

# Bilton Grange Primary School

## Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bilton Grange Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs S, headteacher
Pupil premium lead	Mr J Guyan, deputy headteacher
Governor / Trustee lead	Mrs G Clarke, chair of governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,865
Recovery premium funding allocation this academic year	£7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£74,970</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Principles:

- High-quality teaching is at the heart of our approach. We ensure that teaching and learning opportunities meet the needs of all pupils, irrespective of their background or the challenges they face.
- Effective spending of education recovery funding will seek to address the needs of all pupils in order to help them meet age-related expectations.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are 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 disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Intent:

- Pupils in EYFS eligible for PPG make high rates of progress in phonics, reading and communication and language from their starting points.
- Attainment in phonics, reading, writing and maths for pupils in KS1 eligible for PPG is at least in line with national averages for PPG pupils.
- KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages for PPG pupils.
- Attendance rates for pupils eligible for PPG are at least in line with the national averages for PPG pupils.
- Ensure pupils eligible for PPG do not miss out on extra-curricular opportunities due to a lack of funding.
- Pupils eligible for PPG demonstrate good learning behaviours and show a sense of becoming life-long learners and citizenship.

### Implementation:

- The range of provision the school may consider, include:
  - Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
  - 1-1 support.
  - Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
  - Providing extra teaching hours to enabling pupils to achieve their learning goals sooner.
  - Acquiring effective materials aimed at raising standards.
  - Additional resources to target able children on FSM to achieve 'mastery' of their age-related expectations.
  - Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
  - Additional funding for parents/carers to enable their child to access extra-curricular activities including residentials, school trips and before/after school clubs.
  - Providing additional nurture support to supplement a strong PSHE/RSE curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for PPG entering school in EYFS with low phonological awareness and low attainment in the Reception Baseline which could affect pupils' ability to reach GLD by the end of the academic year.
2	Low attainment rates in phonics, reading, writing and maths for pupils eligible for PPG in KS1 could potentially affect pupils' ability to reach end of year expectations in Key Stage 2.
3	Lower progress rates in pupils eligible for PPG in KS2 in reading, writing and maths could result in a lower % of children achieving age-related expectations in R/W/M compared to rest of cohort.
4	A small group of children eligible for PPG have attendance rates below 90% (compared to school average of 96%). This reduces their school hours and causes them to fall behind.
5	Reduced opportunities for extra-curricular activities for pupils eligible for PPG could result in a reduction in their general knowledge, life experiences and understanding of the wider world.
6	Some children eligible for PPG have difficulties in their readiness to learn as result of a number of external factors. This impedes their progress in school causing them to fall further behind age-related expectations.

## 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
Pupils in EYFS eligible for PPG make high rates of progress in phonics, reading and communication and language from their starting points.	Pupils eligible for PPG in EYFS make rapid progress in phonics, reading and C&L with at least 90% of disadvantaged pupils achieve age-related expectations in these areas by 2024/25.
Attainment in phonics, reading, writing and maths for pupils in KS1 eligible for PPG is at least in line with national averages for PPG pupils.	By 2024/25, disadvantaged pupils in KS1 make rapid progress so that 100% of disadvantaged pupils achieve the phonics screening test by the end of Year 2 and at least 90% meet age related expectations in reading, writing and maths.
KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages for PPG pupils.	By 2024/25, disadvantaged pupils are at least in line with national average attainment and progress measures at the end of KS2.
Attendance rates for pupils eligible for PPG are at least in line with the national averages for PPG pupils.	Reduction in the number of persistent absentees among disadvantaged pupils by 2024/25. Overall disadvantaged attendance improves from below 90% to at least in line with other groups of pupils (96.5%).
Ensure pupils eligible for PPG do not miss out on extra-curricular opportunities due to a lack of funding.	Disadvantaged pupils have increased number of opportunities to attend after school provision including after school clubs, holiday clubs, school trips including residential trips, and other extra-curricular opportunities that may arise throughout the year. This can be evidenced through qualitative data including, attendance, parents' surveys and student voice.
Pupils eligible for PPG demonstrate good learning behaviours and show a sense of becoming life-long learners and citizenship.	Disadvantaged pupils make good progress from their starting points shown through qualitative data including: subject monitoring, learning walks, book scrutiny, reduction in classroom/playground incidents, school reports, parent surveys, pupil voice.

