,583</p> <p>Maintain a strong pastoral team to ensure pupils are supported, have a</p>		<p>4</p>

<p>voice and are subsequently ready to learn £30,583</p>		
<p>Improve specific pupils physical and mental health, wellbeing, attitude/behaviour, friendships and self-esteem £11,413.81</p> <p>Improve specific pupils physical and mental health, wellbeing, attitude/behaviour, friendships and self-esteem £9,040</p> <p>Improve specific pupils physical and mental health, wellbeing, attitude/behaviour, friendships and self-esteem whilst developing intrinsic play. COSTING-£8609.01</p>	<p>EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p>	<p>4</p>
<p>All pupils having full access to wider curriculum and enrichment activities £3000</p> <p>All pupils having full access to wider curriculum and enrichment activities £4000</p> <p>All pupils having full access to wider curriculum and enrichment activities £3000</p>	<p>EEF (+4) School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p>	<p>4</p>
<p>All pupils feel a part of the school team and ready to learn £800</p> <p>All pupils feel a part of the school team and ready to learn £800</p> <p>All pupils feel a part of the school team and ready to learn £800</p> <p>All pupils feel a part of the school team and ready to learn £1000</p>	<p>EEF - Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>4</p>

<p>To develop and increase provision for mental health by having a trained Senior Mental Health Lead.</p> <p>£800</p>	<p>EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p>	<p>4</p>

**Total budgeted cost: £204,622.57**

**Total budgeted cost: £198,353**

**Total budgeted cost: £221,898.31**

## 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

#### 2021 to 2022 academic year.

#### 2022 to 2023 academic year

Aim	Outcome
<p>The deployment of additional teachers in Y2, Y4, Y5 &amp; Y6 to increase the number of Disadvantaged pupils achieving EXS and GDS at end of KS1 &amp; KS2 to be at and above national average</p>	<p>Year 2 – R 54% v 69%, W 54% v 47%, M – 54% v 74%</p> <p>Year 5 – R 50% v 72%, W 39% v 56%, M – 39% v 72%</p> <p>Year 6 – R no data, W 42% v 74%, M – 54% v 80%</p> <p>The additional third teacher in Year 4 was only present from sept 21 to Dec 21 due to staffing changes.</p> <p>Year 2- R 74% v 41%, W 68% v 23%, M 79% v 45%</p> <p>Year 3 -R 70% v 50%, W 52% v 44%, M77% v 56%</p> <p>Year 6 – R 85% v 50%, W82% v 43%, M 79%v 33%</p> <p>Additional third teacher was only present until Spring term due to staffing changes.</p> <p>No additional teachers in 23/24</p>
<p>FS staff CPD to develop effective strategies for supporting speaking and listening skills.</p>	<p>Lead staff member completed the training which was shared with all FS staff and is being used effectively within the EYFS planning and provision.</p>
<p>Through the use of an Academic Learning Mentor in Year 3 and Year 4, specific pupils to make accelerate progress</p> <p>Through Academic Learning Mentor based in Year 1 in the morning and Year 5 in the afternoon, specific pupils to make accelerated progress</p>	<p>Jan - July Academic Mentor support was based within Year 4 due to the increased number of EAL pupils, especially those new to UK with no English.</p> <p>Year 4 – R 41% v 60%, W 29% v 33%, M – 47% v 64%</p> <p>Year 1 data- R-50% V 78%, W-21% V7 0%, M-50% V 83%</p> <p>Year 5 data- R-65% V 81%, W-53% V 65%, M-65% V 77%</p> <p>No Academic Mentor 23/24</p>
<p>Through the use of Teaching Assistants specific pupils (Y2-6) to make accelerate progress through named interventions: Reading/Maths/Writing</p>	<p>Year 2 – R 84%, W 75%, M 95%</p> <p>Year 3 – R 85%, W 80%, M 93%</p> <p>Year 4 – R 84%, W 89%, M 100%</p> <p>Year 5 – R 79%, W 71%, M 81%</p> <p>Year 6 – R no data, W 61%, M 69%</p>

