



The Pupil Premium Statement 2022-2023

What is Pupil Premium Funding?

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Year 11 who are eligible for free school meals (FSM), are looked after, or have parents currently in the Armed Forces. From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years. The FSM/Ever 6 funding allocation per child is £1,385. The Service Children funding per pupil is £335. Cambridgeshire Local Authority

How is Pupil Premium money spent?

It is for schools to decide how Pupil Premium money is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their care. However, this additional funding, must be spent in a way that leads to improved attainment and a broadening of opportunities for these disadvantaged pupils.

Governors have a responsibility to make sure that:

- The school identifies these pupils.
- The school uses evidence from attainment and from talking to parents to identify the needs of these pupils.
- The money is spent directly on these pupils in the way that most effectively supports the identified needs.

Total budget £91,305

Initiative	Cost	Planned Impact	Review
General TA allocation for focused support in wave 1 Reading, Writing & Maths	£74,054.08	Make accelerated progress in core subjects	*Pupil Premium (21-22 and 20-21 progress for comparison) pupils, years 1 to 6) making expected progress or above in: Rdg: 67% (45%, 33%) Wrtg: 48% (58%, 46%) Maths: 56% (42%, 45%)
General TA allocation to maximize use of all school time to include booster support/intervention within		Pupils are targeted according to their needs to close gaps in learning identified through wave 1 teaching.	*Teachers utilized time and TA support to run booster/intervention sessions to meet need according to cohort and individual needs.



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curriculum and assembly time.			
Teacher training on metacognitive approaches in the classroom.	£200	Support efficient and effective wave 1 teaching to meet the needs of all learners.	Evidence of use of approaches and scaffolded support in observations.
Training for all teachers on writing moderation and assessment to support accurate planning and teaching to meet needs.	£870	Teachers are able to accurately assess children's writing, focusing on gaps to ensure wave 1 teaching moving forward plugs these gaps for pupils.	<p>*Local Authority English adviser support (training) shared the following strengths:</p> <ul style="list-style-type: none"> • Teachers demonstrated a secure understanding of the writing assessment criteria. • The EA agreed with the class teachers' judgements. • Pupils' books showed opportunities to write for a range of engaging purposes and audiences. • High quality texts are used effectively as models for pupils' writing. <p>*Staff feedback at the end of the academic year: 80% of staff said they were confident in the teaching of writing.</p>
Training for all school teachers and TAs to support independence in learning (MITA training)	£673.92	Staff ability and confidence to support pupil learning through promoting independence. Pupils take responsibility for learning with the appropriate amount of scaffolded support.	<p>*Whole school scaffolding training has been delivered to TAs and teachers. Feedback: 100% of staff found it useful (92% extremely useful) for developing their pupil support.</p> <p>*Pupil voice taken from monitoring indicated pupils (from various school groups including PP) were all able to share strategies that supported them in moving on in their learning if they were 'stuck'. Strategies included; asking a friend, checking a resource, looking at the working wall, looking at the teacher model or asking an adult for help.</p>
Deployment of a wellbeing TA to support pupils to	£9250	Support in school to manage emotional health and access learning	*Positive feedback on impact of pupil sessions:



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access the curriculum where mental health is a barrier (who do not meet thresholds for external support from CAMHS or Younited). Associated resources with this provision.		(hierarchy of needs, emotional needs met so pupil can access learning). Materials shared with parents to enable holistic approach to support.	100% of parents gave a score of 8/10 or higher for how helpful they thought the work had been for their child.
Counselling and Play Therapy funding support to support the Mental Health and Wellbeing of children (who do not meet thresholds for external support from CAMHS or Younited).	£2531	Improved access to learning (hierarchy of needs met) and positive engagement with peer group. Mental health needs met or further evidence for external support gathered.	*All pupils saw improved outcomes by the end of their allocation of sessions with Counselling or play therapy. *Riding for the disabled broadened opportunities for those pupils targeted.
Temporary funding of fees (or part fees) to enable identified children to attend Breakfast Club at school.	£1008	Support children to access school on time where there is a home issue. Decrease missed learning time (reduce lates) Increased confidence, social interaction and develop friendships based on out of school experiences.	*Individual needs met to ensure access to school is not prohibited by home issues.
Paying towards fees to enable children to attend after school clubs if appropriate.	£1618	Increased confidence, social interaction and develop friendships based on out of school experiences.	*Identified pupils had access to positive social time in a supported environment.
Paying towards fees to enable children to attend educational visits and residential		Increased confidence, social interaction and develop friendships based on out of school experiences. Equal opportunity of access to school time activities that support the curriculum.	*Families supported to part or fully fund identified trips following communication and agreement with the headteachers. *Families avoid negative financial impact of the wider curriculum. *Pupils able to engage in activities that support the school curriculum alongside their peers.



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			*Positive feedback on educational trips and year 6 residential.
Subsidising costs to enrich the children's experiences with Theatre and Author Visits to The Bellbird.	£1100	Broaden experiences and increase confidence. Equal opportunity of access to school time activities that support the curriculum.	*Families supported to part or fully fund identified trips following communication and agreement with the headteachers. *Families avoid negative financial impact of the wider curriculum. *Pupils able to engage in activities that support the school curriculum alongside their peers. *Positive feedback on school visits.