## 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.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued phonics Training for all staff using the school's SSP programme  Phonics resources to support high quality phonics teaching	-Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2 and 3
Part-funding of staff for additional catch-up interventions offering small group or 1:1 support	-Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2 and 3

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

Budgeted cost: £52,500 (including recovery premium allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same Day Interventions provided by class teacher/teaching assistant in reading, writing and maths	Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2, and 3
Daily phonics interventions provided by teacher/teaching assistant in EYFS/KS1/KS2	Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Nuffield Early Language Intervention for EYFS (not externally funded)	Research conducted by the Education Endowment Foundation shows that providing oral language interventions helps pupils make 6 months' additional progress.	

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Reading Plus Online Programme in Year 4/5	Research conducted by the Education Endowment Foundation shows that providing reading comprehension interventions helps pupils make 6 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Online dyslexia/dyscalculia programmes for KS2	Research conducted by the Education Endowment Foundation shows that providing 1:1 tuition intervention helps pupils make 5 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Weekly interventions for pupils in KS1 by qualified teacher in reading, writing and maths	Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Weekly interventions for pupils in Year 3/4 by qualified teacher in reading, writing and maths		
TA 1:1 support where appropriate		
Supplement School-Led Tutoring Funding to provide one 15-hour tutoring support per pupil. (£2,295 for 34 pupils in KS2)	DfE evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group or 1:1 tuition may make between on average 4-5 months' additional progress. Research shows that individual tuition builds confidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3 and 6

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentives for families to support good attendance: 'treat pot' scheme for classes in school, additional year 6 incentives	Research conducted by the Education Endowment Foundation shows that increasing parental engagement helps pupils make 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4
Part funding of nurture support worker providing additional RSHE/mental health support	Research conducted by the Education Endowment Foundation shows that providing social and emotional support helps pupils make 4 months' additional progress.	6

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Supplement costs for KS2 well-being programme; Year 5 learning behaviour programme and Year 6-7 transition programme	<p>Research conducted by the Education Endowment Foundation shows that providing social and emotional support helps pupils make 4 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5 and 6
<p>After school clubs to enhance learning and social opportunities</p> <ul style="list-style-type: none"> <li>-Schools Out</li> <li>-Sports Clubs</li> <li>-Clubs beyond school</li> <li>-Support for children for whose lack of funds may be a barrier to accessing trips and residential visits.</li> <li>-North Yorkshire County Council music lessons in school.</li> <li>-Closing the funding gap for swimming in Key Stage 2.</li> </ul>	<p>Increasing the cultural capital for disadvantaged children increases their knowledge of the world and supports their personal development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5

**Total budgeted cost: £ 74,970**

## 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.

Throughout lockdown periods high quality remote education was provided and staff were in constant contact with families. Laptops were offered to all families who didn't have enough devices in the household and registers of live sessions and submitted work were kept by teachers so that any families not responding could be supported to do so.

Despite these best efforts and the individual support provided, the assessment data throughout 2020-21 demonstrated that disadvantaged children had been adversely impacted by the lockdowns and 'bubble' closures. The children who had fallen behind were a focus for all staff throughout 2021-22 and some children have made good progress to close the identified learning gaps. Many children did not 'catch up' and staff remain focused on the children who are still working below age related expectations. At the end 2021-22 there was still a significant attainment gap for disadvantaged children in reading, writing and maths at the end of key stage 2. The school remains focused on improving outcomes for these children by the end of 2022-23.

#### Review of Pupil Premium Funding 2021-22

- Internal assessments suggested that performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. This was a result of a continued number of class closures, which were mitigated by effective remote learning provision.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were continuing to be significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This had a positive impact on many PP children and enabled them to attend school and take part in lessons effectively.
- Although attendance was above national for both whole school and pupil premium group, it was still not at pre-Covid levels despite closely monitoring children's attendance in all groups and pro-actively working with parents to support this area.

### Externally provided programmes

Programme	Provider
Reading Plus Online Reading Programme	Reading Plus
Dyslexia/Dyscalculia Programme	Nessy
Reading Comprehension Intervention	Rising Stars
Mental Health Programme	Edukit
TT Rockstars	Maths Circle LTd

