



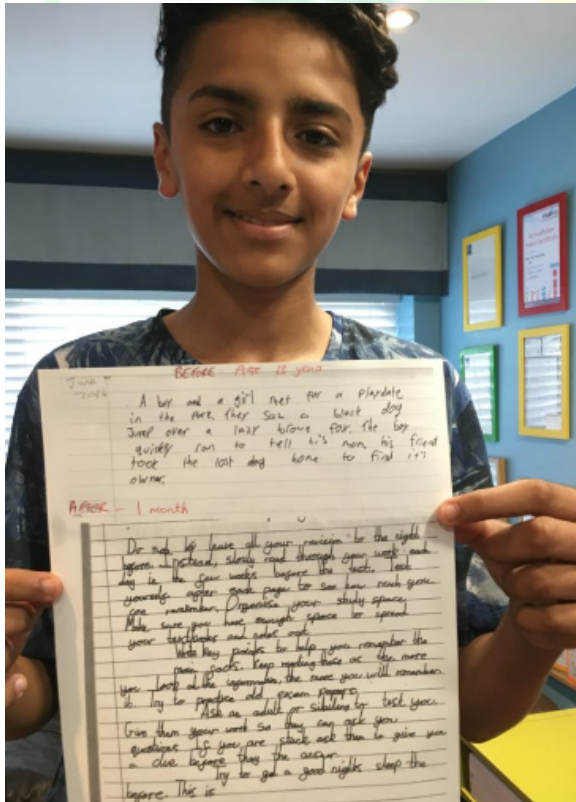
Baskerville School  
Pupil Premium Strategy 2024-25

## What is the pupil premium?

The pupil premium is a government scheme that was introduced in 2011 to improve the education of underprivileged children. In contrast to the rest of their classmates, many children who are eligible for pupil premium have to face extra challenges daily. These challenges can include attendance issues, lack of confidence and difficulty communicating with others. The scheme aims to grant schools extra funding so that they're able to provide additional support for children who are faced with these types of challenges. Its objective is to help schools unlock the learning potential of their pupils and provide them with a better education. It also aspires to narrow the gap in educational development between children of underprivileged backgrounds and their peers.



## Who qualifies for the pupil premium?



Children can be eligible for the pupil premium for a variety of reasons. These include their family circumstances, such as their income or occupations, and whether or not they're in care. If a child is eligible, a school will receive the necessary amount of funding for each child per school year.

## How many pupils at Baskerville School receive Pupil Premium and much does Baskerville School receive each year?

Although, the number of children entitled for Pupil Premium varies through the year as children enter the school – in September we have 63 pupils entitled to Pupil Premium. Therefore we have an allocation of £62,2000



## How we intend to use our Pupil Premium funding

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 making good progress at school



We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 excel. 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### 1) Classroom Based Funded Activities

In recognition of the fact that each class within the school contain at least two pupils who are entitled to pupil premium, the school this year has changed its approach to the use of the pupil premium funding.



This year's approach targets the use of pupil premium at classroom level to ensure that pupils benefit directly from the funding. Each class teacher and team is responsible for the use of the funding in line with the national criteria for the appropriate use of pupil premium funding.

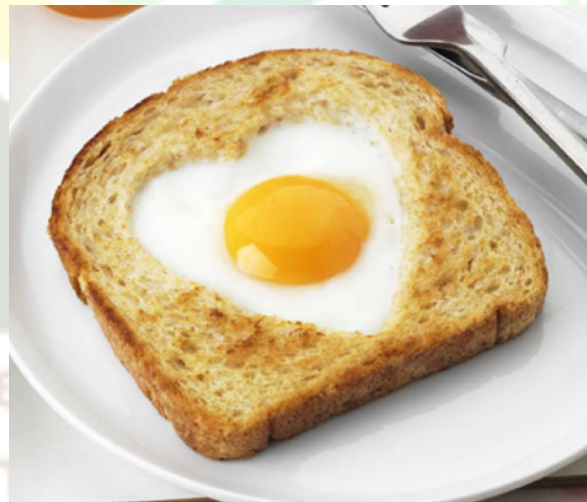
The allocation of funding per class is £5,000 from September 2024 to September 2025.

Each class team evaluates what is the most effective use of the funding to make maximum impact upon the progress of learning and well-being.

