

Pupil premium strategy statement: Blakeley Heath Primary School

1. Summary information					
School	Blakeley Heath Primary School				
Academic Year	2019-20	Total PP budget	£60 000	Date of most recent PP Review	Sep 2019
Total number of pupils	304 (exc nursery)	Number of pupils eligible for PP	56	Date for next internal review of this strategy	April 2020 July 2020

1. Current attainment									
	Early Years July 2019			Key Stage 1 July 2019			Key Stage 2 July 2019		
	No of PP Pupils	% of PP	National	No of PP Pupils	% of PP	National	No of PP Pupils	% of PP	National
% of pupils achieving a good level of development	6	17%	74%						
% of pupils achieving expected standard in Yr1 phonics				8	75%	84%			
% of pupils achieving the expected standard in reading	6	17%	79%	8	50%	78%	8	50%	78%
% of pupils exceeding the expected standard in reading	6	0%		8	0%	28%	8	0%	31%
% of pupils achieving the expected standard in writing	6	17%	76%	8	50%	73%	8	75%	83%
% of pupils exceeding the expected standard in writing	6	0%		8	0%	17%	8	0%	24%
% of pupils achieving the expected standard in maths	6	17%	82%	8	50%	79%	8	50%	84%
% of pupils exceeding the expected standard in maths	6	0%		8	0%	24%	8	0%	31%
% of pupils achieving the expected standard in reading, writing and maths	6	17%		8	50%	69%	8	50%	71%
							No of PP pupils	PP progress score	National average for non disadvantaged

reading progress score								8		0.32
writing progress score								8		0.26
maths progress score								8		0.36

1. Cohort Information								
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of children	34	54	43	50	35	54	35	304
Number of pupil premium	3	5	7	7	4	12	7	50
PP as % of cohort	9%	9%	16%	14%	11%	22%	20%	16%

2. Review of previous spending and barriers to future attainment (for pupils eligible for PP including high ability)	
Review of previous spending:	
<ul style="list-style-type: none"> Targeted support improved attendance of PP children and reduced persistent absentees although this needs reducing further to be in line with national The changes to intervention had an impact on all children including PP although this needs to be reviewed with the increasing number of PP children and to ensure the impact can be evidenced for all children. There is currently a number of PP children who are also receiving additional support for SEND as well as through disadvantaged intervention. A consistent approach is required between all members of staff supporting these children towards targets. Good practice in EYFS needs to be continued throughout school in order to reduce the gap between school and national data. 	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Percentage of children who are PP and SEND – how are their needs consistently met and progress evidenced – even if small steps?
B.	Ensuring progress from EYFS to KS1 and KS1 to KS2 consistent – how do we ensure the gap narrows as they go through school?
C.	Low starting points with basic skills – how do we ensure they have sufficient English and maths skills to access the whole curriculum?
D.	Attitude to learning – How do we ensure PP children have the resilience and motivation to try and keep going in order to be successful?
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Inconsistency outside of school which can impact on behaviour, attitude and focus in school – how do we build positive relationships and support these families?
F	Low attendance for disadvantaged learners – how do we reduce the number of persistent absentees and increase attendance?
G	Higher mobility of PP children – how do we ensure an accurate baseline and transition to and from new school?

H	Parents' knowledge and confidence with liaising with school – how do we ensure parents feel supported with their child's learning and have the confidence to attend all invitations to school (assemblies, workshops, consultations etc.)?
I	External agency involvement with the family – how can we ensure good communication with agencies to support students and their families.

