



# Balsall Common Primary School Pupil Premium Strategy Statement

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	Balsall Common Primary School
Number of pupils in school (	698
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers:	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	G Burgess
Pupil premium lead	D Ali
Governor / Trustee lead	E Coles (Safeguarding Lead Governor on Local Governing Body) and A. Chapman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,747
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109,592

# Part A: Pupil premium strategy plan

## Statement of intent

When making a decision about the use of Pupil Premium funding, we have considered the context of our community and the challenges faced by this cohort of children. We have also considered the research conducted by the Endowment Education Fund, and the Department for Education. 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 along with attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing, alongside their peers. The challenges are wide and varied and there is not a 'one size fits all' approach to supporting these children.

We will ensure that all teaching staff are involved in the delivery of our strategy and in the analysis of data and identification of pupils. Teaching staff will be fully aware of the strengths and areas for development of the children within their individual classes and year group. The Senior Leadership Team will be aware of the strengths and areas for development across the school.

We aim to:

- Offer increased reading opportunities via reading books matched to phonics and investing in high quality books for reading for pleasure. **Challenge 1**
- Targeted interventions in specific skill gaps; knowing and responding to our data and what gaps to close. **Challenge 1-3**
- High quality teaching with high expectations for all children. **Challenge 1-3**
- Ensure children are progressing and identifying any individual areas of need e.g. poor fine motor skills, lack of 1:1 reading opportunities, gaps in basic number skills. **Challenge 1-3**
- Overcome barriers in language and communication skills via SALT therapy sessions. **Challenge 3**
- Nurture disadvantaged pupils to ensure that they are ready to learn and manage their day. **Challenge 4**
- Support children's Social, Emotional and Mental Health Needs, both within school and through outside agencies. **Challenge 4**
- Support families with attendance and barriers to attending school. **Challenge 5**

## Challenges

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

Challenge number	Detail of challenge
1	We aim to build on phonics skills and the application of phonics skills to develop reading fluency, reading comprehension and develop vocabulary acquisition. We aim to ensure children are 'keeping up, not catching up' and are being exposed to learning new phonics sounds. Children who are behind, will be part of an evidence-based intervention in the hope to close some of the gaps. We know that cohorts have been affected by the national lockdowns, especially in relation to their communication and language, vocabulary and early phonics skills. We aim to support phonics development across school.

2	We have identified gaps in children’s learning, as well as their school readiness. We aim to close some of these gaps through targeted interventions that will be monitored for impact to ensure they are school ready.
3	We recognise that language skills are lower than their peers. We aim to address gaps within language development and build upon language skills through SALT therapist.
4	We recognise that children need support with their self-regulation skills and managing their anxieties. We aim to continue to develop wellbeing opportunities to support Social, Emotional and Mental Health needs and to access additional support from outside agencies.
5	We know that attendance is lower than their peers and that expected nationally. We aim to support and engage families whose children have consistently poor attendance and punctuality and use school initiatives to encourage better attendance.

## 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
<p>To be in line with national average progress scores in KS1 and KS2 Reading, Writing, Maths and Phonics.</p> <p>To be in line with EYFS GLD national average.</p> <p>High quality teaching in all classrooms</p>	<p>To increase the proportion of pupils in receipt of PPG achieving the expected standard in Reading, Writing, Maths and Phonics.</p> <p>To ensure that standards achieved in the Reception Baseline reach a minimum of 82% (school score in 2017-2018)</p> <ul style="list-style-type: none"> <li>○ To ensure that standards in Phonics in Year 1 reach a minimum of 95% (school score in 2017-2018 100%, in 2018-2019 99%, in 2019-2020 94% (COVID Year)</li> <li>○ To ensure that standards by the end of Year 2 reach a minimum of 70% ARE+ and 10% GD in all subjects</li> <li>○ To ensure that standards in all Year Groups in KS2 reach a minimum of the cohorts’ end of KS1 SATs outcomes</li> </ul> <p>EYFS GLD to be above 80% for pupils in receipt of PPG.</p> <p>Our monitoring process identifies that all children experience high quality teaching, to ensure good progress can be made. Children can retrieve previous information taught and apply new skills to their learning.</p>
<p>To maintain good levels of attendance and reduce number of children persistently absent.</p>	<p>Attendance showing a consistent level at, or better than, national averages. Aim to achieve 95% for pupils in receipt of PPG who are not recognised as GRT. Persistent absentees to be below 8% or below the NA.</p> <p>To regularly monitor attendance, and use CSAWS (Education Welfare Service) to engage with families whose children have consistently poor attendance and punctuality, particularly persistent absentees.</p>
<p>To offer wider curriculum enrichment opportunities in order to boost our cultural capital.</p> <p>Including children being part of Morning Movers/School Council/Eco Warriors/Anti-bullying Ambassador/Digital Leaders/Playleading groups /Literacy Leaders etc.</p>	<p>An established wellbeing ethos at the heart of school and the local community.</p> <p>Children in receipt of the PPG fully access our broad and balanced curriculum, which is inclusive for all and takes into account the views of our pupils. PP pupils are taught all subjects of the national curriculum and also offer additional Art, PE and Forest School experiences for our pupils. They have opportunities to catch up on any missed learning due to absence and are supported with home learning and reading in school. We focus on building PP pupils’ key vocabulary, skills and knowledge that children require by being clear and precise and providing opportunities to check that these are secure in children’s long term memory. Success is measured by successful progression of the lowest attaining 20% of pupils through the curriculum. Children in receipt of PPG are</p>

