



-  **INSPIRE** our children to succeed
-  **CREATE** excitement for learning
-  **ACHIEVE EXCELLENCE**

PUPIL PREMIUM STRATEGY STATEMENT
2021/2022 - 2023/2024

Pupil premium strategy statement

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	Billesley Primary School
Number of pupils in school	676
Proportion (%) of pupil premium eligible pupils	41.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 - 2023/2024
Date this statement was published	16/11/21
Date on which it will be reviewed	15/7/22
Statement authorised by	Karl Rogerson
Pupil premium lead	Ryan Hook
Governor / Trustee lead	Jem Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£379,290.00
Recovery premium funding allocation this academic year	£42,280.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£421,570.00

Part A: Pupil premium strategy plan

Statement of intent

The school's intention is that all pupils, irrespective of their circumstances, will realise their full potential, achieve the highest possible standards of academic attainment and receive the necessary support they need to achieve this. This will take a holistic approach, including high quality diagnostic assessment and responsive teaching; targeted academic, social, emotional support; enriching extra-curricular provision and the engagement and support of the wider school community.

We recognise that high quality teaching will always be the greatest lever the school has to improve outcomes. A tailored programme of sustained professional development will support the development of staff subject knowledge and the quality of instruction in the classroom, alongside flexible groupings and explicitly taught metacognitive and self regulated strategies. The school ensures it's core strategic CPD offer aligns perfectly with professional development opportunities both inside and outside of the classroom. The coaching programme for both teachers and teaching assistants focuses on high quality teaching, linked directly to metacognitive and diagnostic assessment strategies. Although these strategies serve to close the gap between disadvantaged pupils, they are also intended to improve attainment and progress for non- disadvantaged peers, ensuring no pupil is left behind. Rigorous diagnostic assessment of what pupils have (or have not) learnt will direct further support, including targeted academic support.

Reading poverty is a huge concern and we recognise the importance of developing confident readers who have fundamental skills and an intrinsic passion for reading. With this in mind and after careful consideration of our pupil voice we are relaunching our school library, with a high focus on promoting a culture of reading for pleasure. The library will be accessible at all times, including access for our wider community and access to an extended genre of texts.

As evidence consistently shows the positive impact that targeted academic support can have, the school will employ two Academic Mentors through the National Tutoring Programme. They will work one to one or in small groups from across year groups. Further to this, we will implement a comprehensive tuition program across the school using our highly skilled staff who will deliver tuition to identified pupils before school, after school and during the school holidays.

We also acknowledge the negative impact that non academic barriers to success have on many of our disadvantaged pupils. A robust attendance strategy is supported by staff at levels - from teaching staff and the Pastoral Team, through to Vice Principals. This includes careful monitoring to ensure all pupils and their families are receiving the right support and that statutory processes are adhered to. The school will continue to develop and staff 'safe spaces' around the school so there are places for quiet reflection and structured, behavioural and emotional support. This is complimented by the school's commitment to teaching all children strategies to self-regulate their emotions and behaviour.

Disadvantaged pupils are targeted for extracurricular activities, too. After school clubs and competitions are led by both highly skilled staff and external experts to ensure the highest possible quality of provision. This also includes running Holiday Activity and Food Programmes (HAF) for our most disadvantaged pupils during school holidays. We will also continue to develop the role of residential trips aimed at our most disadvantaged pupils, allowing them to learn and grow in exciting and varied settings. This is a particular focus of our annual Brig House subscription, targeting disadvantaged pupils who don't tend to access residential visits.

To continue with this momentum we will appoint a Physical and Mental Health Mentor Being Mentor who will support pupils to develop their physical and mental wellbeing and contribute towards improving a range of outcomes for our pupils including self-regulation, physical health, learning behaviours, positive relationships and attendance.

