

Blyton cum Laughton CE 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	Blyton cum Laughton CE Primary School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	26% (34)
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	September 2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	K Duke/J Parman
Pupil premium lead	K Duke
Governor / Trustee lead	S Curtis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55145
Recovery premium funding allocation this academic year	£6090
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	£61235

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- 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
- We also 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 socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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 exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving these Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Retaining class sizes below 30 thus improving opportunities for effective teaching and accelerating progress
- To create 'Catch Up' opportunities utilising SLT to provide small group work focused on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained TAs (e.g. precision teaching, Twinkl phonics) or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Utilising Learning Mentor support to support children in accessing learning and to support transition from primary to secondary and transition internally and into EYFS
- Additional learning support.
- Pay for all activities, educational visits and residentials for PP children if required ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software, e.g. Nessy

The Education Endowment Foundation states 'The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.' It is for this reason that our plan is specific and precise. We endorse the EEF's view that the use of Pupil Premium funding will 'benefit other groups' and that 'some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary and writing development
2	Low mathematical attainment on entry in EYFS
3	Low reading attainment in KS1 and LKS2
4	Low Attendance due to anxieties linked to Covid19

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 make at least expected progress with many making accelerated progress. (Challenge 1, 2 & 3)	<p>End of summer data will show that 80% of children will have made at least expected progress and 10+ % of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</p> <p>The above progress will be maintained in the following two years, resulting in the gap between disadvantaged and non-disadvantaged closing.</p> <p>KS1-KS2 progress is at least in line with the NA and this will be maintained for the following two years.</p> <table><tr><th colspan="3">KS1– KS2 Progress</th></tr><tr><td rowspan="2">2022</td><td rowspan="2">School</td><td>National</td></tr><tr><td>Confidence</td></tr><tr><td>Reading Progress</td><td>-0.1 (Middle 20%)</td><td>(-2.8 to 2.6)</td></tr><tr><td>Writing Progress</td><td>1.9 (Top 25%)</td><td>(0.7 -4.4)</td></tr><tr><td>Maths Progress</td><td>0.9 (Top 40%)</td><td>(-1.6 to 3.4)</td></tr></table>	KS1– KS2 Progress			2022	School	National	Confidence	Reading Progress	-0.1 (Middle 20%)	(-2.8 to 2.6)	Writing Progress	1.9 (Top 25%)	(0.7 -4.4)	Maths Progress	0.9 (Top 40%)	(-1.6 to 3.4)
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Maths Progress	0.9 (Top 40%)	(-1.6 to 3.4)															

Progress in mathematics	Achieve above national average progress scores in KS2 Maths (0.9 in 2022 – Top 40% nationally) and maintain for the next two years.
Progress in writing	Achieve above national average progress scores in KS2 Writing (1.9 in 2022 – Top 25% nationally) and maintain for the next two years,
Phonics	Achieve above national average expected standard in PSC (71% in 2022 compared with national figure of 75%)
Improved attendance	There is no difference in the attendance of pupils who are disadvantaged and those who are not. Ensure attendance of disadvantaged pupils is above 95%

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: £50250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued high quality phonics training for staff in school linked to accredited "Twinkl Phonics" program. Training focused on phonics intervention to quickly address gaps. All new staff or those taking on roles with individual children are trained quickly.</p> <p>Increased level of and impact of assessment by SH. (phonics lead) to ensure children are receiving an accurate level of phonics input at KS1 and KS2.</p>	<p>The Education Endowment Foundation (EEF) states that 'Spending on improving teaching might include professional development.' It states '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 at the top priority for Pupil Premium spending.'</p> <p>EEF highlights the need for an effective systematic phonics program.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.</p>	1, 2, 3, 4
<p>Ensuring mental health and wellbeing support for all children by retaining the services of the school's Learning Mentor contract. Currently supporting 56% of PP children. (£20787 = 84% of salary)</p> <p>Retaining additional teaching assistant in EYFS (£19218)</p> <p>Retaining additional support for 1:1 working with a PP child (not funded) (£6245)</p>	<p>During the pandemic an increasing number of children are requiring mental health and wellbeing support from adults in school and to encourage them to come into school. Covering the salary enables all children who need adult intervention and support to access their education is available. Over the course of the past year 56% of PP children accessed some support from the learning mentor, enabling them to talk about their concerns and return to the school or to the classroom. This support may have been for short bursts or for more consistent regular input. In some cases the support continued into the classroom on a 1:1 basis.</p> <p>Retaining additional adult support in Ivy Class will ensure the 6 PP children (4 FS, 2 Y1) in that cohort receive targeted support to access the KS1 curriculum and appropriate Y2 input.</p> <p>Retaining additional 1:1 support for a child in KS1 with specific needs.</p> <p>The Education Endowment Foundation states that 'There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes' and that 'well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</p>	1, 2, 3, 4
<p>Early Reading English Hub support to develop the effectiveness of the teaching of reading in EYFS and KS1 (2 year programme)</p>	<p>Key areas for development are identified by the English Hub with action plans put in place. All actions are research-based.</p> <p>The Education Endowment Foundation (EEF) states that 'Spending on improving teaching might include professional development.' It states '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</p>	1, 2, 3, 4