Cost;  $21 \times 5000 = \pounds 10500$

## 2) Baskerville Breakfast Club

For whatever reasons many of our pupils does not have a substantial breakfast before arriving at school- therefore many arrive at school hungry or may become hungry before lunchtime. We are therefore using our Pupil Premium funding subsidise our new breakfast club, which ensures that each of our pupils have a substantial breakfast.



A direct coloration between our students having a good breakfast and their ability to learn is very evident. Therefore, we believe that our pupil's progress is enhanced by the addition of breakfast club.

Cost; **£1000**

## 3) Read- Write Inc.

Pupil premium funding will be used in 2024 for the training of some 48-classroom staff in the delivery of the school's phonics programme, Read-Write. This will ensure that a large proportion of our staff – both teaching and non-teaching staff have the basic training in how to deliver our phonics programme.



Read-Write is a phonics reading scheme that we use at Baskerville school. It teaches pupils the sounds in English, the letters that represent them and how to form letters when reading.

**Cost; £3600**

#### 4) Phonics for SEN Programme

Phonics for SEN is a complete, systematic, synthetic, linguistic phonics programme published in seven books.

Phonics for SEN enables pupils with a range of special educational needs to find reading and spelling success and is suitable for those with specific learning difficulties, autism, moderate and severe learning difficulties, developmental language disorder, communication needs and complex needs, including pre- and nonverbal pupils and those with significant physical disability.



Working through the programme, the pupil:

- learns about and understands the concepts that underpin how the written English language is constructed,
- learns, practices and masters the skills they need to work with sounds and letters, and
- develops the knowledge they need to learn, build up and retain to be able to read and spell well.

- We intend to introduce the programme in the Autumn term of 2024 to extend our phonics programme to learner at the very earliest stages of phonic development

**Cost £2950**





# Pupil premium strategy statement

This statement details our school's use of pupil 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	Baskerville School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 to 2023 - 2024
Date this statement was published	July 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Allan Lacey/ W.Tulloch
Pupil premium lead	Allan Lacey
Governor / Trustee lead	R.Marston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,790
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£39,024
<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	£111,814

# Part A: Pupil premium strategy plan

## Statement of intent

Our plans for the spending of Pupil Premium funding have the overall objectives of increasing students' ability to access our broad and balanced curriculum, including enrichment activities which aim to develop students' independence, social, communication and life skills. We also aim to develop students "cultural capital" which can be thought of as the knowledge, skills and understanding that students can draw upon to demonstrate cultural knowledge, awareness and competence. This cultural capital is one of the key ingredients for success in society and the world of work.

We aim to address any barriers that students have to their participation and engagement with activities in school. These barriers may be academic, relating to perhaps gaps in literacy, numeracy or communications skills; or may be barriers relating to readiness to learn, for example emotional or behavioural barriers. We aim to address these specifically through intervention programmes delivered by skilled staff members or teams.

