

Bilton Grange Primary School

Pupil premium strategy statement 2021-22

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	Bilton Grange Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr R Street, headteacher
Pupil premium lead	Mrs S James, deputy headteacher
Governor / Trustee lead	Mrs G Clarke, chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,250
Recovery premium funding allocation this academic year	£7685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74,935

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: £ 9,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	

	evidence/teaching-learning-toolkit/oral-language-interventions	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	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: 5% discount off school clothing	Research conducted by the Education Endowment Foundation shows that increasing parental engagement helps pupils make 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6

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

Total budgeted cost: £ 74,935

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.

Catch-Up Premium 2020-21.

Our catch-up strategy had a two-tier approach:

Tier 1- Quality first curriculum.

- Class teachers use information gathered through diagnostic assessments and informal formative assessments such as quizzes, multiple choice activities written by teachers to gauge recall of essential knowledge etc. in order to plan teaching and learning. This will involve a range of approaches such as:
- Revising prior learning.
- Daily basic skills practice.
- Planning new learning which takes account of any 'missing essential knowledge' from the previous year.
- Targeted group planning to focus on missing essential knowledge from previous year's curriculum.
- Organised sequences of teaching provision for groups to ensure "catch up".
- Using foundation subjects to support and practice basic skill development such as specific reading, writing, maths objectives (fluency, comprehension, SPAG, vocabulary development, handwriting etc).
- Continuing to use short sessions in the afternoon to tackle children's learning loss in reading, writing and maths from the previous year's curriculum, including same day interventions and short intensive sessions during the week.
- A full curriculum to be taught taking account of the school's risk assessments in the spring/summer term.

Tier 2- Additional Interventions.

To provide support in addition to our provision for quality first teaching. A comprehensive analysis of assessment data has identified pupils working in one of three areas:

1. Pupils with the highest learning loss.
2. Low/Middle attaining pupils working below their personal attainment target.
3. High attaining pupils working below their personal attainment target.

For each area pupils' educational attainment will be assessed through pre/post learning activities within the intervention and through initial baseline data taken from our December 2020 formal assessment point and tracked through to our Spring or Summer 2021 formal assessment points.

Refer to catch-up premium report for impact measures.

Review of Pupil Premium Funding 2020-21

- 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 number of school closures, which were mitigated by effective remote learning provision and a high number of disadvantaged pupils in school during class closures and the national lockdown.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were 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.

Review of expenditure- Pupil Premium Funding				
Previous Academic Year		£58,760	2020/21	
i. Quality of teaching for all, targeted support and other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Attainment in reading, writing and maths in KS1 for pupils eligible for PPG is similar to rest of cohort.	<ul style="list-style-type: none"> -Part fund provision of teaching assistants to support Wave 1/2 teaching and Same Day Interventions. -Part fund provision of experienced teacher to deliver Wave 2 interventions. 	Pupils making expected standard: Reading 57% (4/7 pupils) Writing 43% (3/7 pupils) Maths 43% (3/7 pupils) 4/7 children have SEND EYFS GLD: 25%	-Impact not as high as previous years due to COVID-19. Continue in 2021/22.	£55,760
KS2 reading and writing progress rates are similar in reading and writing for pupils eligible for PPG.	<ul style="list-style-type: none"> Part fund provision of teaching assistants to support Wave 1/2 teaching and Same Day Interventions. Part fund provision of x2 experienced teachers to deliver Wave 2 interventions. 	Pupils making expected standard: Reading 85% (6/7 pupils) Writing 85% (6/7 pupils) Maths 71% (5/7 pupils) SPAG 71% (5/7 pupils) Science 71% (5/7 pupils) Reading/writing/maths 71% (5/7 pupils) 4/7 children have SEND	-Impact not as high as previous years due to COVID-19. Continue in 2021/22.	
Improved social and emotional skills and attitudes to learning for all pupils including those eligible for PPG.	<ul style="list-style-type: none"> -RESPECT programmes with Sporting Influence for Key Stage 2 in Spring and Summer Term. -Self Esteem and nurture groups to boost social and emotional development. -Break time support for individual pupils. -Part funding for Parent Support worker to offer support to parents. 	EYFS/KS1/KS2: -Reduction of social/emotional/behaviour issues at break time and in class. -Positive feedback from parents who used Parent Support Worker. -High levels of engagement for KS2 pupils in respect programme. Positive feedback from children and parents, particularly those in Year 6 moving to Year 7.	-Impact not as high as previous years due to COVID-19. Continue in 2021/22.	£3,000
Increased extra-curricular opportunities for pupils eligible for PPG	<ul style="list-style-type: none"> After school clubs to enhance learning and social opportunities -Schools Out -Sports Clubs -Clubs beyond school -Support for children for whose lack of funds may be a barrier to accessing trips and residential visits. -North Yorkshire County Council music lessons in school. -1:1 friendship groups -Closing the funding gap for swimming in Key Stage 2. 	Difficult to show impact given the restrictions placed upon schools, therefore limiting the extra-curricular opportunities we would normally offer. Budget for this area transferred to provide additional adult support for pupils eligible for PPG with learning loss and social/emotional support.	-Impact not as high as previous years due to COVID-19. Continue in 2021/22.	

Increased attendance rates for small group of pupils eligible to PPG	Attendance officer to conduct weekly reviews of attendance. Any pupils falling lower than 90% attendance or more than 5 'lates' will be monitored and parents contacted. Discussions to take place between home and school as to how best to support parents/pupils to ensure attendance is at least the same as whole school % rates.	Overall attendance for PP 94.75% (Whole school 96.74%) EYFS: 96.68% attendance. KS1: 94.95% attendance. KS2: 94.07% attendance.	-Impact not as high as previous years due to COVID-19. Continue in 2021/22. -Lower than normal attendance due to COVID-19.	
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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