

Balshaw Lane Primary School

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Governing Body
Pupil premium lead	Helen Gregson
Governor lead	Keith Fielding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,185
Recovery premium funding allocation this academic year	£3770
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£46,955

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are for them to:

- be happy, confident and emotionally healthy
- love learning and develop a desire for life-long learning
- have the same access to our vibrant curriculum as non-disadvantaged children
- thrive with our enrichment and personal development opportunities
- achieve academic success, meeting at least age-related expectations
- love reading for pleasure
- develop their own interests to pursue in the future
- make a confident and smooth transition to high school

Our current pupil premium strategy plan works towards achieving these objectives by providing:

- individual learning feedback
- individual tuition/support where required
- bespoke support for families
- staff training to ensure high quality subject knowledge
- high quality reading and phonics resources
- year-group specific teaching in maths

The key principles of our strategy plan, for the years 2022-2025, are to ensure that each individual disadvantaged child:

- feels listened to, supported and challenged with their learning progress
- enjoys school and loves learning in a happy environment
- fulfils their potential as per our vision for every child

Our Vision

To

enable each child

to fulfil their potential

academically, creatively, emotionally,

physically and spiritually in a safe, happy and supportive environment.

Challenges

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

Challenge number	Detail of challenge
1	<p>Less support at home for reading and homework.</p> <p>>We encourage all children to read at least 3X a week at home with an adult. Many of our disadvantaged children don't read as much at home.</p> <p>Indicated by teacher feedback from observations and record-keeping.</p>
2	<p>Lower levels of oral language and vocabulary.</p> <p>>The covid years have impacted upon the children's language development because the children haven't interacted with peers as much as usual. September 2022 Reception baseline indicated lower on-entry assessments than typical for Balshaw Lane. Wellcomm language toolkit assessments and S&L therapist assessments indicate that some children need further S&L intervention due to speech difficulties.</p> <p>Further up the school, teachers' observations indicate that children's vocabulary is less developed than usual, due to the lockdowns. This is then evident through the children's written work and responses in guided reading. Indicated by teachers' observations during guided reading, class discussions and in writing lessons.</p>
3	<p>Less ability for disadvantaged families to pay for and organise participation in enrichment opportunities</p> <p>>During the covid years, the children have had fewer opportunities to participate in clubs.</p> <p>Indicated by parental feedback and/or requests for support.</p>
4	<p>Social and emotional issues</p> <p>>We have several disadvantaged pupils who require extra support to thrive during the school day and to encourage their good behaviour and application to work.</p> <p>Indicated by observations by teachers, our ELSA, our counsellor, our local inclusion hub, LA specialist teacher and educational psychologist.</p>
5	<p>EAL</p> <p>>Several of our disadvantaged pupils also have English as a second language. The school took children in from the Syrian refugee programme. Indicated by NASSEA assessments and by observations from LA EAL teachers.</p>

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
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<p>1. Improved engagement from home with reading and homework</p>	<ul style="list-style-type: none"> • 80% of disadvantaged children are reading 3X a week at home • parents engage with online learning platforms at home so that homework is not lost or forgotten: Seesaw, TT Rock Stars and Spelling Frame. • disadvantaged children receive extra 1:1 reading opportunities and/or reading intervention in school • reading workshop to engage parents in how we teach reading
<p>2. Improved speech and language development</p>	<ul style="list-style-type: none"> • disadvantaged Reception pupils' vocabulary is widened using the Wellcomm language toolkit – evident in assessments from baseline to end of intervention • improved speech following S&L therapist support (Speech Mum) – evident in assessments • improved range of vocabulary from use of class novels, Literacy Shed texts, Spelling Frame - evident from teacher assessment of written work • subject-specific vocab (Tier 3) is developed across the curriculum through subject-specific progression - evident from teacher assessment of written work
<p>3. Increased enrichment opportunities</p>	<ul style="list-style-type: none"> • all disadvantaged children take part in at least one club a year; aiming for one per term • further individual enrichment encouraged based on individual interests
<p>4. Improved social and emotional development</p>	<ul style="list-style-type: none"> • children express feeling happier and more settled at school • improved self-regulation of emotions, leading to improved behaviour – evidence of reduced disruption and/or improved application to work • improved social skills with peers – observations of enjoyable playtimes with fewer fallouts
<p>5. English skills developed</p>	<ul style="list-style-type: none"> • improved vocabulary, understanding and sentence-writing - Indicated by NASSEA assessments and by observations from LA EAL teachers. • support from Arabic-speaking TA and from the LA EAL teacher

6. High quality teaching across the curriculum	<ul style="list-style-type: none"> disadvantaged pupils meet the GLD; the expected standard in Y1 Phonics, Y2 and Y6 SATs. children gain maths mastery knowledge from being taught in year group-specific maths groups disadvantaged children meet or exceed year group expectations in all subjects
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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: £4500