## Challenges

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

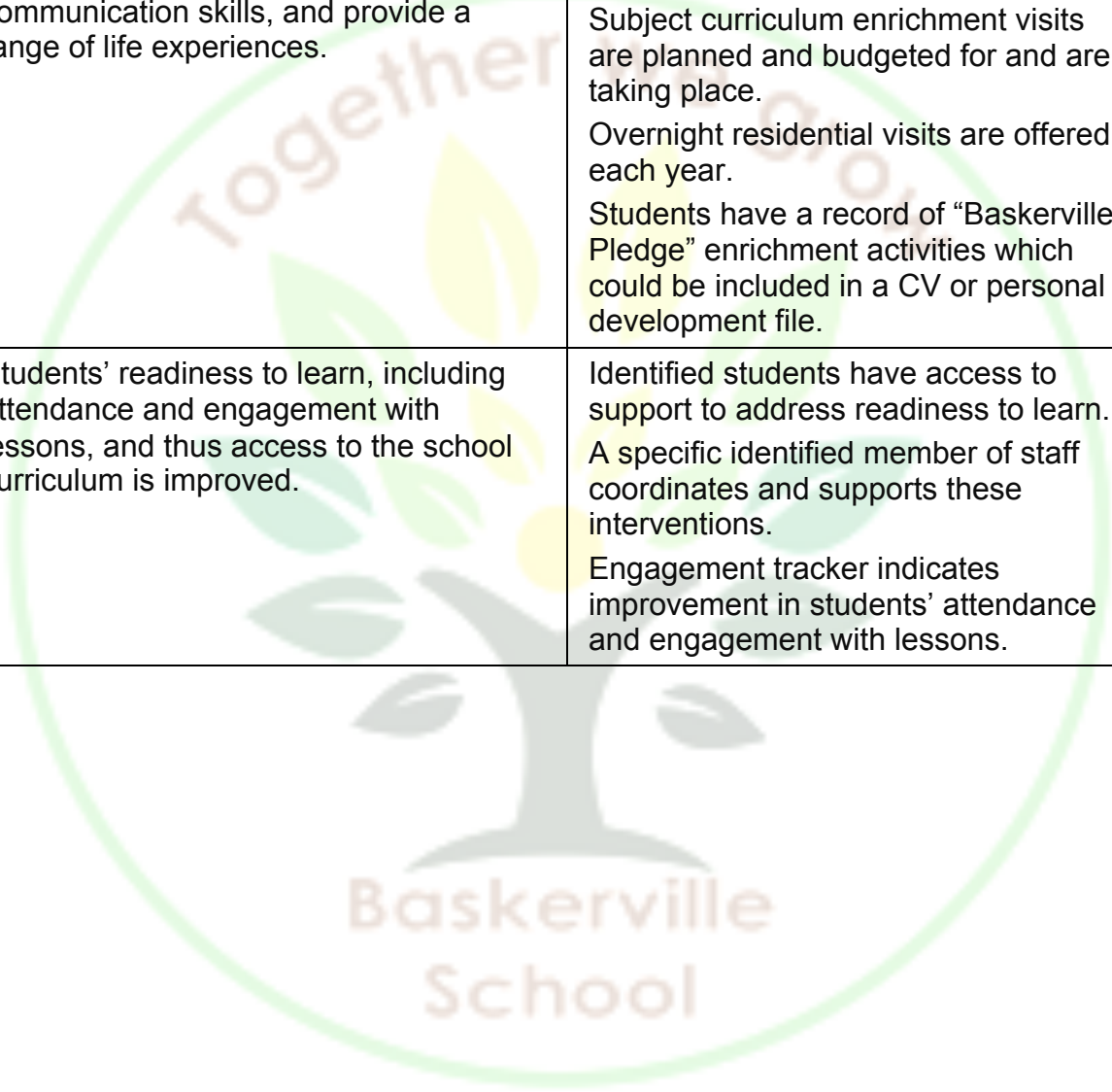
Challenge number	Detail of challenge
1	Students have specific academic needs related to core skills in Literacy, Numeracy and Communication, and sensory needs, which affect their ability to access and engage with learning in a school/ group setting, and their ability to access the wider school curriculum.
2	A lack of wider life experiences can limit opportunities for students to develop independence, social and communication skills, and cultural capital, and can affect students' ability to access curriculum content.
3	Behavioural, emotional or mental health difficulties, including those related to or exacerbated by the impact of Covid-19, have impacted on students' ability to engage with learning, including impacting attendance of lessons.

## 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
<p>Students' specific academic needs are addressed such that accelerated progress is made and attainment gaps are closed.</p>	<p>Students meet termly targets set by Personalised Learning Assistant.</p> <p>All PP students engage in learning and gain accreditation appropriate to their ability.</p>
<p>Students will have access to a broad range of curriculum enrichment activities which develop independence, social and communication skills, and provide a range of life experiences.</p>	<p>Curriculum enrichment clubs are provided regularly. (Weekly on a Friday afternoon, and during lunch breaks.)</p> <p>Subject curriculum enrichment visits are planned and budgeted for and are taking place.</p> <p>Overnight residential visits are offered each year.</p> <p>Students have a record of "Baskerville Pledge" enrichment activities which could be included in a CV or personal development file.</p>
<p>Students' readiness to learn, including attendance and engagement with lessons, and thus access to the school curriculum is improved.</p>	<p>Identified students have access to support to address readiness to learn.</p> <p>A specific identified member of staff coordinates and supports these interventions.</p> <p>Engagement tracker indicates improvement in students' attendance and engagement with lessons.</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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p><i>A link is provided to the Education Endowment Foundation Teaching and Learning Toolkit which provides a summary of the efficacy of intervention types. The intervention type is indicated below, and the figure given indicates expected additional progress (in months) over the course of a year.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	
<p><b>Read Write Inc/ Anne Sullivan – Phonics for SEN</b></p>	<p>Education Endowment Federation</p> <ol style="list-style-type: none"> <li>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that words are written.</li> <li>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</li> <li>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</li> </ol>	

