

Pupil premium strategy statement 2024-25

Balshaw Lane Primary School

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	401
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2023-24/2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Helen Gregson, Headteacher
Pupil premium lead	Helen Gregson, Headteacher
Governor lead	Jade Gibson, governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£65,120

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

To

enable each child

to fulfil their potential

academically, creatively, emotionally,

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

Our vision means that we adapt our strategies to ensure that our disadvantaged children fulfil their potential, whatever their individual barriers. We challenge those disadvantaged children who attain highly in order to further their achievements. We adopt our approaches to support families in a bespoke way.

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:

- high quality teaching across the curriculum
- a vibrant, inspirational curriculum
- 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 teaching and resources
- maths mastery teaching

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

Challenges

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

Challenge number	Detail of challenge
1	<p>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>>Some disadvantaged pupils need support with spelling and/or times tables homework.</p> <p>Indicated by teacher feedback from observations and record-keeping.</p>
2	<p>Levels of oral language and vocabulary.</p> <p>>As per national research , our Reception children are entering with lower levels of language acquisition as compared to pre-pandemic cohorts. September 2023 and 2024 Reception baseline indicated lower on-entry assessments than previously 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 developing since post-pandemic levels but that this is still a priority. We have been focusing on this through guided reading, class novel and book-sharing alongside immersive reading as preparation for written work across the curriculum.</p> <p>Indicated by teachers' observations during guided reading, class discussions and in writing lessons.</p>
3	<p>Ability for disadvantaged families to pay for and organise participation in enrichment opportunities</p> <p>>Disadvantaged children have previously not engaged (as fully as our non-disadvantaged children) in our enrichment opportunities. We have been carefully monitoring this and offering tailored opportunities to these children.</p> <p>Indicated by our internal analysis of extra-curricular participation.</p>
4	<p>Social and emotional issues</p> <p>>We have a few 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>Attendance</p> <p>>Some disadvantaged families need ongoing support to impact positively on attendance.</p> <p>Autumn term 2024 attendance of disadvantaged children 90.3%.</p> <p>2023-24 attendance of disadvantaged children 91%.</p>

6	<p>High quality teaching across school</p> <p>>Teaching at Balshaw Lane is consistently high quality – we aim to uphold this standard at the point when the school has finally completed its growth to two-form entry.</p> <p>Standards demonstrated by national test outcomes, book evaluations and school adviser observations.</p>
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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
1. Improved engagement from home with reading and homework	<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 early reading workshop to engage parents in how we teach reading
2. Improved speech and language development	<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 continued 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 through the use of texts across the curriculum and whole class discussion - evident from teacher assessment of written work
3. Increased enrichment opportunities	<ul style="list-style-type: none"> all disadvantaged children take part in at least one enrichment opportunity a year; aiming for one per term further individual enrichment encouraged based on individual interests
4. Improved social and emotional development	<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 positive playtimes
5. Attendance	<ul style="list-style-type: none"> Target: disadvantaged children's attendance to be at least 95%

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 and skills 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support behaviour, trauma-informed strategies and executive functioning	EEF Toolkit: individual feedback: +6 mths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	6
Subject specific training: English 'Talk for Writing'; RWI phonics; maths mastery	High quality subject knowledge leading to quality teaching: Ofsted research; EEF Great Teaching Toolkit https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	6
Additional phonetically decodable reading books to supplement RWI scheme. Also, additional books to supplement the higher levels of KS2 books. Re-stocking of school library and class libraries.	EEF Great Teaching Toolkit: Literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	6
Early Years consultant	EEF Great Teaching Toolkit	6

support to uphold our high quality teaching in Reception	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	
Educational psychologist assessments	Specialist assessments required for some disadvantaged children to identify the most effective, personalised strategies for them	6
NPQ completed: CB.	EEF Great Teaching Toolkit	6
Engagement in Teaching School Alliance cluster	EEF Great Teaching Toolkit	6
Engagement in Maths Mastery Hub	EEF Great Teaching Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	6
Collaboration with MAT primaries	EEF Great Teaching Toolkit	6

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

Budgeted cost: £28,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm S&L programme	EEF Toolkit 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 support	EEF Toolkit: <ul style="list-style-type: none"> individual feedback: +6 mths individualised instruction: +4 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
SEMH/sensory interventions	EEF Toolkit: <ul style="list-style-type: none"> individual feedback: +6 mths 	4, 5

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge 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
Family support worker (Janet Fairclough)	DfE Mental health advice NatCen Social Research survey DFE attendance research (2016)	4 5
Mental health and wellbeing in-school support	Public Health England DfE: 'Promoting children and young people's mental health and wellbeing'	4
Behaviour & trauma training continued	Public Health England DfE: 'Promoting children and young people's mental health and wellbeing'	4
Participation in enrichment opportunities: costs covered/subsidised	Clubs, uniform, class novels, Christmas dvds, educational visits, transport.	3

Total budgeted cost: £65,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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 2024 Y6 SATs, two out of the six pupil premium children achieved EXS in RWM Combined. Reading 50%; Writing 83%; Maths 50%.

The KS2 33% RWM Combined is below national and local comparators.

At KS1, 50% (three out of six) of our disadvantaged pupils achieved EXS in RWM Combined. Reading 67%; Writing 67%; Maths 50%. Writing was above the national average for disadvantaged pupils.

In the Y1 Phonics Check, one out of four pupils passed the check.

For the Y2 Phonics Re-check, one child who was new to the school, passed. This meant that 100% of disadvantaged children had passed the phonics check by Y2.

In Early Years, one of two disadvantaged pupils achieved the GLD. The child who did not achieve GLD has an EHC for learning needs.

Whilst we continue to aim to meet the strategy outcome, of disadvantaged pupils attaining the GLD; the expected standard in Y1 Phonics, Y2 and Y6 SATs, there is a need for further support for these children.

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. Our Family Support Worker supports these families and signposts other families to support agencies.

Our support has increasingly targeted attendance alongside emotional support. We have worked with the LA Attendance Officer, used EBSA materials and provided ELSA support.

Social and emotional needs have been well supported at a significant cost to the school. 1:1 TA support has been funded in order for these disadvantaged 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 (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 through school due to our high quality teaching and support.

Externally provided programmes

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

Further information

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
- eco awareness through our garden eco project
- political/democratic awareness
- equality and diversity awareness

In 2023/24, we achieved the Primary Science Quality Mark