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

Budgeted cost: £6624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted daily focused one to one phonics interventions for pupils not on track.</p> <p>Supplement school-led National Tutoring Funding (8 weeks learning support for minimum of 60% of PP children = £150 per day for 40 days) Total cost £6000 = £4200 70% covered by National Tutoring Funding + £1800 30% from Recovery Premium)</p> <p>AHT to provide targeted mathematical support to low achieving Y3 children</p> <p>HT to provide targeted support to low achieving writers in UKS2.</p> <p>Retention of TA enabling support and intervention directed at low attaining Y2-Y6 children (£4000)</p> <p>Spelling Shed acquired – daily practise. Times Table Rockstar, Numbots (£176) and Spelling Shed acquired for use in school and at home</p> <p>Acquire Nessy programmes to support children in KS1 and LKS2. (£648 per year)</p>	<p>EEF highlights the need for an effective systematic phonics program.</p> <p>The ‘headline’ attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) indicates that COVID-related disruption has had an impact on outcomes, especially in 2021/22.</p> <p>Research demonstrates that small group tuition is effective and, in general, the smaller the group size the better. We understand that that a group size of three pupils will allow us to ensure cost effectiveness whilst maximising outcomes for pupils. We will prioritise support to pupils who have fallen behind in language, English and maths. Evidence indicates that tuition has better outcomes when focusing on one subject for a package (15 hours) of tutoring and so we will consider the subject in which a pupil would most benefit from support. However, in some cases, we may choose to split the package between two subjects. Initially this will be focused at KS1.</p> <p>Only 27% of PP pupils achieved the combined standard in 2021/22 across Y1 – Y6 compared to 59% of non-disadvantaged. The Y6 cohort was significantly higher with 50% achieving the combined standard.</p> <p>Following a period of improvement between 2017 and 2019 there was a dip last year. However, the proportion of pupils achieving the expected standard in Writing has increased from 40% of PP pupils in 2021 to 51% in 2022 (13% achieving greater depth);</p> <p>The proportion of children who achieved at least the expected standard in Reading has increased from 40% to 51%.</p> <p>Maths attainment for PP children increased significantly from 40% in 2021 to 63% in 2022.</p> <p>Attainment in reading and writing at KS1 remained consistent for non-PP children.</p> <p>Impact of TTRockstars/Numbots and Spelling Shed in 2 years of using these apps has made a significant difference to those using regularly at school and at home. These programmes enable parents who struggle to support their children academically to be a part of their learning. The vast majority of our families have positive attitudes towards learning and, because of this, children’s learning continues outside of the school day, thus impacting upon progress.</p>	1, 2, 3

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

Budgeted cost: £4390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor (£4000 = 16% of salary) To support children to access learning in LKS2.</p> <p>Sports Coach delivering short sessions to improve confidence and attendance. (£390)</p>	<p>The Education Endowment Foundation (EEF) states that 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'</p> <p>An increasing number of children have been impacted by COVID19. This has been displayed through attitudes to learning in some cases, an increase in non-attendance (with some linked to anxiety) and poor concentration skills observed. Children who have been supported and nurtured by the learning mentor in the past three years have been able to access learning with more frequency and made progress. Time to continue to be allocated to support children and families who are experiencing anxieties relating to attendance. SLT and the wider school community also provide consistent nurture and support to ensure an increase in engagement.</p> <p>Targeted children struggle with confidence, concentration, motivation and with attendance concerns. Short bursts of physical activity in addition to PE will aim to develop confidence to impact on their learning attitudes.</p>	1, 2, 3, 4

Total budgeted cost: £61264

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.

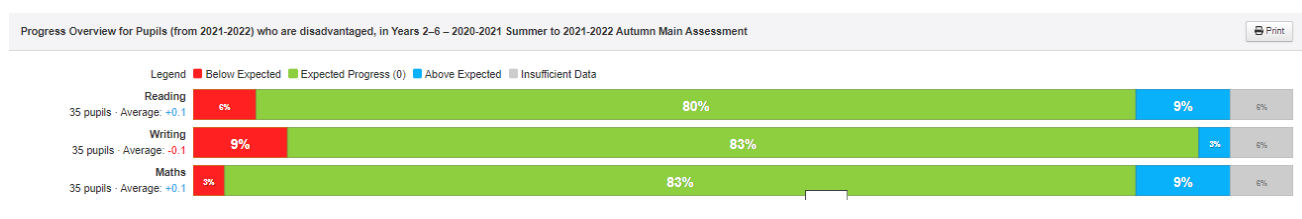
A significant percentage of PP children were supported by our learning mentor and other teaching assistants in 2020/21 and increasingly so in 2021/22.. This included targeted support for individuals and families to encourage child attendance in school and in-school 1:1 opportunities to share their anxieties and encourage a positive outlook regarding school. We had a significant number of PP children start in the school during the last two academic years. The data below is based on teacher assessment and progress measured using PUMA and PIRA maths and reading assessments. The skills of an HLTA were also developed, taking on more class responsibility, ensuring school knowledge of the curriculum was maximised as opposed to using supply.

Academic Year 2021/22

The data below highlights the % of disadvantaged children working below, just below, at expected and above from summer 2021 to summer 2022. There is a significant % difference in the number of children moving to expected in reading and mathematics. Writing continues to be a school focus.

		Summer 2021 (39 pupils)	Summer 2022 (41 pupils)	Diff +/-
Reading	below	59%	49%	-10%
	just below	8%	10%	+2%
	at expected	23%	34%	+11%
	above	10%	7%	-3%
Writing	below	51%	46%	-5%
	just below	21%	24%	+3%
	at expected	23%	23%	=
	above	5%	7%	+2%
Mathematics	below	51%	44%	-7%
	just below	10%	12%	+2%
	at expected	26%	27%	+1%
	above	10%	17%	+7%

The graph below shows the progress measures of disadvantaged children from summer 2021 to summer 2022. In the three core subjects all. 90% of children made at least good progress in reading, 90% in writing and 92% in mathematics, with 9% (reading), 7%(writing) and 9% (maths) making accelerated progress.



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 Table Rockstar	TT Rockstars
Insight data analysis	Insight
Twinkl Phonics	Twinkl
Nessy	Nessy Learning

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.