	<p>Very high impact for very low cost based on extensive evidence</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also <a href="#">metacognition and self-regulation</a>).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also <a href="#">collaborative learning approaches</a>).</p>	£3860+ £2600
<p><b>Implementation of Breakfast Club</b></p>	<p><b>National School Breakfast Programme 2018-2021</b></p> <p>The evaluation has been published by Family Action and Magic Breakfast, which delivered the government's National School Breakfast Programme between 2018 and 2021.</p> <p>The evaluation (2021) finds that the schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including:</p> <ul style="list-style-type: none"> <li>• Improved pupil behaviour (94 per cent).</li> <li>• Healthier eating habits among pupils (95 per cent).</li> <li>• Readiness to learn (99 per cent).</li> <li>• Concentration in class (99 per cent).</li> <li>• Educational attainment (94 per cent).</li> <li>• Better social skills (93 per cent).</li> </ul>	



	<ul style="list-style-type: none"> <li>Better parental engagement (79 per cent).</li> </ul>	
Classroom Resources	21*£5000	£105,000
<p><b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b></p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p><i>A link is provided to the Education Endowment Foundation Teaching and Learning Toolkit which provides a summary of the efficacy of intervention types. The intervention type is indicated below, and the figure given indicates expected additional progress (in months) over the course of a year.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	
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<p><b>Total budgeted cost: £111,460</b></p> <p><b>Part B: Review of outcomes in the previous academic year</b></p> <p><b>Pupil premium strategy outcomes</b></p> <p>This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.</p> <p><b>Aim:</b> Students specific academic needs are addressed such that accelerated progress is made and attainment gaps are closed.</p> <p><b>Outcome:</b> Our Personalised Learning Assistant was working with students throughout the year to close the gap in student attainment in English and Maths. However, as our curriculum has developed, and attainment gaps are better addressed within standard timetabled lessons, there is no longer a need for this role within school.</p> <p>Most PP students engage in learning and will gain accreditation appropriate to their ability.</p> <p><b>Aim:</b> Students will have access to a broad range of curriculum enrichment activities which develop independence, social and communication skills, and provide a</p>		

range of life experiences.

Outcome: Curriculum enrichment clubs are provided regularly. (Weekly on a Friday afternoon.) These are very well attended and have further expanded this year as a response to student voice. The impact of RAAC during the autumn term 2023 limited our ability to deliver enrichment clubs, although some clubs such as Cooking and Football were able to be delivered. It is planned that when further classrooms are reopened for use, and more of our staff and students are back on site, that clubs can run as planned, with some adjustments being necessary to account for staff who are not on site.

The following clubs will be offered:

Cycling, Multi-sports, Football, Remote controlled cars, Chess, Board Games, Social club, Role Playing Games, Pokemon, Art/DT (jewellery making), Gardening/Conservation, Cooking, Animation, Craft, Relaxation and Mindfulness, (Photography – staff permitting.)

Subject curriculum enrichment visits are planned and budgeted for and are taking place. Though in the autumn term 2023 these activities have been curtailed somewhat due to the logistic implications of having to close our main school building, and teaching taking place across different sites.

Overnight residential visits are now being planned for by our Key Stage coordinators, though none have taken place in the academic year 2022-2023.

Students have a record of “Baskerville Pledge” enrichment activities being kept on our progress tracking software (Solar)

Aim: Students’ readiness to learn, including attendance and engagement with lessons, and thus access to the school curriculum is improved.

Outcome: Identified students have been able to access support with their readiness to learn through the work of the PASS team. A referral and recording/tracking system is in place and shows positive impact on students’ readiness to learn. A specific member of staff is responsible for coordinating this work. Ongoing monitoring to measure the impact of interventions takes place over the course of this year.

## 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
N/A	

## Service pupil premium funding (optional)

Measure	Details
N/A	

## Further information (optional)

*Alongside the school's Pupil Premium funding, we are planning to spend the School Led Tutor Funding Grant for the academic year 2022-2023 as follow:*

*We will employ a teacher who has previously worked at Baskerville, but is now retired, to work 2 days a week (10 sessions) to support selected year 10 and 11 students with English, Maths, RE, Science, and Functional Skills.*

