

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	St. Mary's Blueocat CE Primary School
Number of pupils in school	207 on roll inc Nursery
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	Autumn term Finance meeting 2022
Statement authorised by	Finance and Premises Committee
Pupil premium lead	C.Gaskin
Governor / Trustee lead	C. Steventon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,525
Recovery premium funding allocation this academic year	£6806
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	£70,331

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

"It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed".

Quote from Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Pupil premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low-income families. The additional funding was to help schools "narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds".

In line with the school development plan, the pupil premium is spent on supporting children with accessing the core subjects of Literacy and Numeracy as well as supporting their emotional wellbeing. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum. Children's key stages of development are also a key focus at St. Mary's Bluecoat School. Early identification is paramount and the staff at school, with guidance from the Executive Headteacher, Director of SEND and Inclusion, and Head of School, need to consider that the pupil premium eligible children may need all the help that they can to grasp the basic skills of reading, writing and maths. Priority is also given to supporting the transition from KS1 to KS2. Planning and support is also given to children transferring from the school to KS3.

Context

When making our decisions about pupil premium funding we consider the context of the school and the subsequent challenges faced. During the pandemic, the number of pupils eligible for Pupil Premium at St. Mary's has grown significantly.

Common barriers for Pupil Premium eligible children in our school could be less support at home, weak language skills, lack of confidence and growth mind-set learning behaviours as well as attendance and punctuality issues. Children who are adopted often require additional opportunities to broaden further their life experiences or support through an attachment aware approach. There may also be complex family situations

that prevent our children from flourishing. The challenges are varied and therefore no 'one size fits all' however we are aware following the pandemic of a need to be alert to the increased need for Social, Emotional and Mental Health (SEMH) support for many of our eligible pupils.

Principles

- Staff believe in all children
- There are 'no excuses' made for underperformance
- Staff adopt a 'solution focussed' approach to overcoming barriers
- Staff support children to develop a 'growth mind-set' towards learning.
- We adopt an 'attachment aware' approach to behaviour regulation
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to meet or exceed nationally expected progress rates and achieve Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths in their secondary school career.
- To address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.

Key Strategies in achieving these objectives

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at St. Mary's Bluecoat CE Primary School:

- Ensure funding is spent on strategies which will impact positively on the targeted pupil(s).
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.

- Thoroughly analyse which pupils are underachieving, particularly in English and Mathematics, and why.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Ensure there is high quality teaching in any intervention groups to improve Mathematics and English.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors (finance and premises committee) in the decision making and evaluation process (being careful that this doesn't identify an individual pupil)
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Processes and strategies employed by staff at St Mary's Bluecoat School to maximise progress and attainment for pupils eligible for pupil premium

Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. We recognise that these could be disadvantaged pupils. The subsequent support/interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour regulation, or factors outside of school.

Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible. The starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis.

Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils working below age related expectations are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as competing in sporting events

Attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

Challenges

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

Challenge number	Detail of challenge
1	<i>Adverse childhood experiences</i>
2	<i>The impact of the pandemic and the gaps now in learning exacerbated by the period of lockdown.</i>
3	<i>Pupils need to develop organisational skills, resilience, and determination. Some pupils may rely on adult support to 'have a go' due to fear of failure.</i>

4	<i>Pupils have limited experiences beyond their home life and immediate community.</i>
5	<i>Poor attitudes towards the importance of school amongst some families, which has an impact on their engagement in learning and attainment.</i>

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
Disadvantaged pupils to achieve age related expectation through accelerated progress or exceed prior attainment standards.	<ul style="list-style-type: none"> • All disadvantaged children to make expected progress or above using previous Summer 2 data. • Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting as well as mental and written arithmetic including times tables. • The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. • Teaching staff support learning effectively – addressing misconceptions in preparation for lessons. • Additional intervention sessions will take place – based on gaps in learning and with reference to previous data. These will be monitored and the impact measured. • Additional opportunities for reading, spelling and times tables support in school. • Book trawls, learning walks and termly pupil progress meetings analysing termly data take place and show progress and accelerated progress.
Pupils who have demonstrated a negative attitude towards learning show definite signs of increasing motivation and enjoyment relating to subjects in school.	<ul style="list-style-type: none"> • Pupils identified as having negative attitudes towards learning by class teachers • Class teachers work with SLT / ELT to prioritise key areas to focus on with the targeted pupils as part of PPM. • Most pressing issues discovered and addressed as a priority.