	included in wider opportunities such as being members of the Eco Warriors group and school council so they play an equal and active part in school life.
To ensure all our pupil premium children are invited to clubs e.g. morning clubs, after school clubs.	All children to be invited to a club so that 80% are taking part in at least one.

## Activity in this academic year 2022-2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching - Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Ongoing CPD for staff, with a particular focus on phonics and reading. Staff to attend reading moderations and other training opportunities to support fluency and comprehension skills.</p> <p>Wider communication and language approaches using SALT therapist.</p> <p>Supporting Teachers knowledge on how to prepare children for school and ensuring they are school 'ready'.</p>	<ul style="list-style-type: none"> <li>Implementation of new Systematic Synthetic Phonics Programme – Little Wandle – to all staff. CPD carried out in July 2022 ready for new academic year.</li> <li>Ensure all relevant staff, including new staff and ECTs have received training to deliver effective phonics lessons in line with a systematic phonics programme.</li> <li>New decodable phonics books purchased to send home and read in class. Reading sessions 3x per week in every classroom.</li> <li>Reading Leader established and has allocated time each week to carry out role – observations, coaching, assessment, analysis, CPD, etc.</li> <li>Support ECTs who are new to school through support from the Tudor Grange Hub and within school through their mentors.</li> <li><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>Training for staff by speech and language therapists from Talk Therapy.</li> </ul> <p>EEF guidance documents:</p> <ul style="list-style-type: none"> <li>Synthetic phonics interventions to sound out/blend sounds (EEF+4 months' impact)</li> <li>Reading comprehension strategies to teach approaches and techniques to improve reading fluency and comprehension of written texts (EEF+6 months' impact)</li> <li><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	1-3

### Targeted academic support - Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge addressed
Support for Phonics and Reading	<ul style="list-style-type: none"> <li>Purchase of new decodable books that are linked to phonics phases.</li> <li>Ensure access to high quality adult support via targeted/specific interventions including keep up programme</li> <li>Shared reading 3x per week to model, practise prosody, increase fluency, extend vocabulary and improve comprehension.</li> <li>Pre-reading / learning opportunities</li> <li>1:1 reading to practice comprehension/phonics skills (including additional reading opportunities before lunch and with volunteers)</li> </ul> <p>EEF guidance documents:</p> <ul style="list-style-type: none"> <li>Synthetic phonics interventions to sound out/blend sounds (EEF+4 months' impact)</li> </ul>	1-3

	<ul style="list-style-type: none"> <li>• Reading comprehension strategies to teach approaches and techniques to improve reading fluency and comprehension of written texts (EEF+6 months' impact)</li> <li>• <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	
Vocabulary and Language Enhancements	<ul style="list-style-type: none"> <li>• SALT therapist to assess and support children with language development across school.</li> <li>• To ensure high quality texts are in all classrooms, and planned through the curriculum.</li> <li>• Early identification of children who need support, with a particular focus on language skills.</li> <li>• Use of Talk Therapy to target children who need more specific support around speech and language.</li> <li>• <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	4
Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• Establish small group interventions for disadvantaged pupils falling behind age-related expectations.</li> <li>• Pre-teaching/same day/specific skills practice</li> <li>• Following an adapted White Rose maths scheme where areas of maths are constantly revisited.</li> <li>• Implementation of Mastering Number programme using Rekenrek across school.</li> <li>• Retrieval opportunities are regularly planned.</li> <li>• Home learning opportunities shared on year group Padlets</li> </ul>	1-3

### Wider strategies - Budgeted cost: £15,592

Activity	Evidence that supports this approach	Challenge addressed
Engaging with Families	<ul style="list-style-type: none"> <li>• Use of school staff and CSAWS (Education Welfare Service) to engage with families whose children have consistently poor attendance and punctuality.</li> <li>• School initiatives to encourage better attendance such as badges, certificates, rewards, etc.</li> <li>• 1:1 time with adult in school for disadvantaged pupils to catch up on missed learning if they are absent from school.</li> <li>• Using Dojo to share communication/receipt of dojo points</li> <li>• Sharing targets and achievements e.g. books sent home, parents' evenings, reports</li> <li>• On-going dialogues to maintain good attendance</li> <li>• Parental workshops/information evenings</li> <li>• Support with paying for trips/visitors</li> <li>• Learning resources to help with home learning</li> <li>• To offer a before school breakfast club</li> <li>• <a href="#">Improving School Attendance</a></li> </ul>	5
Wellbeing	<ul style="list-style-type: none"> <li>• Support from our SEND team and a Wake up to Wellbeing Club where select children attend before school</li> <li>• <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></li> </ul>	4