	<p>Year 2 – R-41% V74%, W23% V68%, M-45% V 79%</p> <p>Year 3 – R-50% V 70%, W-44% V 52%, M-56% V 77%</p> <p>Year 4 – R-59% V 72%, W – 37% V 59%, M-67% V 53%</p> <p>Year 6 –R-50% V 85%, W-43% V 82%, M-33% V 79%</p> <p>Year 2 – R 63% V 33%    W – 61% V 33%    M – 67% V 27%</p> <p>Year 3 – R 61% V 35%    W- 61%V 17%    M – 66% V39%</p> <p>Year 4 – R 59% V 50%    W – 36% V 45%    M – 55% V 45%</p> <p>Year 5 – R 69% V73%    W – 63% V 50%    M – 59% V62%</p> <p>Year 6 – R 80% V 87%    W 55% V 53%    M – 74% V67%</p>
Y6 pupils to achieved ARE and are ready for the next stage of learning	<p>16 Y6 pupils accessed after school maths tuition which was led by experienced KS2 teachers. All pupils had 10 weeks provision.</p> <p>5 pupils -Maths Breakfast club</p> <p>3 pupils - Maths tuition afterschool</p> <p>1 pupil - writing tuition</p> <p>12 tuition with NH</p> <p>Tuition ?</p>
Developing the role of the school counsellor to ensure pupils are ready to learn	<p>As a school, we employed 2 counsellors over 3 days. They were able to offer 15 sessions for 1:1 pupil as well as 3 lunchtime clubs for pupils from Y1 – Y6. The end of year report stated the success of the programme. It also allowed for more pupils to be seen within the OBS pastoral team.</p> <p>As a school, we employed 2 counsellors over 3 days. They were able to offer 15 sessions for 1:1 pupil as well as 2 lunchtime clubs for pupils from Y1 – Y6. ( Summer term 13PP)</p> <p>The end of year report stated the success of the programme. It also allowed for more pupils to be seen within the OBS pastoral team.</p> <p>As a school, we employed 2 counsellors over 3 days. They were able to offer ___ sessions for 1:1 pupil as well as 2 lunchtime clubs for pupils from Y1 – Y6. ( Summer term ___PP)</p> <p>The end of year report stated the success of the programme. It also allowed for more pupils to be seen within the OBS pastoral team.</p>
Maintain a strong pastoral team to ensure pupils are resilient and ready to learn	<p>The OBS pastoral team continues to be one of the schools strengths, with approximately 32 sessions a week being offered on an individual and small group basis. All children with a named social worker are seen at least twice a week and any pupils classed as Vulnerable at least one a week. The iHeart programme has been delivered multiple times throughout the year.</p> <p>The OBS pastoral team continues to be one of the school’s strengths, with approximately 32 sessions a week being offered on an individual and small group basis. All children with a named social worker are seen at least twice a week and any pupils classed as Vulnerable at least one a week. The iHeart programme has been delivered multiple times throughout the year.</p> <p>(Summer 2 – 37 PP children)</p>

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<p>Improve specific pupils physical and mental health, wellbeing, attitude/behaviour, friendships and self-esteem</p>	<p>Infinity Club continues to support small groups of pupils at lunchtime. The themes of the sessions and year groups supported rotate throughout the year but it is focused within KS2.</p> <p>Throughout Autumn term 2022 Infinity Club supported all Pupil Premium children from Years 3 and 4 in a session once a week.</p> <p>Year 5 Spring term 40 Other V 21PP</p> <p>All Year 6 pupils within Summer 2 completed secondary school transition sessions.64 Other V 30 PP</p> <p>Infinity Club did not run 23/24 due to Opal Play</p>
<p>All pupils having full access to wider curriculum and enrichment activities</p>	<p>All pupils accessed the wider curriculum and financial barriers were not a concern. Any pupil who did not attend a residential trip was through pupil or parent choice.</p> <p>All trips and residential subsidised and payment plans put in place. Pupils who did not attend was through personal choice.</p> <p>By the end of the academic year the whole school Pupil Premium spread sheet showed, from Year 1 up to Year 6, that only 3 out of 133 pupils had not been involved in extra provision, enhancements or opportunities.</p> <p>All trips and residential subsidised and payment plans put in place. Pupils who did not attend was through personal choice.</p> <p>By the end of the academic year the whole school Pupil Premium spread sheet showed, from Year 1 up to Year 6, that only 2 out of 132 pupils had not been involved in extra provision, enhancements or opportunities.</p>
<p>All pupils feel a part of the school team and ready to learn</p>	<p>All PP pupils were provided with a jumper/cardigan at the start of the academic year, or when their PP status started.</p> <p>All PP pupils were provided with a jumper/cardigan at the start of the academic year, or when their PP status started. (PP F2pupils receive a book bag also).</p> <p>All PP pupils were provided with a jumper/cardigan at the start of the academic year, or when their PP status started. (PP F2pupils receive a book bag also).</p>