	<ul style="list-style-type: none"> • Monitor and assess impact of support continuously during the year, through analysis of data and discussions with teachers. • Adapt and amend support as priorities change during the year. • Staff to identify skills and talents in our pupils and celebrate these, when effort has been applied.
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p> <p>Schools to provide children with access to technology which they cannot access at home.</p>	<ul style="list-style-type: none"> • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) of the school day. • Teachers and support staff will plan a wide range of visits / WOW events and experiences to inspire / enhance learning and make it memorable • School curriculum will provide pupils with exciting, varied and book based learning. • Homework / reading / TT rockstars and clubs to be offered to children during lunchtimes as well as after school so they can access internet and technology in school. • Project based homework will support the link between home and school to enrich the children's learning experiences more. • Lesson observations will show high levels of engagement with learning by PP children which results in embedded learning seen in summative assessments. • Database of participation in activities beyond the classroom. PP participation at least equal to school %. PP children to take part in all residential with subsidies as required.
<p>Pupils will have good organisational skills, resilience and learning behaviours.</p> <p>Pupils will be able to work independently with confidence.</p> <p>Pupils feel emotionally supported in school and equipped with tools and strategies to face day to day challenges.</p>	<ul style="list-style-type: none"> • Lesson observations and learning walks along with discussions with children show they have age appropriate self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. School staff are modelling this behaviour when they are 'thinking out loud' • Teachers and teaching assistants are used effectively to challenge and

	guide children without creating an over reliance on adult support.
Families regularly engaging with school to successfully support and discuss pupils learning and well-being in school.	<ul style="list-style-type: none"> • Early Intervention Practitioner / Director of Inclusion and SEND/SENDCO / SLT to identify and support families and children and work to alleviate barriers to learning and communicating. • Class Dojo and Parent APP used successfully across the school year to engage with all families. • Parent feedback on communication with school is good.

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: £50,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality staff CPD is essential to provide first quality teaching. This is followed up during Staff meetings and INSET. We are part of the LA Maths Hub.</p> <p>All staff to lead core subject areas effectively are released once a term to attend CPD</p> <p>Subject leaders release time once a half term to monitor and support colleagues with a focus directly on PP eligible children</p>	<p>When investigate PP barrier to learning it was revealed that <i>'The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school'</i></p> <p>In the Features of Practice in Schools' document provided by Ofsted it was stated that <i>'Quality first provision, including teaching, is the key'</i></p> <p>Furthermore, the Education Endowment Foundation Guide to Pupil Premium states, <i>'Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils.'</i></p> <p>A highly trained practitioner will assist in identifying gaps in learning and helping to put into place strategies for in class support.</p>	<p>1, 2, 3, 4</p>
<p>Director of SEND and Inclusion time to carry out additional assessments and monitoring specific to PP</p>	<p>When investigate PP barrier to learning it was revealed that <i>'The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school'</i></p> <p>A highly trained practitioner will assist in identifying gaps in learning and helping to put into place strategies for in class support.</p>	<p>1, 2, 3, 4</p>
<p>Federation Early Intervention Practitioner to support disadvantage children and families</p>	<p>Parental involvement is consistently associated with pupils' success at school (Sutton Trust and EEF Teaching and Learning Toolkit)</p> <p>The EEF identified 'Parental Engagement' as an area which had the</p>	<p>2, 3, 4, 5</p>