In summary, our tiered approach aims to target the whole child; to raise standards for all children, mitigating any circumstances that may impede or hinder their success through high quality teaching and assessment, targeted academic support and the wider strategies we know make such valuable contributions to the achievements of all children; particularly the most disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Although we provided an extensive remote learning programme through the school closure periods with the vast majority of pupils accessing learning online, the curriculum was limited in terms of the content covered. Disadvantaged pupils found it most difficult to access this learning regularly, therefore their attainment was affected particularly in Writing across the school and in specific year groups for Reading and Maths.
2	Our assessment and observations carried out by our pastoral team show that the impact of COVID 19 and school closures on pupils' mental and physical health has been significant. The number of pupils identified as 'vulnerable' has significantly increased.
3	Pupils poor language and communication skills on entry to school significantly impact the acquisition of skills and knowledge across the curriculum
4	Our evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies
5	Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for Reading and understanding challenging texts
6	On return from the periods of school closure, our analysis of attendance data shows that disadvantaged pupils' attendance is lower than their peers - this is not the norm for us

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
Attainment in Phonics is in line with cohort and above national	High standards of phonics attainment in EYFS and KS1
Children demonstrate their increased language and communication skills across the curriculum	Improved spoken language skills of children (including those new to school)
Attendance of disadvantaged pupils in line or above cohort (and above National)	Improved attendance for our disadvantaged pupils and those identified as most vulnerable
Disadvantaged pupils achieve their academic targets in Reading, Writing and Maths	All children regularly accessing high quality teaching, reading materials and stimulating environment
Improved physical health of pupils, particularly those identified as most vulnerable	Disadvantaged pupils regularly access opportunities for physical activity within and beyond the curriculum
Embed SEL strategies which are tailored to meet individual needs, including individual targeted approaches and mentoring programmes	Children accessing support improve their self regulation and engage positively in all aspects of the curriculum
Improved use of metacognitive strategies across the curriculum	Lesson observations, book trawls, pupil/teacher voice show children are using a range of metacognitive strategies in lessons

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: £223,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design, deliver and implement a professional development programme to support successful implementation of Metacognition and Self Regulation programme	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) EEF Teaching and Learning Toolkit - Metacognition and Self Regulation	4
Professional development for the English team cascaded to all staff on the importance of Reading for pleasure within the whole school reading strategy Investment in new school library and resources Parent and community workshops	Fluency, confidence and enjoyment in reading are fundamental to curriculum success. We have a consistent and evidence informed approach to the teaching of reading comprehension strategies and know that further developing our reading provision will provide further support for our disadvantaged pupils Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'?	5

	EEF Teaching and Learning Toolkit - Reading comprehension strategies	
Professional development programme delivered by the English team. (including coaching, peer observation, teacher release, triads and moderation)	We know that Professional development should have a focus on improving and evaluating pupil outcomes, and should be underpinned by evidence and expertise. and include collaboration and expert challenge. It should also be sustained over time. DfE - Standards for teachers Professional Development EEF - Effective professional development	1
Implement and train staff to ensure diagnostic assessments are interpreted and appropriate action is taken to address gaps in learning Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction Diagnostic Assessment - Evidence Insights	1
Release time for Lead Practitioner to ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged pupils	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils EEF guide to supporting school planning - High quality teaching for all	1,4

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

Budgeted cost: **£107,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant SENCO and Lead Practitioner released from classroom teaching	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	1

responsibilities to provide targeted academic support to pupils in R, W and M	EEF School Improvement planning - Targeted Academic support	
Appointment of 2 Academic mentors to provide 1:1 and small group tutoring to disadvantaged pupils in Y4 and Y2	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. EEF School Improvement planning - Targeted Academic support	1
Purchase Nuffield Early language intervention scheme (plus training for teaching assistants)	Early intervention has great potential to narrow the gap between disadvantaged pupils and non disadvantaged pupils EEF Teaching and Learning Toolkit - Nuffield Early Language intervention	3
Purchase of chromebooks to enable regular access to NESSY intervention to support reading, writing and spelling	Interventions should be carefully targeted through identification and assessment of need EEF Special needs in mainstream schools - Recommendation 4	1,3
Implement a tuition program across the school using our skilled staff who will deliver tuition to identified pupils before school, after school and during the school holidays	Evidence suggests that one to one tuition can be effective, providing up to 5 months additional progress. Short, regular sessions (30 mins, three to five times per week) over a set period of time provide optimum impact EEF Teaching and Learning Toolkit - One to one tuition	1,3,5