Activity	Evidence that supports this approach	Intended outcome number(s) addressed
TA training about questioning	EEF Toolkit: individual feedback: +6 mths	6
Subject specific training	High quality subject knowledge leading to quality teaching: Ofsted research; EEF Great Teaching Toolkit	6
Metacognition training: continued from last year	EEF Toolkit: +7 mths	6
ECT mentoring: WW mentoring KMc	EEF Great Teaching Toolkit	6
NPQs completed: JA, RB & CB.	EEF Great Teaching Toolkit	6
Engagement in Teaching School Alliance cluster	EEF Great Teaching Toolkit	6

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

Budgeted cost: £27,455

Activity	Evidence that supports this approach	Intended outcome number(s) addressed
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Wellcomm S&L programme	EEF Toolkit <ul style="list-style-type: none"> oral language intervention +6mths 	2
Targeted phonics and catch-up phonics	DfE phonics validation research (2021)	2
Targeted maths groups	EEF Toolkit: <ul style="list-style-type: none"> individual feedback: +6 mths Teaching for Maths Mastery research (NCETM)	1, 6
Individual and/or small group tutor	EEF Toolkit: <ul style="list-style-type: none"> individual feedback: +6 mths individualised instruction: +4 mths 1:1 tuition: +5 mths	1, 3, 4, 6
Extra reading support	EEF Toolkit: <ul style="list-style-type: none"> Reading comprehension: +6 mths individual feedback: +6 mths parental engagement: +4 mths	1, 6
Additional EAL support	Bell Foundation (2020)	2, 5, 6

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Intended outcome number(s) addressed
1:1 TA support for SEMH	DfE: 'Promoting children and young people's mental health and wellbeing'	4
ELSA support (Mrs Boyden)	DfE Mental health advice NatCen Social Research survey	4
Counselling (Joanne Bimpson)	DfE Mental health advice NatCen Social Research survey	4
Senior Mental Health Lead training (Ms Gregson)	Public Health England DfE: 'Promoting children and young people's mental health and wellbeing'	4
Trauma-informed school training	Public Health England DfE: 'Promoting children and young people's mental health and wellbeing'	4
Attendance support (Family Support Worker)	DFE attendance research (2016)	1
Participation in enrichment opportunities: costs covered/subsidised	Clubs, uniform, class novels, Christmas dvds, educational visits, transport.	3

Total budgeted cost: £ 46,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Covid-19 impacted on school results for 2020-2022. Although schools are not required to publish their 2022 key stage 2 results, we have done so in order to keep parents informed. The results are published on our website and have been emailed to parents with the school newsletter. We have compared our 2022 results with national results from 2022 and 2019 (pre-covid).

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

In the 2022 Y6 SATs, two out of the three pupil premium children achieved EXS in RWM Combined. 67% attainment is above national and local results for disadvantaged children. The child who did not attain EXS is at an early stage of language development due to EAL.

At KS1, 40% (two out of five) of our disadvantaged pupils achieved EXS in RWM Combined. This is below national and local results for disadvantaged children. Of the children who missed EXS: one of these children has SEN (EHC pending); one joined our school in June 2021 below ARE.

In the Y1 Phonics Check, three of the six disadvantaged pupils achieved the expected standard. Of the children who missed the expected standard: one is at an early stage of language development due to EAL; one joined our school in June 2021 below ARE.

In Early Years, one of two disadvantaged pupils achieved the GLD.

A few of our disadvantaged families have struggled with challenging family circumstances this year. We have supported these families on an individual basis, forging collaborative relationships. In September 2022, our new Family Support Worker (part-time) began supporting these families and signposting other families to support agencies.

Social and emotional needs have been well supported at a significant cost to the school. Four 1:1 TAs have been funded in order for children to feel regulated and able

to function in the classroom. The costs of this support go beyond the PP funding and are not currently funded by SEN top-up (two EHCs pending).

The SEMH 1:1 support has had a very positive impact on these children's behaviour, application to work and levels of happiness – based on teacher and parent observations and pupil voice.

We recognise the challenges faced by our disadvantaged pupils due to the impact of covid and individual needs. We remain confident that these children will make accelerated progress due to the actions explained and the impact of the school-led tutoring.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Speech and language development	Wellcomm
Phonics	Read Write Inc
Reading	Literacy Shed
Maths	Maths No Problem

Further information

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.

Our disadvantaged children are given opportunities to widen their awareness and experiences by actively participating in personal enrichment approaches.

As part of our vibrant curriculum, we are currently working towards/developing:

- our second ArtsMark Gold Award
- the Green Flag Award
- Language Ambassadors
- political/democratic awareness
- equality and diversity awareness