



Balsall Common Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	682
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers:	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	M. Mitchell
Pupil premium lead	D. Ali
Governor / Trustee lead	E. Coles and A. Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,747
Recovery premium funding allocation this academic year	£9,860
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	£110,607

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. The key for us is knowing our children and their families well and tailoring our provision to the things that work for them.

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 - 6**
- Targeted focus work 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 focus work that will be monitored for impact to ensure they are school ready.
3	We recognise that language skills for some children are lower than their peers. We aim to address gaps within language development and build upon language skills through the use of our SALT therapist in conjunction with our SALT specialist TA Becky Kelly.
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 for some children in receipt of the pupil premium grant 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.
6	Reading for pleasure and experiencing a range of different books is a key area of deprivation for students from low-income or vulnerable families, where such resources are not always available. It has been shown to have an impact on reading development and engagement in education from an early age. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

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 with end of year evaluation (in green)
<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. Data comparing this year with last shows an overall increase in the proportion of pupils in receipt of PPG achieving the expected standard in Reading, Writing, Maths. Progress is uneven however and year 2 Reading and Maths and year 4 overall show a decreasing proportion of children achieving ARE. National averages for year 6 are exceeded dramatically in reading and writing but our pupils in receipt of PPG fell 9 points short of the National average in Maths.</p> <p>To ensure that standards achieved in the Reception Baseline reach a minimum of 82% (school score in 2017-2018) 94 reading 90 writing and 94 maths</p> <ul style="list-style-type: none"> ○ To ensure that standards in Phonics in Year 1 reach a minimum of 95% 94% ○ To ensure that standards by the end of Year 2 reach a minimum of 70% 58% ARE+ and 10% GD in all subjects <p>EYFS GLD to be above 85% for pupils in receipt of PPG. 60% (3/5) of EYFS children in receipt of PPG achieved GLD last year. The national average for last year for EYFS children in receipt of PPG was 51.5%. In view of this we are revising our target to 70% for this academic year.</p> <p>Our Learning Walks identify 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. Learning Walk and Pupil Progress Review feedback evidence confirms this. Staff are fully aware of the importance of monitoring the progress for children in receipt of PPG and take active steps to support them in class and in communication with families.</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 (we managed 94.58% last year). Persistent absentees to be below 8% (7.8% last year) 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,</p>

	<p>particularly persistent absentees. Attendance monitored by class teachers, office staff and SLT – individuals with low attendance and poor punctuality encouraged to improve by all of above and school counsellor.</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/Play leading groups /Literacy Leaders etc.</p>	<p>An established wellbeing ethos at the heart of school and the local community built on our school values.</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 extra-curricular 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. Children in receipt of PPG are included in wider opportunities such as being members of the Literacy Leaders, Eco Warriors group and school council so they play an equal and active part in school life. All these things are happening and pupils in receipt of PPG are represented in most leadership groups. As an example 5 of our current 14 Literacy Leaders and 4 of our 14 Morning Movers are pupils in receipt of PPG.</p>
<p>To encourage more reading for pleasure particularly amongst those in receipt of PPG.</p>	<p>Children in receipt of the PPG to be awarded book prizes during the academic year 23-24. Children in receipt of the PPG to be encouraged to take books home from the library. Loan records will show if this strategy is working. Reading assessments of children in receipt of the PPG to be monitored for improvements. Library Loan records show significant numbers of books on loan to pupils in receipt of PPG. Data is only available from September to December 2024 but it shows that pupils in receipt of PPG have taken an average of 8 books out during that period which indicates a good level of engagement with reading. There is a wide variety within that average and our efforts to promote reading will be focused, over our next strategy period, on the 10 children pupils in receipt of PPG who have borrowed three or less books.</p>
<p>To ensure all children in receipt of PPG are invited to clubs e.g. morning clubs, after school clubs.</p>	<p>All children to be invited to a club so that 80% are taking part in at least one. Children in receipt of PPG to be given specific invites to clubs prior to general invites going out.</p> <p>Partially achieved – to be more fully embedded during next strategy period through reserving at least two places per club for pupils in receipt of PPG . This term the school has trialled this new system whereby disadvantaged pupils are given early access to a protected number of places on each club. Of the 56 children eligible for the Pupil Premium, 20 children (36%) have attended clubs during the autumn term. The target set for the spring term is for 28 children (50%) to attend clubs. Moving forward we would like at least 80% of children eligible for the Pupil Premium Grant to attend our clubs.</p>