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

Budgeted cost: £ **91,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop pastoral support for families - especially the most disadvantaged Support high attendance, excellent punctuality and engagement in learning through a	There is a clear link between poor attendance and lower academic achievement DfE - Improving attendance at school 2012	2,6

restructured programme of support and rewards		
Further enhance the school environment to support pupils behaviour and well being (e.g safe spaces, playground equipment)	The school environment can help children apply their social and emotional learning providing areas in the playground where children can go to calm down, or spaces where they can use the problem-solving process to resolve conflicts, EEF guidance report - Improving social and emotional learning in schools - Recommendation 5	2
Support pupils to develop their physical skills and mental health through a range of structured and unstructured activities tailored to support individual needs - fund a new post Physical and Mental Health mentor to support	Physical activity has important benefits in terms of health, wellbeing and physical development. On return to school the proportion of children identified as overweight or obese has increased significantly. NHS Digital - Report	2
Implement a parent and community strategy which embraces a philosophy of partnership through: Improving communication, increasing engagement and providing opportunities.	Schools should have an explicit plan for how they work with parents and teachers shouldn CPD on parental engagement and effective implementation of strategies EEF guidance report Working with parents to support children's learning	2,5,6

Total budgeted cost: £421, 570

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.

Data summary

In reading, attainment for disadvantaged children in 2020-21 was either in line or better than 2018-19 for 50% of year groups. The remaining year groups showed a small drop in attainment with the gap between disadvantaged and non-disadvantaged children widening slightly in most year groups.

In maths, disadvantaged children performed better in some year groups when compared to 2018-19, however in the majority attainment in 2020-21 was lower. The gap between disadvantaged and non-disadvantaged pupils showed a reduction in the majority of year groups when compared to 2018-19 however the gap widened in others.

In writing, disadvantaged children typically performed worse than in 2018-19 with the gap between disadvantaged and non-disadvantaged widening.

Context

Both standardised testing and teacher assessment demonstrate that on the whole, disadvantaged children were adversely affected by the impact of the pandemic. Periods of school closure, bubble closure and staff/pupil isolation alongside stringent restrictions to teaching groups when schools reopened, impacted negatively on some of our most vulnerable pupils and their access to our pupil premium funded initiatives. However, despite significant disruption to normal practice, staff worked tirelessly to deliver a high quality provision and professional development training took place throughout, with revised content designed to respond positively to the unprecedented circumstances we found ourselves in. During school closure, we developed our bespoke, highly effective online curriculum of both live and pre-recorded daily lessons delivered by our teaching staff, which ran alongside our key worker and vulnerable on site provision. Additionally, pupil premium funding supported our 'meet teach' initiative to deliver 1-2-1 online learning experiences for our most vulnerable children.

As a result of our endeavours, internal assessments demonstrate that despite areas of negative impact on attainment when measured against previous years, across the board, disadvantaged children made accelerated in-year progress when measured against the baseline assessment in September, preceding which was the first period of extended school closures. Furthermore, evidence of improved attainment for disadvantaged children can be seen in some year groups demonstrating in part the impact of our 2020-21 provision.

Safeguarding and well-being were of course a huge school focus, with every child receiving 1-2-1 direct contact from their teacher at least once a week and often more. For our most vulnerable and disadvantaged children, pupil premium funding supported daily home visits, well being checks, regular telephone conversations, computer hardware loans and food boxes alongside a plethora of pastoral care and intervention for our disadvantaged families.

