

Pupil Premium Strategy Statement 2021-22

Blagdon Primary School

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	Blagdon Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022
Date this statement was published	January 2022 (supersedes September 2021 Strategy – updated to new format)
Date on which it will be reviewed	December 2022
Statement authorised by	Jenny Campbell Headteacher
Pupil premium lead	Kerrie Burnell Inclusion Lead
Governor / Trustee lead	Carol Marsh Lead Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11070.00
Recovery premium funding allocation this academic year	£2000
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	£13070.00

Part A: Pupil premium strategy plan

Statement of Intent

At Blagdon Primary School as well as within LSP (Lighthouse Schools Partnership) trust we are committed to improving the outcomes and ensuring good progress is made for all of our disadvantaged pupils, irrespective of their background or the challenges they face. Our pupil premium strategy is informed by the work we do towards achieving objectives outlined within the LSP Disadvantaged Strategy (2020-2023) and these outcomes are additionally a key part of our Raising Attainment & Progress Plan (RAPP).

The LSP Disadvantaged Strategy draws on evidence and research from the EEF to develop its policy. As a school we have developed our RAPP to build on these principles in order to deliver the best possible provision for our disadvantaged pupils: Our approach is responsive to common challenges for our children and we focus on areas needed by our disadvantaged pupils so that support is targeted and has the greatest impact.

LSP have a responsibility to support and challenge its schools in ensuring that all pupils identified as being at risk of underachieving due to disadvantage have the same opportunities as other pupils to achieve and therefore succeed. LSP believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity.

The recent report by the Education Endowment Fund (EEF) entitled EEF Guide to the Pupil Premium 2019, as well as the EEF report entitled The Attainment Gap 2017) The Attainment Gap; and the previous joint report between the EEF and the Sutton Trust entitled Pupil Premium: The Next Steps (2015) all refer to the fact that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research based interventions which accelerate progress early on; and, importantly, learning that is tied in with 'memorable experiences'.

The Education Endowment Foundation has identified a tiered approach (good practice) to spending for pupils identified as disadvantaged:

High quality teaching for all - Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending.

Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.

Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Our aims for our disadvantaged pupils are:

- Remove barriers to learning created by poverty, family circumstance and back-ground
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Access a wide range of opportunities to develop their knowledge and understanding of the world

Challenges

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

Number	Detail of challenge
1	Gaps in children's reading, writing and phonics attainment

2	Gaps in children's foundation mathematical knowledge
3	Social, emotional and mental health
4	Attendance and Punctuality
5	Access to wider opportunities

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
1	Gaps in children's reading, writing and phonics attainment	<ul style="list-style-type: none"> Disadvantaged pupils will achieve outcomes at the end of the year that are in line with or exceed the outcomes of non-disadvantaged pupils in their year group 90% of our disadvantaged pupils will achieve age related expectations at the end of the year in school and statutory assessment (SATs/NFER)

		<ul style="list-style-type: none"> • 90% of pupils in Year 1 will pass Phonics Screening Test
2	Gaps in children's foundation mathematical knowledge	<ul style="list-style-type: none"> • Disadvantaged pupils will achieve outcomes at the end of the year that are in line with or exceed the outcomes of non-disadvantaged pupils in their year group • 90% of our disadvantaged pupils will achieve age related expectations at the end of the year in school and statutory assessment (SATs/NFER)
3	Social, emotional and mental health	<ul style="list-style-type: none"> • Disadvantaged pupils and their families will feel supported and valued in our school • Pupil and parent conferencing will demonstrate our disadvantaged pupils and their families feel supported and valued in our school
4	Attendance and Punctuality	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils will be at least 96%
5	Access to wider opportunities	<ul style="list-style-type: none"> • Each disadvantaged pupil will have had at least one additional wider opportunities recorded on the Pupil Premium Tracker

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: £1280.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our ECT will successfully complete their first year of the ECF £ no cost	ECF	1.
Whole School Phonics Training including SSP 20% intervention training for teaching support staff £120.00	DfE Reading Framework 2021	1.
Contribution to LSP Centre of Professional Development to support staff CPD in the following areas: <ul style="list-style-type: none"> • Subject Networks • Literacy Tree (English) • Instructional Coaching • Curriculum Development £260.00	EEF: Closing the Attainment Gap Key Lessons Learned 1. 2.	
Pupil Premium Leadership Release: supporting staff inc. (Completion of Pupil Progress Meetings with a focus on disadvantaged pupils) understanding barriers and monitor progress towards closing the gaps between disadvantaged and non-disadvantaged pupils £900.00		1. 2.

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

Budgeted cost: £9310.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 reading and/or phonics intervention for disadvantaged pupils £5850.00	DfE Reading Framework 2021	1. 2.
Pre teaching pupils: structured pre-teaching to stop learning gaps before they open. £1460.00	EEF: Closing the Attainment Gap Key Lessons Learned	1. 2.
Additional hours for staffing to implement national tutoring for disadvantaged pupils £2000.00	EEF: Closing the Attainment Gap Key Lessons Learned	1. 2.

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

Budgeted cost: £3800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inspiring Reading at Home – Developing a positive relationship with reading and developing home and school links £600.00	National Literacy Trust: Book Ownership, Literacy Engagement & Mental Wellbeing	1. 5.
Calm Club Leader: Support for disadvantaged pupils during playtimes to ensure times are successful and positive experiences		3.

£900.00		
Cultural Capital visits for disadvantaged pupils £1000.00		3. 5.
ELSA training – to support children with trauma and support mental wellbeing £600.00		3.
Subsidise Educational Visits to enrich the curriculum for disadvantaged pupils £200.00		3. 4. 5.
Funded places: Extra Curricular Clubs Music Lessons Swimming Lessons After School Clubs £500.00		3. 4. 5.

Total budgeted cost: £14390.00

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.

Intended outcome	Success criteria	Review
<p>1</p> <p>Gaps in children's reading, writing and phonics attainment</p>	<ul style="list-style-type: none"> Disadvantaged pupils will achieve outcomes at the end of the year that are in line with or exceed the outcomes of non-disadvantaged pupils in their year group 90% of our disadvantaged pupils will achieve age related expectations at the end of the year in school and statutory assessment (SATs/NFER) 90% of pupils in Year 1 will pass Phonics Screening Test 	<p>In reading, disadvantaged pupils achieved outcomes below non-disadvantaged pupils.</p> <ul style="list-style-type: none"> Disadvantaged: 50% working at and above Non-Disadvantaged: 73% working at and above <p>In writing, disadvantaged pupils achieved outcomes in line with non-disadvantaged pupils.</p> <ul style="list-style-type: none"> Disadvantaged: 67.5% working at and above Non-Disadvantaged: 69% working at and above <p>100% of our Year 6 disadvantaged pupils achieved working at and above in KS2 SATs.</p> <p>60% of disadvantaged pupils achieved age related expectations in NFER end of year assessments.</p> <p>There were 0 disadvantaged children in the Year 1 cohort this year.</p>
<p>2</p> <p>Gaps in children's foundation mathematical knowledge</p>	<ul style="list-style-type: none"> Disadvantaged pupils will achieve outcomes at the end of the year that are in line with or exceed the outcomes of non-disadvantaged pupils in their year group 90% of our disadvantaged pupils will achieve age related expectations at the end of the year in school and statutory assessment (SATs/NFER) 	<p>In maths disadvantaged pupils achieved outcomes exceeding non-disadvantaged pupils.</p> <ul style="list-style-type: none"> Disadvantaged: 87.5% working at and above Non-Disadvantaged: 72% working at and above <p>60% of disadvantaged pupils achieved age related expectations in NFER end of year assessments.</p>

3	Social, emotional and mental health	<ul style="list-style-type: none"> Disadvantaged pupils and their families will feel supported and valued in our school Pupil and parent conferencing will demonstrate our disadvantaged pupils and their families feel supported and valued in our school 	<p>Pupil conferencing was carried out in school – trust visits, leader monitoring, school council</p> <p>Parent conferencing was carried out – coffee mornings, school questionnaire</p>
4	Attendance and Punctuality	<ul style="list-style-type: none"> Attendance of disadvantaged pupils will be at least 96% 	<p>1 out of 9 children had attendance 96% +</p> <p>3 out of 9 children had attendance 95% +</p> <p>6 out of 9 children had attendance 90% +</p> <p>The lowest attendance of disadvantaged pupils was 83.2%</p>
5	Access to wider opportunities	<ul style="list-style-type: none"> Each disadvantaged pupil will have had at least one additional wider opportunity recorded on the Pupil Premium Tracker 	<p>All disadvantaged pupils had one wider opportunity.</p> <p>All disadvantaged tracker overviews updated term 6.</p>

End of year assessments for 2020-21 showed that the performance of disadvantaged pupils was lower across all key areas of the curriculum. This, we believe, was primarily as a result of Covid-19 impact, which disrupted all our subject areas to varying degrees. Moving forward, we set outcomes to close the gaps for our disadvantaged pupils in Reading, Writing, Phonics and Maths. The difference between disadvantaged pupils data and non-disadvantaged pupils in 2020-21 was up to 46% (see writing).

	Non-Disadvantaged	Disadvantaged
Reading	79% WA+	50% WA+
Writing	71% WA+	25% WA+
Maths	76% WA+	50% WA+

This year the gaps have been closed significantly, especially in Maths.

	Non-Disadvantaged	Disadvantaged
Reading	73% WA+	50% WA+
Writing	69% WA+	62.5% WA+
Maths	72% WA+	87.5% WA+

We will continue to prioritise closing these gaps for disadvantaged pupils in our 2022-23 strategy and allocate additional resources to close gaps further in reading.

Further Information

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.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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 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.