Activity in this academic year 2023-2024

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"> Continued embedding of Systematic Synthetic Phonics Programme – Little Wandle – to all staff. New resources in place to develop the programme. Ensure all relevant staff, including new staff and ECTs have received training to deliver effective phonics lessons in line with a systematic phonics programme. New decodable phonics books purchased to send home and read in class. Reading sessions 3x per week in every classroom. Reading Leader established and has allocated time each week to carry out role – observations, coaching, assessment, analysis, CPD, etc. Support ECTs who are new to school through support from the Tudor Grange Hub and within school through their mentors. Phonics Toolkit Strand Education Endowment Foundation EEF Training for staff by speech and language therapists from Talk Therapy. Use of Little Wandle catch up units. <p>EEF guidance documents:</p> <ul style="list-style-type: none"> Synthetic phonics interventions to sound out/blend sounds (EEF+4 months' impact) Reading comprehension strategies to teach approaches and techniques to improve reading fluency and comprehension of written texts (EEF+6 months' impact) Oral language interventions Toolkit Strand Education Endowment Foundation EEF 	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"> Purchase of new decodable books that are linked to phonics phases. Ensure access to high quality adult support via targeted/specific focus work. Shared reading 3x per week to model, practise prosody, increase fluency, extend vocabulary and improve comprehension. Pre-reading / learning opportunities 1:1 reading to practice comprehension/phonics skills (including additional reading opportunities before lunch and with volunteers) <p>EEF guidance documents:</p> <ul style="list-style-type: none"> Synthetic phonics interventions to sound out/blend sounds (EEF+4 months' impact) 	1-3

	<ul style="list-style-type: none"> • Reading comprehension strategies to teach approaches and techniques to improve reading fluency and comprehension of written texts (EEF+6 months' impact) • Phonics Toolkit Strand Education Endowment Foundation EEF 	
Vocabulary and Language Enhancements	<ul style="list-style-type: none"> • Talk Therapy trained SALT TA to assess and support children with language development across school. • To ensure high quality texts are in all classrooms, and planned through the curriculum. • Early identification of children who need support, with a particular focus on language skills. • Use of Talk Therapy to target children who need more specific support around speech and language. • Oral language interventions Toolkit Strand Education Endowment Foundation EEF 	4
Reading, Writing and Maths	<ul style="list-style-type: none"> • 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. 	1-3

Wider strategies - Budgeted cost: £16,607

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

Total budgeted cost: £110,607

Attainment Data 22-23 and 23-24

	Reading		Writing		Maths	
	ARE+	GD	ARE+	GD	ARE+	GD
Year 1 PP (9) 2022-2023	37.50%	0%	37.50%	20%	37.50%	0%
PP (11) 2023-2024	64	9	55	0	45	9
Year 2 PP (9) 2022-2023	66.67%	0%	44.44%	0%	66.67%	0%
PP (12) 2023-2024	50	8	50	0	58	8
Year 3 PP (14) 2022-2023	69.23%	7.69%	46.15%	5%	53.85%	0%
PP (9) 2023-2024	89	11	67	0	67	11
Year 4 PP (14) 2022-2023	64.29%	14.29%	50.00%	20%	71.43%	0%
PP (15) 2023-2024	60	7	47	7	53	7
Year 5 PP (6) 2022-2023	80.00%	0%	0%	0%	60.00%	20.00%

PP (14) 2023-2024	71	21	57	14	64	21
Year 6 PP (14) 2022-2023	30.00%	10.00%	20%	10.00%	20.00%	0%
PP (6) 2023-2024	100	0	83	0	50	0
National Average KS2 2023-24	ARE+ 62	GD 18	ARE+ 58	GD 6	ARE+ 59	GD 13