**Total budgeted cost: £109,592**

## Review

### Attainment Data

#### EYFS

**GLD 88.9% for children in receipt of Pupil Premium**

#### Reception

	Reading	Writing	Maths
	ARE On Track/Expected	ARE On Track/Expected	ARE On Track/Expected
<b>All</b>	89.9	87.6	75.9
<b>PP</b>	77.8	77.8	88.9
<b>SEND</b>	33.3	0	0

#### Year 1

**Phonics screening 93% for children in receipt of Pupil Premium**

2022-2023	Reading		Writing		Maths	
	ARE+	GD	ARE+	GD	ARE+	GD
<b>Year 1 PP (9)</b>	37.50%	0%	37.50%	20%	37.50%	0%
<b>All</b>	87%	34%	84%	20%	88%	30%
<b>Year 2 PP (9)</b>	66.67%	0%	44.44%	0%	66.67%	0%
<b>All</b>	78%	26%	72%	17%	86%	30%
<b>Year 3 PP (14)</b>	69.23%	7.69%	46.15%	5%	53.85%	0%
<b>All</b>	83%	37%	68%	21%	80%	26%
<b>Year 4 PP (14)</b>	64.29%	14.29%	50%	20%	71.43%	0%
<b>All</b>	82%	35%	72%	24%	89%	38%
<b>Year 5 PP (6)</b>	80%	0%	0%	0%	60%	20%
<b>All</b>	82%	22%	48%	10%	75%	33%
<b>Year 6 PP (14)</b>	30%	10%	20%	10%	20%	0%
<b>All</b>	72%	40%	60%	11%	65%	24%
<b>KS1 Scores PP</b>	70%	10%	50%	10%	60%	0%

## Progress Data

2022-2023	Reading		Writing		Maths	
	ARE+	GD	ARE+	GD	ARE+	GD
Year 1 PP (9)  All			37.50%	0%	37.50%	0%
Year 2 PP (9)  All	66.67% 41.38%	33.33% 19.54%	44.44% 51.72	0% 8.05%	44.44% 57.47%	22.22% 24.14%
Year 3 PP (14)  All	100% 90%	58.33% 47.50%	75% 76.25%	8.33% 30%	83.33% 87.50%	33.33% 36.25%
Year 4 PP (14)  All	35.71% 44.19%	0% 2.33%	85.71% 74.42%	28.57% 16.28%	64.29% 56.98%	28.57% 20.93%
Year 5 PP (6)  All	40% 68.29%	40% 36.59%	20% 34.15%	0% 3.66%	60% 54.88%	20% 28.05%
Year 6 PP (14)  All	87.50% 55.88%	37.50% 31.37%	87.50% 56.86%	37.50% 28.43%	50% 61.76%	25% 27.45%

## Evaluation

Excellent EYFS work has helped produce strong progress in reception where our target for children in receipt of PP grant reaching GLD was exceeded by over 8%. At the start of reception, according to the Baseline 33.3% of children in receipt of PP grant were at GLD by the end of the year 88.9% were at GLD – our target was 80%.

The introduction of the Little Wandle scheme in KS1 has contributed to 93% of children in receipt of PP grant passing their phonics screen – this was 2% off our target and we will work harder next year to achieve this developing the use of the catch up units as part of our strategy.

We were off target in relation to our end of year 2 scores for our children in receipt of PP grant – especially in writing. Our new Cornerstones curriculum alongside a renewed focus on improving writing through editing and enhancing written pieces is in place for the academic year 23 – 24.

Our end of KS2 attainment scores do not compare well with our end of KS1 scores in the ARE category showing a drop in attainment of 30 – 40%. This is a problem which we will be addressing through a sharper focus on children in receipt of PP grant in our quality first teaching alongside the following strategies;

Establish small group focus work for disadvantaged pupils falling behind age-related expectations. Pre-teaching/same day/specific skills practice. Following an adapted White Rose maths scheme where areas of maths are constantly revisited. Retrieval opportunities are regularly planned. Home learning opportunities shared on year group Padlets. Use Wordshark literacy and numeracy programmes in school and at home to develop skills. We are also spending more on wider strategies to encourage further improvements in KS2 attainment scores.

In terms of attendance we achieved 92.10% for children in receipt of PP grant which is slightly off target. We have however kept persistent absentees in receipt of PP grant below the target of 8% at 7.8%.

We have not collected rigorous data on the numbers of children in receipt of PP grant taking part in clubs and other extra curricular activities. Next year children in receipt of PP grant will be invited to clubs and other activities as a priority group. Data will be collected more carefully so that we can properly evaluate how many children in receipt of PP grant are attending our extra curricular activities.