

Blakesley Hall Primary 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	Blakesley Hall Primary School
Number of pupils in school	567
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Heather Phillips Headteacher
Pupil Premium Lead	Surinder Lahoria
Governor Lead	Jasmine Newton-Howells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344,118
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£19,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£363,418

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve ambitious attainment and progress 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 high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are subject to digital poverty. 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, notably in its targeted support using additional funds into schools such as the school-led tutoring funding 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 all staff 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

Challenges

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

Challenge number	Detail of challenge			
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.			
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Nationally, in 2019, 71% of disadvantaged children passed the Phonics screen test compared to 84% non – disadvantaged. There are a large number of children who have not passed the phonics test after Year 1 and so this remains a focus in school. Nationally, children in Year 3 are expected to be fluent readers, this is not the case for most children.</p>			
3	<p>Internal assessments indicate that Maths attainment among disadvantaged pupils is low across school.</p> <p>On entry to Reception only 14% of the recently identified disadvantaged pupils are on track for GLD.</p>			
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. The DfE states all year groups have experienced a learning loss in reading. In both primary and secondary schools, this was typically between 1.5 and 2 months. Primary aged pupils in mathematics experienced a much greater learning loss of over three and a half months.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all subjects.</p>			
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 59 pupils (28 of whom are disadvantaged) currently require additional support with social and emotional needs. These children are either having specific sessions with the learning mentors, have sessions regarding their attendance or attend our breakfast club.</p>			
6		Pupil Premium	Whole school	
	2018-2019	93.5%	93.4%	
	2019-2020	91.5%	92.5%	

	2020-2021	88.6%	90%
	2021-2022	89.5%	90.7%
Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is slightly lower than attendance of the whole school. This data also highlights whole school attendance is lower than the national average.			

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 among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Children's speech and language skills do not hinder them accessing the curriculum in an age appropriate way.</p>
Improved reading, writing and maths attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2023/24 will show that more than 65% of disadvantaged pupils will meet the expected standard.</p> <p>KS2 maths outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Pupils with SEMH needs have access to additional support, have received therapies and interventions in order to address SEMH issues. They are therefore more equipped to be in the classroom and be learning with the right tools to manage their own well-being and know where to seek support if needed. This should subsequently improve attendance of those who are anxious about coming to school.</p> <p>Parents with SEMH needs are supported and signposted in order that their children are not affected by this and are in school every day.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils has decreased and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has been reduced.

	<p>The percentage of all pupils who are persistently absent has decreased and the gap between persistently absent disadvantaged pupils and non-disadvantaged pupils, has narrowed.</p> <p>The percentage of disadvantaged pupils missing key learning time due to lateness, has been reduced.</p>
<p>SEND pupils are swiftly assessed, referrals made as relevant and pupils are provided with appropriate and effective support packages, particularly disadvantaged pupils, to support accelerated progress.</p>	<p>SEND pupil provision is highly effective and all SEND pupils make accelerated progress from their starting points. Evidence from ongoing formative assessment, book scrutinies and pupil engagement in learning clearly shows all disadvantaged pupils with SEND make at least good progress.</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: £80,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Contribution to staff salary costs.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>We will purchase resources and fund ongoing teacher training and release time with support from the school's phonics lead.</p> <p>Contribution to staff salary (phonics)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund high quality resources to secure QFT in Maths following the key elements of guidance in school and for staff to be trained in the new maths scheme.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

	Improving Mathematics in Key Stages 2 and 3	
<p>Intensive on-going CPD programme on Rosenshine's principles of instruction.</p> <p>Teaching WALKTHRU's programme to improve teaching</p>	<p>Rosenshine's Principles of Instruction are 10 key teaching principles based on three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. These principles for instructions are based on research by Barak Roshnshine and are set out in the 2012 article he wrote below.</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p> <p>Further information on research:</p> <p>https://researched.org.uk/2020/04/23/tom-sherrington-rosenshines-principles-and-curriculum-design-connection/</p>	5
Individualised and tailored CPD for teachers and support staff through the National College.	<p>Those from disadvantaged backgrounds stand even more benefit from their peers from effective teaching.</p> <p>https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p> <p>National College also includes CPD on mental health, well - being and support the child as a whole.</p>	1,2,3,4,5
<p>Coaching sessions by qualified in-house coaches for middle leaders that will support the teaching, learning and leadership of their subject or team.</p> <p>We will fund teacher release time to allow for these coaching sessions to be planned, take place and the time is protected.</p>	https://www.ambition.org.uk/blog/what-instructional-coaching/	All

