

Pupil premium strategy statement – Blakeley Heath Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Laura Richards Headteacher
Pupil premium lead	Charlotte Tong Leader for Inclusion
Governor lead	Tim Hucknall Link governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,580
Recovery premium funding allocation this academic year	£ 9,070
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£96,650

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. Our key objectives are:

- 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.

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 our key principles 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. Children's poor attendance means they are not in school to attend the quality first lessons and planned interventions to support 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. 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 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.</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: £67,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching and learning for all pupils with planned progression and retrieval.	<p>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.</p> <p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p>	1,3 and 5
Enhancement of EYFS provision to address low starting points and meet the needs of all the pupils.	<p>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.</p> <p>Early Years EEF (educationendowmentfoundation.org.uk)</p>	1, 3 and 5
Compose raising attainment plans in year groups to outline actions taken to raise attainment.	<p>Robust, frequent and formative assessment feeds directly into teaching and learning via action plans which identify whole class, small group and individual areas of need.</p> <p>https://www.learningladders.info/news/improving-pupil-progress/</p>	1,3 and 5
Develop a whole school positive approach to behaviour management based on strong and effective relationships. This approach will include whole school CPD	<p>Behavioural approaches have positive over-all effects (+ 4 months) on attainment. When adopting behaviour interventions it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2,3,4 and 5

Compose individual pupil profiles to outline barriers and identify strategies and interventions to support.	Knowing more about the individual, including historical acts (both positive and negative) can have a significant impact on outcomes. https://pupilasset.com/tracker/features/pupil-profiles/	All
Maintain teacher pupil ratio across Y5/6 so that there are reduced class sizes which improve behaviour and focus provision.	Smaller class sizes allow for greater focus on specific children, such as our disadvantaged children. Personalised provision is more evident and rapidly moves learners on. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/	All
Professional development focused on effective strategies for supporting disadvantaged pupils in and outside of the classroom.	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop practice. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	All

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

Budgeted cost: £ 7,000

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. Specific resources purchased for intervention to ensure fidelity to the scheme. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of twelve weeks. Phonics EEF (educationendowmentfoundation.org.uk)	3 and 5
Small group and 1:1 intervention for pupils who are working behind age related expectations	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:	1, 3 and 5

or not making expected progress.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	
Train volunteers to read regularly with children who do not get the opportunity at home	EEF states: ‘Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.’ Having additional adults who are trained to aid this will build capacity and increase the number of children who can receive this support.	1,3 and 5
Provide targeted speech and language support to identified pupils.	On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Some pupils may struggle specifically with spoken language and should be identified and provided with additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3 and 5

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE’s improving school attendance advice. This will involve reviewing current procedures and implementing or developing new actions.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2
Contingency fund for acute issues for individuals and families.	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.	All
Staff training on behaviour management and anti-bullying approaches	Both targeted interventions and universal approaches can have positive overall effects.	3 and 4

with the aim of developing our school ethos and improving behaviour of individuals.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Research alternative options for supporting families outside of school, due to high waiting lists and low impact with current services.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092	All
Supporting parents with resources to continue with targeted support at home e.g. phonics and speech and language.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092	All
Notional contribution towards funding curriculum 'enrichment activities'.	EEF states: 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor	All

Total budgeted cost: £ 96,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments and observations indicated that a number of disadvantaged pupils required additional support last year for both academic and on-academic reasons. 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.

School found that a number of agencies previously used to support children were over-subscribed and therefore did not have the expected impact in supporting individual children or families. This is why this plan discussed researching alternative services which are available.

Outcomes

Improved oral language skills and vocabulary

Although not yet in line with non-disadvantaged, which is why this area has remained on the plan, the number of children achieving a good level of development for speaking, listening, attention and understanding is improving. Staff knowledge has developed to identify those children who require specialist support and early referral to speech and language therapy has supported development.

To achieve and sustain improved attendance and punctuality

Attendance and punctuality has improved for specific families, however attendance was still impacted last year by Covid and children having to isolate. Meetings were held with families to complete attendance support plans which reduced unauthorised absences.

Improved progress for disadvantaged pupils with identified SEND

Tutoring funding alongside pupil premium was used to address gaps in knowledge which have occurred, sometimes due to the lockdowns. Specific focus was given on supporting reading fluency and developing staff knowledge of interventions such as precision teaching and direct instruction.

Improved and sustained well-being and self regulation

Case studies demonstrate effective pastoral support that has positively impacted on some of our children who face the greatest challenges. This has led to a reduction of in-class incidents and low-level disruption. Pupil surveys suggest children are happy and feel well-supported in school, knowing they have many opportunities to share their

thoughts or concerns. Parent questionnaires show that behaviour is good in school and children feel happy and safe.

Ensure that disadvantaged pupils progress and attainment is equal to or greater than their non-pupil premium peers

Although not yet in line with non-disadvantaged pupils, which is why this area has remained on the plan, the number of children achieving the expected standard has improved, especially in maths and reading. Writing is still an area of development.

Parents feel able to support pupils with both academic and enrichment activities in and outside of school.

Parent questionnaires responses evidence that parents feel school supports them and any concerns are listened to and dealt with. Registers of activities show a proportionate number of disadvantage pupils attend.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The service pupil premium received for one child last year was spent on tutoring to develop basic skills and application of the four operations in maths.

The impact of that spending on service pupil premium eligible pupils

The impact has been:

- Scoring higher on arithmetic papers.
- Developing confidence when approaching new topics in maths.
- Achieving a higher standardised score on assessments.