

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

### School overview

Detail	Data
School name	Blakeley Heath Primary School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	19.8% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Richards Headteacher
Pupil premium lead	Charlotte Tong Leader for Inclusion
Governor / Trustee lead	Tim Hucknall Link governor for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,220
Recovery premium funding allocation this academic year	£5,340
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	£71,560

# Part A: Pupil premium strategy plan

## Statement of intent

At Blakeley Heath Primary School, our intention is that all pupils, irrespective of socio-economic background or the daily challenges they face, are happy and feel safe in school. They consistently attend school and make good progress, achieving well. We consider the individual and collective barriers to learning faced by our children. We understand our pupils, we do not make assumptions, we know they may have more than one additional need and we know that not all those in receipt of additional funding are low attainers and we ensure there is challenge for all. We focus our pupil premium strategy to support pupils to achieve and exceed their goals. This statement also covers those children who are considered to be more vulnerable such as those receiving additional support through early help, social care and/or young carers.

High quality teaching is our primary focus for all our children irrespective of their disadvantaged status. However, our pupil premium strategy plan focuses on areas that are known to particularly support disadvantaged pupils. These strategies are 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. It also includes wider plans for education recovery as a result of the Covid-19 pandemic targeting those worst affected irrespective of economic disadvantage.

We provide additional support to meet the individual needs of our children including targeted support in class, group and individual intervention, emotional and social support as well as wider family support. We ensure that disadvantaged pupils have access to a full and wide academic and experiential curriculum, subsidising costs where appropriate. We will enable our pupils to receive a range of enrichment experiences both in and out of school, which will enhance their cultural capital and ultimately their academic achievement, self confidence and well being.

Our approach will be responsive to common challenges and individual needs, rooted in knowledge of the child and robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Intervene early when needs are identified
- Ensure high expectations and appropriate challenge is planned for all
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Regularly review actions and make adjustments to ensure impact

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Oral language and vocabulary</u></p> <p>Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident from reception through to key stage two.</p>
2	<p><u>Attendance and punctuality</u></p> <p>Our attendance data indicates that attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils. Punctuality data shows that a group of disadvantaged pupils are late to school regularly. Our assessments and observations indicate absenteeism and poor punctuality is negatively impacting some disadvantaged pupils progress.</p>
3	<p><u>SEND</u></p> <p>There is a high proportion of our disadvantaged pupils who have additional needs. This can take many different forms including specific learning difficulties, difficulties with retention, sensory and processing needs, demand avoidance and communication difficulties.</p>
4	<p><u>Self regulation and wellbeing</u></p> <p>Observations and discussions with staff, pupils and families highlight social and emotional difficulties for many pupils, especially disadvantaged pupils. This has been exacerbated by disrupted schooling and COVID related restrictions that have narrowed experiential learning beyond school. Poor resilience and self-regulation skills impact on some pupils' ability to work collaboratively and accept a degree of challenge.</p> <p>Referrals for support has significantly increased since the pandemic and many individuals and families require support for their well-being.</p>
5	<p><u>Low starting points</u></p> <p>Some disadvantaged pupils begin school with low starting points; with skills and development below that expected for their age. This may be due to inconsistent attendance at pre school settings or due to lack of parental support and/or knowledge. Some disadvantaged pupils and families do not have the resources or opportunity to support learning at home. This is especially evident during school closures. National studies show that disadvantaged pupils were impacted by a greater extent than other pupils. This has resulted in knowledge gaps leading to pupils falling behind age-related expectations.</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
Improved oral language skills and vocabulary	Assessments and observations indicate improved oral language and vocabulary amongst disadvantaged pupils.
To achieve and sustain improved attendance and punctuality	Monitoring of attendance and punctuality, led by T.Whitehouse and L.Richards, shows attendance of disadvantaged pupils has improved and is in-line with non-disadvantaged and national data. The number of disadvantaged pupils who are regularly late has dropped significantly or has ceased.
Improved progress for disadvantaged pupils with identified SEND	Assessments and observations indicate improvements in progress in class and towards individual support plans or EHCP outcomes. Discussions with pupils, parents and staff support this. Advice from external agencies is implemented and has impact.
Improved and sustained well-being and self-regulation	Observations, reports and discussions indicate improvements in self-regulation and well-being. Incidents of disruption to learning are reduced and engagement with the full range of curriculum and enrichment opportunities increases. Pupil voice evidences that children feel wellbeing has improved.
Ensure that disadvantaged pupils progress and attainment is equal to or greater than their non-pupil premium peers	Assessments and observations indicate improvements in progress. Discussions with pupils, parents and staff support this. Internal and external data shows a reduction or removal of attainment gap between disadvantaged and non-disadvantaged pupils.
Parents feel able to support pupils with both academic and enrichment activities in and outside of school	All pupils have access to the full and broad curriculum and enrichment experiences available to them. Financial constraints are not a determining factor. Parent questionnaires evidence positive views about school and their child's progress.

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the consistency of personal, social and health education (PSHE) including ensuring emotional learning is embedded into routine practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4
Ensure quality first teaching and learning for all pupils with planned progression and retrieval.	Sutton trust: The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.  <a href="https://suttontrust.com">Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</a>	1,3 and 5
To embed high quality phonics provision through the purchase of a DfE validated Systematic Synthetic Phonics Programme to secure effective phonics teaching for all pupils.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	3 and 5
The development of the use of dialogic strategies across the school curriculum.	There is strong evidence base that suggest oral language interventions, including dialogic activities such as high-quality	1, 3 and 5

Support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	classroom discussion, are inexpensive to implement with high impacts on reading.  <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Enhancement of EYFS provision to address low starting points and meet the needs of all the pupils.	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.  <a href="https://www.educationendowmentfoundation.org.uk/early-years">Early Years   EEF (educationendowmentfoundation.org.uk)</a>	1, 3 and 5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonic support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of twelve weeks.  <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	3 and 5
Small group and 1:1 intervention for pupils whose education has been most impacted by the pandemic or are working behind age related expectations or not making expected progress.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 3 and 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's improving school attendance advice. This will involve reviewing current procedures and implementing training and release time for staff to develop new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>2</p>
<p>Contingency fund for acute issues for individuals and families.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour of individuals.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3 and 4</p>

**Total budgeted cost: £71,560**

## 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 2020 to 2021 academic year.

Blakeley Heath's Covid response included: all disadvantaged pupils offered a school place during lockdown, all disadvantaged pupils who stayed at home were offered technical support (laptops and data), provided with meal vouchers, weekly phone calls home, class Microsoft TEAMS, delivery and collection of home learning tasks.

Covid-19 disrupted all subject areas to varying degrees and impacted attainment, especially in writing. As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our remote learning, which was aided by use of online resources such as White Rose and Oak Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.