

Bluebell Primary School

Pupil Premium Strategy Statement 2022-23



This statement details our school’s use of pupil premium funding (and recovery funding for 2021-22) 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	Bluebell Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	52% (National 23%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 (and 2021-22 review)
Date this statement was published	31.10.22
Date on which it will be reviewed	31.10.23
Statement authorised by	Helen Plowman
Pupil premium lead	Helen Plowman
Governor / Trustee lead	Jane Rolph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,350
Recovery premium funding allocation this academic year	£18560

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£170910

Part A: Pupil premium strategy plan

Statement of intent

At Bluebell Primary School, over half the school is classed as being in receipt of Pupil Premium. Therefore when we think about how we can best support the disadvantaged pupils, we are not thinking of a small group within the school, but a large part of our cohort. We have the same ambition for all our pupils whether they are pupil premium or not- to at least reach age related curriculum expectations.

We take a tiered approach to using our pupil premium funding - focusing on improving teaching, targeted academic support and wider strategies to support pastoral issues, attendance and behaviour.

It is essential that the teaching and support given within the classroom is strong and evidence informed. Our teaching prioritises areas which we know our pupil premium children need support with, for example - early reading, speech and language, development of vocabulary and cultural capital.

We aim for pupil premium pupils to achieve in line with their non pupil premium peers, and for both groups to achieve in line with national averages.

We also know that for pupils to learn successfully, they have to feel emotionally secure in school. As such, our Nurture team works hard to support pupils with the various challenges from home that impact them in school.

We also know that poor attendance has a significant impact on outcomes for pupils and such our Parent Support Advisor is essential in helping families identify and overcome the barriers to getting children into school.

We also recognise that nationally and locally, pupil premium pupils have been most impacted by the pandemic and its associated lockdowns. As part of our “recovery plan” we have chosen to employ an intervention teacher and an intervention HLTA to work with the pupils on key areas of the curriculum impacted by missing time in school.

Our approach is very much linked to the needs of our community and is supported by robust evidence.

Challenges

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

Challenge number	Detail of challenge
1	<i>Early reading - pupils have low starting points on entry to school. For Year 1 and 2, they missed out on significant input into their early learning of reading during the last two school years and internal assessments show that there are significant gaps in Year 2 comprehension.</i>
2	Writing - internal and published results show that pupil premium pupils are not as successful in writing as non pupil premium pupils.
3	30% of our pupil premium pupils are supported by our Nurture team on a daily or weekly basis because of challenging home situations, trauma, or lack of self-regulation techniques. This has an impact on their learning in the classroom.
4	45% of our pupil premium families are supported by our Parent Support Advisor for attendance, home or safeguarding challenges. These issues often prevent children from attending well or focusing when at school.
5	Assessments on entry to the school in Nursery or Reception show that our disadvantaged pupils are often behind age expectations in their speech and language skills.
6	Some disadvantaged pupils completed limited home learning during the pandemic, in spite of being supplied with devices.

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
<i>Improved outcomes for Year 1 and 2 reading.</i>	70% of disadvantaged pupils achieve age related expectations in reading at the end of KS1. 80% of disadvantaged pupils pass the phonics check at the end of KS1.
Improved outcomes for writing across the school.	70% of disadvantaged pupils achieve age related expectations at the end of KS1 and 2.
Boxall profiles and pastoral records show identified pupils are becoming more resilient.	Pastoral team can talk about case studies of pupils where resilience has improved.

	Boxall profiles show an improvement in scores related to resilience.
Attendance improves for pupil premium pupils	Attendance for the year for pupil premium pupils reaches 96%.
Speech and language assessments show significant improvements between Nursery and the end of Year 2.	Assessments and observations indicate significantly improved early speech, language and communication among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
A reduction in fixed term suspensions for pupil premium pupils.	The figure for suspensions reduces from 6% to 3%.

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: £47797.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A) <i>The teaching of early reading through Read Write Inc.</i></p> <p><i>We will spend money on using the RWI portal, training for those delivering the lessons and ensuring we have enough staff to deliver the small number of groups necessary.</i></p> <p><i>Portal and training -£1350</i></p> <p><i>Staffing -£16275</i></p>	<p>EEF recommends that the money is spent on high quality teaching. To ensure our teaching of early reading is high quality we invest in the Read Write Inc materials, as well as the online portal. This means that during the pandemic, when face to face training is restricted, we can continue to professionally develop existing staff and train any new staff.</p> <p>We choose Read Write Inc because it fits the description of successful teaching of phonics from the EEF:</p> <p>“1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading</p>	1

	<p>skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.”</p>	
<p><i>B)Instructional coaching led by the deputy head to improve teaching and learning.</i> £30172.80</p>	<p>In Sam Sims report “Four reasons instructional coaching is currently the best-evidenced form of CPD” he concludes that “I have looked hard at the literature and I cannot find another form of CPD for which the evidence is so strong.”</p>	1, 2 and 6