3. Desired Outcomes		
	<i>Desired outcomes and how they will be measured:</i>	<i>Success Criteria:</i>
A / B / C	Children make at least expected progress from their starting point with many making greater than expected – reducing the gap with peers and age related expectations. PP children who are also SEND achieve ISP targets when reviewed termly. Intervention records show targeted support is having an impact and children are able to apply new skills and knowledge when working in class.	Diminished gap between pupil premium children and national expectations in all subjects. Monitoring of ISP targets and intervention records show majority of children successful in achieving targets and able to progress to next steps in learning.
D	Internal monitoring (lesson observations and pupil voice) evidences PP children show an increase in motivation, independence and confidence resulting in a willingness to try new opportunities and stick at tasks in class.	Diminished gap between pupil premium children and national expectations in all subjects. Increased attendance at extra-curricular activities including trips and residential. Pupil voice evidences how children feel confident in lessons and are motivated to make progress. Lesson observations evidence how PP children fully participate in learning, offering opinions and answers and following instructions without hesitation or distraction.
E	Internal monitoring shows PP children focused and participating fully in all areas of the curriculum. Pupil progress meetings evidence a reduction in concerns raised in relation to behaviour, focus and attention. Evidence from meetings with external agencies and parents show improvement in attitude and behaviour at home. Use of the "Hive" lunchtime nurture provision to learn turn taking and social skills to reduce behaviour incidence at unstructured times.	Reduction in behaviour incidents recorded for PP children. Reduction in fixed term exclusions for PP children. Reduction in PP families requiring additional support from school and external agencies. Pupil voice evidences how children feel confident in lessons and our motivated to make progress. Lesson observations evidence how PP children fully participate in learning, offering opinions and answers and following instructions without hesitation or distraction.
F	Improve attendance from 92.2% to 94.3% (national). Reduce persistent absentees from 30% to 17.2% (national). Evidence shown through attendance report and records of internal monitoring.	Attendance and persistent absentee in line with national expectations.
G	Children who join Blakeley part way through primary education make good progress. An accurate baseline (PIRA, PUMA, star reader, phonic check, independent write etc.) ensures the appropriate support and challenge is in place within a week of children starting. Staff can discuss children's starting point and targets required to make progress. Liaison is held with previous school to ensure staff are fully informed of relevant information. Staff are aware of previous statutory assessment results in order to track progress over a key stage.	All children make good progress over a year and key stage. Parents and pupils are positive about transition to and from Blakeley Heath. Pupil progress meetings show staff have relevant knowledge and information of children and the areas they need to focus on for rapid and sustained progress. Case studies are completed for children not making expected progress and are below expectations.
H	School provides a range of formal and informal opportunities for parents to come into school. Individual parents are approached through an appropriate	Attendance at workshops, family learning lessons and parent consultations increased for parents of PP children.

	method or by the relevant member of staff to encourage participation and attendance. School provide workshops (SATs and Reading) to upskill our parents and provide them an opportunity to ask questions on how to support their children. Staff will answer any questions at parents evening and provide resources to help parents support their children at home if appropriate.	Attendance at workshops and parents evening, target PP parents who have not made appointments at parents evening.
I	Over 30% of PP children also have SEND. Therefore school liaises with external agencies such as; Local support team, Autism Outreach, Educational Psychologists, and social workers to gain knowledge and provide support for families. School have regular meetings to discuss progress and provide targets for the children to achieve in school. PEP or ISP targets may be set to target support. Communication with parents shows a reduction in behaviour incidents at home.	Targets and recommendations set by external agencies are followed by staff. Parents have a meeting with staff and where possible the external agency to discuss targets and support provided. Children make progress towards these targets and they are reviewed by staff on a termly basis. Records of contact with external agencies will be kept in the child's file.

4. Planned expenditure						Cost
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
PP children make good progress against age related expectations from their starting points and many make exceptional progress narrowing the gap between school and national.	<p>Senior leader responsible for PP children who will track, monitor and evaluate effective provision for PP children.</p> <p>Targeted intervention for PP children based on their individual barriers to learning: Immediate maths intervention from years 1 to 6. Support for individual PP children to access school and differentiated curriculum</p> <p>PP case studies evidencing small steps of progress Quality first teaching shown through monitoring, opportunities to develop good practice through collaborative learning.</p>	Greater awareness of PP children, their starting points, barriers to learning, next steps and progress will allow teaching and support to be individualised where possible encouraging better than expected progress.	Year group monitoring – books, lessons, pupil and staff voice, learning environment and data PP monitoring – books, lessons, pupil and staff voice, learning environment and data PP governor meeting with PP lead to challenge and support provision in school Monitoring of intervention records	<p>SLT</p> <p>CT</p> <p>TH Governor</p> <p>CT</p>	<p>Jan 2020</p> <p>April 2020</p> <p>July 2020</p>	<p>Inclusion lead £2721</p> <p>PP intervention £37,153.65</p> <p>Staff meeting time – included in directed time</p> <p>Total £39,874.65</p>
PP children able to consistently attend school.	Work with external agencies to reduce barriers for parents and children attending school. Provide breakfast and after school club provision to support families	Children need to be in school in order to learn and make progress both academically and socially.	Attendance monitoring - both internal and external.	SL – breakfast and after school club	<p>Jan 2020</p> <p>April 2020</p> <p>July 2020</p>	Breakfast and after school club £1256