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

Budgeted cost: £250,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm is used across EYFS and KS1 to assess language development and to target support where it is most effective. Teachers and support staff to continue to upskill themselves to support speech and language needs and deliver targeted support both in class and to small groups/1-1 sessions across the school. This work is carefully planned with phonics teaching to maximise impact. Adoption of Early Excellence is used to support the language development in Early Years.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
School-led tutoring programme - tutors in Year 1 and 2 to support those children falling behind in Phonics. Tutors in Year 2 and 6 to deliver gaps in learning to those pupils who need it. A significant proportion of the pupils who receive tutoring will be disadvantaged	Tuition 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: £32,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of cultural capital through participation of the arts which in turn will support attainment and progress of disadvantaged pupils.	https://educationendowmentfoundation.org.uk/news/learning-about-culture Cultural capital is the essential knowledge that children need to	All

Safe, Secure and Successful

	prepare them for their future success https://early-education.org.uk/cultural-capital/	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. School's Attendance Lead will develop and implement new procedures and seek support from others to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	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
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational 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 in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
Parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,6
Evaluation of current of behaviour policy in school and replacing using a trauma led approach which will significantly benefit out most disadvantaged pupils.		All

Total budgeted cost: £334,030

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 2021 to 2022 academic year, which is year 2 of the 3 year plan.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS outcomes, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

EYFS – Disadvantaged outcomes are not included for EYFS as they are not published nationally, however in the majority of cases outcomes will be the same as the ones for free school meals.

GLD – There was an in-school difference of 7% between pupil premium children compared to all pupils this year. The outcomes for our pupil premium children is 56% who achieved GLD (9/16), This is 7% above national which was 49%.

Phonics – Outcomes for Year 1 phonics in 2023 were 17% higher than those who achieved in 2022 for our pupil premium children. This is due to strong leadership in this area and target pupil support. There is a 2% gap in Year 1 between the percentage of disadvantaged pupils in school (60%) achieving the expected standard in phonics in 2023 compared to the national average for pupil premium children (62%).

Outcomes for Year 2 phonics in 2023 were 10% lower than those who achieved in 2022 for our pupil premium children. Whilst this maybe the case this is a 17% increase from the year before.

KS1- Data for KS1 from tests and teacher assessments in 2023 suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. The gap between non pupil premium and pupil premium varies per subject with a 3.5% gap for reading, 7.6% gap for writing and 18.1% gap for maths. The focus, going forward will be to close this gap further.

Year 4 – Multiplication Tables check, 75% of our pupil premium children achieved a score of 20+.

KS2 – 49% of our pupil premium children achieved the expected standard in reading (a 2% decrease from the year before), 53% of the children achieved in writing (16% increase) and 53% achieved in Maths (a 5% decrease). Despite the dip in attainment the gap has shortened in comparison to 2022. In reading, the gap has shortened by 9.8%, writing by 7.6% and Maths by 3%.

From our internal data, it is clear that our pupil premium children have been more successful in our English subjects compared to Maths. This will also be a focus.

Attendance - During the academic year 2022-23, attendance for pupil premium pupils was 88.4% which is well below the school's expected level. The gap between pupil premium and non pupil premium is 1.9%. Of the pupils who levels of attendance were at a persistent absence level of 90% or below, 46% (89 pupils) were pupil premium compared to 54% (103 pupils) who were non. This is a huge number and will be a main priority.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher.

Externally provided programmes

Programme	Provider
TT Rockstars (Times Tables Rockstars)	Maths Circle LTD
White Rose Maths	White Rose Maths
Bug Club	Active Learn
Mathletics	3P Learning
PIXL	The PIXL club
Letterjoin	Green and Tempest LTD
Wellcomm	GL assessment
Early Excellence	Early Excellence LTD
Grammasaurus	Grammasaurus
National College	National Education Group LTD
Testbase	AQA
Twinkl	Twinkl

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also had a visit from our School Improvement Partner to support us in reviewing what provision we have in place for our most disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.