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

Budgeted cost: £65294

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A)Pre-teaching or small group interventions in writing and maths, delivered by teaching assistants, HLTAs or teachers.</i> £23749</p>	<p>We follow best practise advice from the EEF’s guidance about teaching assistant interventions.</p> <p>“Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.”</p> <p>Teaching assistant support is directed by the teacher based on assessments and is based on classroom curriculum content.</p>	2 and 6
<p><i>B) Year 5 and 6 intervention teacher</i> £28588</p> <p>RECOVERY PREMIUM</p>	<p>This teacher works with those pupil premium children who have not made enough progress or have been really affected by the pandemic.</p> <p>The EEF says that</p> <p>“1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having</p>	2 and 6

	<p>low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.”</p> <p>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p>	
<p><i>C) Tutoring - Pupil Premium children will participate in tutoring delivered by a combination of school led tutoring by HLTAs and tuition partners.</i></p> <p>£8777</p>	<p>The EEF found that tutoring makes +5 months impact.</p> <p>The EEF found that programmes that involve extending school time (e.g. additional small groups) have a positive impact (+3 months).</p>	1, 2 and 6
<p><i>D) Speech and Language Therapist</i></p> <p>£4180</p>	<p>Law et al's report "Early Language Development" explains that "The quality of input that children receive is likely to be more important than the quantity" Therefore we decided to employ a trained speech therapist to work with our pupils and our staff to provide the best provision.</p>	5

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

Budgeted cost: £88,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A) PSA - 4 days a week</i></p> <p>£25080</p>	<p>The EEF state that parental engagement makes +4 months impact. It is classified as moderate impact for very low cost based on extensive evidence.</p> <p>The PSA builds relationships with parents and helps identify barriers to pupils' regular attendance at school.</p>	4

	<p>The PSA works based on the principles set out in the DfE's advice:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p><i>B) Breakfast club</i> £15839</p>	<p>The EEF report <i>Improving Behaviour In Schools</i> says "The EEF 'Magic Breakfast' research showed that pupil behaviour and attainment improved for schools that ran a breakfast club. Interestingly, it appeared that it was not whether more pupils ate breakfast that made the difference, as a similar number of children in the classes reported eating breakfast at the end of the study as at the beginning. It may be that school breakfasts are more nutritious or that attending the club effectively prepares pupils for learning. While around 25% of children attended the clubs, schools that ran a breakfast club saw an improvement in attainment across the class. Teachers reported improved behaviour in their classrooms, suggesting that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend a breakfast club, through better classroom environments. Schools should consider breakfast clubs as a cost-effective way to raise pupil attainment. Schools wishing to achieve an impact equivalent to two months' additional progress should aim to deliver a breakfast club similar to the model tested by the EEF: free, universal, and before school."</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>
<p><i>C) Pastoral support x 2 members of staff.</i> £47452</p>	<p>The EEF found that social and emotional learning makes +4 months impact and has a moderate impact.</p>	

Total budgeted cost: £ 201,462.80

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.

Teaching A)

Read Write Inc continues to be taught well. 93% of pupils passed the phonics check at the end of Year 1 and 87% in Year 2. This was also a result of the HLTA employed for the additional teaching of phonics for individuals and small groups, out of our recovery premium.

Teaching B)

Instructional coaching and the involvement of the deputy head in teacher's classrooms means that we have established a short list of areas of development in pedagogy, which this year are clearly set out in "The Bluebell Way." Teachers are more familiar with the Teacher Walkthrus resource.

Targeted Academic Support A)

Due to a high level of staff and pupil absence because of Covid during the Autumn and Spring terms, pupils had disrupted access to pre and post teaching interventions. Pupils with EHCP targets were prioritised but there were some successes including:

<i>Year 5</i>	<i>Reading: 60% of PP achieving ARE compared to 35% at the end of Year 4.</i> <i>Maths:</i> <i>71% "caught up" towards age expectations.</i> <i>71% achieved age expectations.</i>
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Targeted Academic Support B)

Impact of the intervention teacher:

50% of PP pupils achieved age expected in writing at end of Year 6 compared to 21% at the end of Year 5.

Improved scaled scores of 71% of pupil premium pupils in maths between March and May

Targeted Academic Support C)

Tutoring impact:

81% of the Year 5 and 6 pupils made progress in the 15 weeks attending, moving from "Below" to "Just below" or "Just below" to "expected."

All Year 3 pupils who experienced tutoring in writing moved from working below to working just below.

All Year 4 pupils involved in tutoring moved from "well below" to "just below" or achieved expected in writing.

Targeted Academic Support D)

Nursery - 55% of targeted pupil premium pupils made progress in SALT, of the 45% remaining all four had significant barriers to progress.

Reception - 90% of targeted pupil premium pupils made progress.

Wave 3 provision for rest of school - includes 20 pupil premium children, 15% of which were discharged during the course of the year.

Wider strategies A)

PSA- the PSA supported 61 pupil premium children and their families with a range of issues including: housing, finances, relationships, family members in prison, jobs, mental health. She ran school-led EHAPs and Early Intervention plans for attendance. This meant that many pupils were able to focus more on learning than their family issues.

Wider strategies B)

Breakfast club was well attended throughout the year, and we have case studies of pupil premium children who accessed it, and had a calmer start to the day.

Wider strategies C)

The pastoral team supported ¼ of the school with pastoral issues. Some of these pupils needed significant pastoral support on a day to day basis to avoid PEX.

Although we had 14 pupils who had a FEX, we avoided any PEX's because we worked in a multi-agency way and implemented support effectively.