	<p>with balancing work commitments and school attendance. Regular monitoring of attendance, letters and phone calls regarding attendance, discussions with parents and children. The importance of attendance is high profile in school e.g. regularly on newsletters. Attendance data shared with the full governing body not just PP link governor. Good and vastly improved attendance rewarded with certificates and discussions with HT.</p>	<p>Clear evidence of poor progress being related to low attendance. Parental feedback positive about a reduction in the difficulty to enforce children attending school consistently due to barriers including other commitments.</p>	<p>Reports from external agencies and parental feedback.</p>	<p>LR + TW – attendance monitoring and rewards LR/SH/CT - Liaising with external agencies LR/SH – newsletters Link governor</p>		<p>Attendance Monitoring £759 Time to liaise with external agencies £3685.28 Rewards £500 Total £6200.28</p>
<p>All children have sufficient food and drink throughout the day to sustain energy and concentration levels</p>	<p>PP children will be provided with toast during a break time and a drinking vessel will be provided if children are without a water bottle.</p>	<p>Evidence shows feeling hungry and thirsty can reduce concentration levels in children impacting their ability to process and retain information.</p>	<p>Year group monitoring – books, lessons, pupil and staff voice, learning environment and data PP monitoring – books, lessons, pupil and staff voice, learning environment and data PP governor meeting with PP lead to challenge and support provision in school Monitoring of children having toast and asking for drink during the day.</p>	<p>LR</p>	<p>Jan 2020 April 2020 July 2020</p>	<p>Toast funding £4256 Toaster £394 Total £4650</p>
<p>All children have access to a safe school environment that is calm.</p>	<p>Children will have access to “The Hive” nurture base when/if they need support with social intervention. Staff will be trained with social skills training programs to support learners to be better able to cope in social situations.</p>	<p>Behavioural incidents are reduced on the playground. Children are supported to develop their social skills reducing conflicts and anxieties enabling students to form healthy age appropriate relationships.</p>	<p>The hive will be supervised by 2 staff at all times with a maximum of 12 children at one time. Register of children using the hive will be monitored. Drop in monitoring sessions.</p>	<p>CT</p>	<p>Jan 2020 April 2020 July 2020</p>	<p>Staffing £4,020.40 Training from EP £300 per half day Total £4320.40</p>
<p>PP children have access to a broad</p>	<p>Parents supported financially with cost of residential and educational</p>	<p>Being able to be fully involved in the curriculum provides PP</p>	<p>Year group monitoring – books, lessons, pupil and</p>	<p>LR</p>	<p>Jan 2020 April 2020</p>	<p>Residential cost £3820</p>

and balanced curriculum with opportunities to experience additional visits and visitors.	visits and visitors. Children will have access to music classes if requested.	children with an increased degree of self worth, confidence and independence.	staff voice, learning environment and data PP monitoring – books, lessons, pupil and staff voice, learning environment and data PP governor meeting with PP lead to challenge and support provision in school. Tracking of attendance on residential and educational visits.		July 2020	Educational visit cost £4250 Musical tuition £200 Total £8270
Total budgeted cost						£63,315.33

5. Evaluation

- Targeted support improved attendance of PP children and reduced persistent absentees to ensure it stays in line with national.
- The changes to intervention had an impact on all children including PP although this needs to be reviewed with the increasing number of PP children and to ensure the impact can be evidenced for all children.
- There is currently a number of PP children who are also receiving additional support for SEND as well as through disadvantaged intervention. A provision map needs to be developed and kept updated to ensure it is clear which support the children are receiving making it easier to track progress and impact of intervention.
- Good practice in EYFS needs to be continued throughout school in order to reduce the gap between school and national data.
- Focus intervention needs to be in KS1 to ensure the gap is narrowed between PP and non-PP in readiness for KS2.

2. Current attainment

	Early Years July 2018			Key Stage 1 July 2018			Key Stage 2 July 2018		
	No of PP Pupils	% of PP	National	No of PP Pupils	% of PP	National	No of PP Pupils	% of PP	National
% of pupils achieving a good level of development	6	83%	73% (2017)						
% of pupils achieving expected standard in Yr1 phonics				6	33%	85%			
% of pupils achieving the expected standard in reading	6	83%	80% (2017)	3	0%	79%	11	73%	80%
% of pupils exceeding the expected standard in reading	6	50%		3	0%	29%	11	18%	33%
% of pupils achieving the expected standard in writing	6	83%	76% (2017)	3	0%	74%	11	82%	83%
% of pupils exceeding the expected standard in writing	6	17%		3	0%	18%	11	9%	24%
% of pupils achieving the expected standard in maths	6	83%	83% (2017)	3	0%	80%	11	73%	81%
% of pupils exceeding the expected standard in maths	6	17%		3	0%	25%	11	18%	28%
% of pupils achieving the expected standard in reading, writing and maths	6	83%		3	0%		11	55%	70%
							No of PP pupils	PP progress score	National average for non disadvantaged
reading progress score							11	0.44	0.31
writing progress score							11	0.15	0.24
maths progress score							11	1.03	0.31