	potential to positively impact pupil attainment.	
Additional Class Teacher and highly qualified teaching assistant support in PP children's classroom to provide additional intervention and support (Maintain single year groups initially established as a Covid recovery response).	A highly trained practitioner will assist in identifying gaps in learning and help put in to place strategies for in class support. Higher trained staff or teachers are used to support interventions to allow teachers the opportunity to work more 1:1 with key children.	1, 2, 3, 4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional experienced teaching assistants to work directly in KS2 and KS1 class with PP children providing direct intervention and in class support Support staff to carry additional reads (additional hours paid) to read 4 additional times a week with children who do not get the opportunity at home	A highly trained practitioner will assist in identifying gaps in learning and help put in to place strategies for in class support. Higher trained staff are used to support interventions to allow teachers the opportunity to work more 1:1 with key children. Targeted group work and QFT will ensure that opportunities to consolidate / revise prior learning are available. EEF toolkit tells us that regular, accurate and detailed feedback with trained professionals will accelerate progress.	1, 2, 3, 4, 5
Early Intervention Practitioner and ELSA trained staff member to support SLT to identify families in need of	Parental involvement is consistently associated with pupils' success at school (Sutton Trust and EEF Teaching and Learning Toolkit) The EEF identified 'Parental Engagement' as an area which had the	1, 2, 3, 4, 5

support and put strategies in place.	potential to positively impact pupil attainment.	
Times Table Rockstars (£176) – the schools maths data is down to TT and Early Bird Maths	Shine research tells us that - An estimated 370,000 disadvantaged children are benefitting from Times Tables Rockstars on average 38% of children develop a faster recall after using the programme.	1, 2, 3, 4,

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention and ELSA trained practitioner will work with vulnerable pupils to ensure they can access learning	Parental involvement is consistently associated with pupils success at school (Sutton Trust and EEF Teaching and Learning Toolkit) The EEF identified 'Parental Engagement' as an area which had the potential to positively impact pupil attainment.	2, 3, 4, 5
Additional lunchtime support to provide high quality games and activities to engage pupils	Pupils often find key times of the day, which are more unstructured, more difficult to manage and need additional support to engage.	2, 3, 4, 5
Mental Health and Wellbeing leader training to support whole school leadership (Level 4 training) Additional release time from day to day role in school to attend face to face and virtual training sessions	When investigating PP barriers to learning it was revealed that 'Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.' And 'Some pupils eligible for Pupil Premium live in an environment not conducive to school readiness' We will provide a whole school approach / programme of social and emotional education designed to support pupils with well-being issues – attachment and trauma aware approach across whole school.	2, 3, 4, 5

<p>Purchase of Class Dojo and Parent APP alongside Parent Mail to support engagement with families (proportionate cost from PPG funds)</p>	<p>We understand the importance of our parents feeling empowered and engaged in their children's education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further.</p> <p>Being able to provide updates on progress and targets for all children is an essential aspect of engaging parents and improving pupil performance.</p> <p>Parental involvement is consistently associated with pupils success at school (Sutton Trust and EEF Teaching and Learning Toolkit)</p>	<p>5</p>
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Total budgeted cost: £72,771

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.

The following describes in generic terms some of the additional provision made available to out pupil premium eligible pupils last academic year.

School staff delivered food hampers and later, supermarket vouchers to all our PPG eligible pupils. The impact of this was that PPG eligible pupils were able to access a free meal each day.

The Early Intervention Practitioner maintained regular, sometimes daily, contact with the parent of PPG eligible pupils. The impact of this was that targeted Early Help was involved with families quickly when needs were identified. Increased school attendance during partial closures was realised.

Our LSAT continued to monitor the learning needs of individual pupils and where necessary, paper based work was provided for pupils.

Individualised programmes of work were provided as appropriate via Class Dojo.

Laptops were provided for home use to any PPG eligible pupil without a personal device at home. Impact was that they could then access remote learning when not attending school.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Tables Rockstars	Times Tables Rockstars
Parent App	Parent App

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA