

Bulwell St Mary's C of E Primary and Nursery School Pupil premium strategy statement 2022/23.

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	Bulwell St. Mary's C of E Primary School.
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Over three years – 2021/22, 2022/23 and 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Karen Slack
Pupil premium lead	Sharon O'Connor
Governor / Trustee lead	Karen Slack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,325
Recovery premium funding allocation this academic year	£12,325
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	£126,650

Part A: Pupil premium strategy plan

Statement of intent

At Bulwell St Mary's it is our intent that all pupils, regardless of background or disadvantage, achieve the very best outcomes they can. Our ultimate objectives are to ensure that the curriculum is well developed and consistently implemented ensuring that there are clear expectations for teaching and learning, which is one of our school development priorities.

We also aim to:

- ✓ Narrow that attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure that all children 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 well-being and to develop resilience.
- ✓ Offer a wide range of enrichment opportunities to develop their knowledge and understanding of the world.

Our Context:

Bulwell St. Mary's is in a high area of deprivation, with it being amongst 10% of the most deprived areas in the country (IDACI 2019). We have 229 pupils currently on roll, with 85 being in receipt of the Pupil Premium grant. This equates to 37% of children being as classed as disadvantaged. In making provision for socially disadvantaged pupils, we recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities that we have outlined in this strategy is also intended to support their needs, regardless of whether they are disadvantaged or not.

There is a particular focus on accelerated progress for children who are disadvantaged. Currently, we have 8% of PP who are SEND, 4% of PP are EAL and 2% PP have a social worker.

Key principles:

- To develop reading across school
- To support lower attainers
- To offer a breadth of enrichment opportunities
- To support children who present social, emotional and behavioural difficulties
- To encourage parents to bring their children to school, on time, every day.

Effective teaching and learning should be pivotal in supporting all children, regardless of disadvantage, the use of additional intervention should be supplementary to high-quality teaching. Marc Rowland (2020).

Challenges

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

Challenge number	Detail of challenge
1	<u>Reading across school</u> Assessment of reading and phonics data suggests that children arrive in EYFS at Bulwell St. Mary's with attainment lower than expected when compare to their peers. The 2020/2021 cohort achieved 27% at age related expectations or above. Some children have limited access to quality texts at home and have parents who struggle themselves with literacy. Children who are performing at a 'working towards' standard have participated in reading age assessments to determine how far behind they are in comparison to their peers. In some cases, 27% of children who are in receipt of the Pupil Premium grant had a reading age below that of their peers. Exposure to quality first teaching of phonics/early reading and writing is essential. The development of reading, which is a prerequisite to writing, will have an impact on progress across school in both reading and writing.
2	<u>Lower prior attainers</u> Prior attainment of children who are in receipt of the Pupil Premium grant in Reading, Writing and Maths is below national average in comparison to their peers. During 2019/20, 42% of PP children achieved age related expectations or above in RWM, with only 2% of PP children working above ARE.
3	<u>Lack of enrichment opportunities</u> The knowledge and experience of the wider world is limited for many of our children in receipt of the Pupil Premium grant. During the pandemic this has been heightened as parents have had limited funds (potentially due to COVID-19, the reduction in working hours or the furlough scheme) to access events, visit places of interest or fund extra-curricular clubs. Our curriculum has been designed to offer all children opportunities that they might not have outside of school.
4	<u>Social and emotional well-being including increased behavioural difficulties.</u> Our assessments, including our Leuven Scale data, observations and discussions with pupils and families have identified social and emotional issues for many pupils. The pandemic has heightened this, alongside an increase in behavioural difficulties across school. Teacher concerns for well-being support for some children have increased. These challenges particularly affect

	disadvantaged pupils and their attainment. In order for effective learning to happen, the social and emotional needs of the children need to be met.
5	<u>Attendance and punctuality</u> Attendance for the children in receipt of the Pupil Premium grant for the year 2019/2020 was 94%, which is slightly below the national expectation of 96% or above. During this year, we had fourteen Pupil Premium (PP) children who were categorised as persistent absentees (15% of PP children). Data shows that their absence was mainly linked to illness, other authorised circumstances or being unauthorised.

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 linked to challenges.	Success criteria
Improved reading attainment and progress among disadvantaged pupils.	- All Teachers will be graded as at least good. - All Teachers will be effective in their delivery of evidence-based reading teaching strategies. - Toe-by-Toe interventions will show progress in reading skills. - Sounds Write assessment data indicates accelerated progress in the teaching of phonics.
Improved attainment and progress for all pupils through a curriculum offer which ensures our most vulnerable children make accelerated progress from their starting points.	- The number of disadvantaged pupils attaining the expected standard in Reading, Writing and Maths (combined) has increased. - Children's cultural capital is enhanced through curriculum enrichment and immersive experiences which support and engage learning. - The attainment gap for children in receipt of the Pupil Premium grant has diminished in Reading, Writing and Maths.
Increased enrichment opportunities that enhances the curriculum offer.	- Offer a diverse and broad range of quality enrichment opportunities for all. - Development of the forest school area. - Sports coach to offer a wide range of after-school clubs. - An increase in attendance of enrichment opportunities, with a focus on disadvantaged children attending. - Pupil voice will refer to enjoyment of after school clubs and enrichment opportunities.

Promote and support emotional health and well-being, with a focus of supporting emotional literacy to minimise behavioural disruptions.	- Decrease in behaviour incidents, in particular low-level disruption in class. - Improved behaviour for learning evident in classrooms. - Increased staff confidence in setting high expectations and dealing consistently with low-level behaviours. - Children have a social and emotional skill set that enables them to work as team, self-regulate and know who to turn to when needed.
Sustain good attendance and punctuality for all pupils, including the disadvantaged, ensuring that children are in school on time to minimise disruption to learning.	- Disadvantaged pupils' attendance is in line with all pupils and sustained as well as being in line with national expectation of 96% and above over the year.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching with targeted TA support. Support for children either 1:1 or small groups with school's ELSA and well-being mentor.	The EEF state, 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching EEF evidence suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on pupil progress and attainment, than TAs working within class without direct deployment.	1, 2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Effective high-quality teaching of phonics and early reading. Phonics resources, reading books, story books and other communication-based resources are purchased and used to enhance academic development.	The EEF has noted that the systematic teaching of phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The implementation of an accredited phonics programme will enable staff to develop their own subject knowledge around how phonics is taught in EYFS and beyond. January 2022 update • KS1/ FS staff are being trained on use of the Sounds-Write training which will be completed by the end of February • Data shows that reading interventions are required in certain year groups and for some groups of children. A decision has been made to utilise a teacher who will be available to take interventions • Plans are in place to increase the hours of a part time teacher in order to provide further support with reading through school https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	1, 2
CPD and realise time for staff. Staff to have access to high quality CPD sessions via staff meetings and external bodies.	All linked to quality first teaching. Marc Rowland (2021) acknowledges that teachers and other staff should have a shared understanding of the components of inclusive, quality first teaching, specific to their subject and phase.	1, 2

Subject leaders to be released to enable them to develop plans and own subject knowledge. Staff to have access to networking meetings and opportunities to see good practice internally and externally.	January 2022 update – staff are being released to spend time with an associate headteacher linked to subject leader development. Staff will be given further release time using the teacher who can now provide cover due to staffing restructure	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third space learning – 1:1 targeted maths tuition.	According to EEF, ‘One to one tuition is very effective at improving pupil outcomes, it might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas’. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition January 2022 update – tutoring is in place for upper key stage two children	2
Reading interventions – Toe-by-Toe and accelerated reader programme.	The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

Our 1:1 Well-being mentor and ELSA provides sessions for children linked to their mental health and well-being. Our Safeguarding Lead supports attendance and liaises with outside agencies to come into school to work with some children. Our Sports coach has 1:1 sessions with some children who are displaying challenging behaviour. External Behaviour Support Team supports colleagues within school when an expert is needed. TA deployment – for children with specific needs.	Children have the opportunity to work with a variety of staff within school dependent on their need. By developing relationships between all adults and pupils, disadvantaged pupils will be successful when they feel as though they belong in school and in the classroom. Marc Rowland (2020). Rowland also suggests that where relationships are strong across school, disadvantaged pupils will thrive. The EEF report, 'Improving behaviour in schools,' suggests that, 'Every pupil should have a supportive relationship with a member of school staff,' https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf See research information on effective TA deployment in Quality First Teaching section.	1, 2, 3, 4, 5

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

Budgeted cost: £26,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club provided by Gregg's Bakery.	Children who consume breakfast in the mornings are more like to achieve when compared to children who do not have breakfast. By offering a free breakfast club, children are able to attend school on time and it also offers parents a childcare option if needed. 'There is evidence that breakfast positively affects learning in children in terms of behaviour, cognitive, and school performance' (Hoyland et al., 2009). https://www.frontiersin.org/articles/10.3389/fnhum.2013.00425/full	2, 4, 5

Subsidised extra-curricular trips and visits	When trips, visits and experiences explicitly address curriculum content, they impact significantly on progression and attainment. (Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, 2018) https://www.researchgate.net/publication/337742022_The_impact_of_residential_experiences_on_pupil_progress_and_achievement_in_year_six_10_-_11_year_old_in_England	2, 3
After school clubs	PP children gain the same experience and support outside of the classroom as their non-PP peers. A study conducted by Newcastle University (2015) found that, 'Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment'. https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	3
Music hub	Research shows that achievement in music can raise self-esteem and self-confidence and have a positive impact on academic achievement. Research also suggests that; 'Speech makes extensive use of structural auditory patterns based on timbre differences between phonemes. Musical training develops skills which enhance perception of these patterns. This is critical in developing phonological awareness which in turn contributes to learning to read successfully.' https://www.researchgate.net/publication/242560857_The_power_of_music_Its_impact_on_the_intellectual_social_and_personal_development_of_children_and_young_people	1, 2, 3, 4

Total budgeted cost: £ 126,650

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.

Leaders have analysed the performance of our pupil premium children at Bulwell St Mary's during the 2021/2022 academic year. To assess impact on academic attainment, leaders have used the KS1 and KS2 performance data, phonics screening check results, EYFS assessments, our own internal standardised assessments in reading and maths (NTS), and teacher assessments in writing. Leaders have also utilised staff, pupil and parent voice, in-school observations of teaching practice/outcomes, and other internal monitoring to assess the impact of initiatives.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The levels of children receiving pupil premium funding are increasing and currently (November 2022) stand at 47.1% (national average is 23.5%). Summer data was analysed in September 2022 when our percentage was 38.9%.

Our intended outcomes in our strategy document are linked to improving reading progress and attainment, improving overall attainment, providing enrichment opportunities to enhance the curriculum, further developing emotional support to improve behaviours for learning and ensuring attendance is in line with or above national data

Outcome one

Improving reading attainment and progress

Our data shows that 96% of pupil premium funded children made good or accelerated progress in reading Outcomes, in terms of attainment show that there is still a gap between PP and non-PP but it is closing in some year groups. In year three there was a positive gap and in years five and six the gap was ten percent at expected. The gap at year four was six percent. In key Stage one the gap was more significant (13% in year two and 20% in year one) and this is reflected in phonics outcomes. In the Foundation Stage outcomes for pupil premium and non-pupil premium were the same at 60%.

This data shows, although progress for children is good, a continued need to focus on reading, particularly in Key Stage One

Outcome two

Attainment of pupils receiving pupil premium funding

2021 -2022 data shows that –

In YR1 there were 11 pupils (37%) and their data was below whole cohort figures

In YR2 there were 15 pupils (50%) and their data was below whole cohort figures

In YR3 there were 14 pupils (48%) and their data was similar to whole cohort figures

In YR4 there were 12 pupils (40%) and their data was above whole cohort figures

In YR5 there were 16 pupils (57%) and their data was below whole cohort figures

In YR6 there were 13 pupils (34%) and their data was lower in reading and similar in maths and English

In terms of progress, for those we have data for, 96% made good or accelerated progress in reading, 88% in writing and 90% in maths

Gap analysis of our internal academic assessments has highlighted that our pupil premium children's performance in reading, writing, phonics and maths was affected by:

Some children having multiple needs such as SEND/ EAL

Speaking and listening proficiency
Reading fluency rates
Ability to apply phonological learning to writing
Vocabulary deficiencies
Mental maths fluency

Outcome three

Increased enrichment opportunities that enhances the curriculum offer.

Pupil parent voice reported a positive impact of our enhanced enrichment offer for 2021-2022. Children were able to access a broader, richer offer provided by subject specialists which led to improved outcomes across the curriculum. Our children have an increased after school club offer which now includes art club and a choir. There are also an increased number of visits linked to learning. One example being a trip to Bosworth castle linked to learning on castles in year one. Parents have been involved in more events with the established PTFA activities. Our community is a rich source of learning opportunities and children have begun to work with staff as the Bulwell community garden.

Outcome four

Promote and support emotional health and well-being, with a focus of supporting emotional literacy to minimise behavioural disruptions.

The introduction of our 'Take Care' ethos has enabled our values to become a lived experience. This has led to a decrease in low-level behaviour disruptions in the classroom. The majority of pupils now take pride in their work and respect each other as well as our school and the community. The new addition to the behaviour policy gives clarity for everyone on consequences to actions. The well-being mentor and safeguarding lead ensure vulnerable children have support to help them to be in a mindset to access learning. Data shows that behaviour incidents are decreasing apart from a few pupils. Parent and pupil questionnaires reflect views of behaviour being good in school. Suspensions are still evident in school but are for a minority and misbehaviour is not systemic through school. Data from Leuven's scale records reflects a shift in children's well-being and involvement.

Outcome five

Sustain good attendance and punctuality for all pupils, including the disadvantaged, ensuring that children are in school on time to minimise disruption to learning.

Attendance of pupil premium children was in line or above with their peers in 2021-2022. This evidences the ongoing impact of our attendance interventions, especially the school's use of its attendance officer. This will continue and develop further in the 2022-2025 strategy.

These results mean, that although Bulwell has made progress towards our 'Intended Outcomes' in our 2021-2024 strategy, we have not fully achieved them and they will remain our key foci for the remainder of the plan.

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
Times Tables Rockstars	Maths Circle
Spelling Shed	Ed Shed

