

# Balshaw Lane Primary School

## Pupil Premium strategy statement 2021-22

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
Name of school	Balshaw Lane Primary
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	8%
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Helen Gregson
Governor	Keith Fielding

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1345 per PP pupil; £2345 PP+)	£44,660
Recovery premium funding allocation this academic year (£145 per pupil, based on Jan 21 census)	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£47,705</b>

# 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

The key principles of our strategy plan, for the years 2021-2024, 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	Lack of support at home for reading and homework
2	Lower levels of oral language and vocabulary (according to national research)
3	Less ability for families to pay for and organise participation in enrichment opportunities
4	Access to remote education and support during lockdown periods.

## 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 vocabulary development	<ul style="list-style-type: none"><li>EY pupils' vocabulary is widened</li><li>Subject-specific vocab (Tier 3) is developed across the curriculum</li></ul>
2. Accelerated progress, post covid, with phonics and spelling	<ul style="list-style-type: none"><li>Y1 (2) Phonics Check passes</li><li>Accurate application of phonics and spelling rules when reading and writing</li><li>Common Exception Words known for that year group</li></ul>
3. Accelerated progress, post covid, with reading	<ul style="list-style-type: none"><li>Additional 1:1 reading practice with an adult</li><li>Parental involvement</li><li>Increased speed and fluency</li><li>Love of reading for life-long learning</li></ul>
4. Accelerated progress, post covid, in writing	<ul style="list-style-type: none"><li>Accurate pencil grip and letter formation</li><li>Improved handwriting</li><li>Improved focus and stamina for writing</li><li>Improved writing skills to reach ARE</li></ul>
5. Accelerated progress, post covid, in maths	<ul style="list-style-type: none"><li>Core knowledge is secured eg place value, number bonds, X tables</li><li>Maths knowledge and skills at ARE</li></ul>
6. High quality teaching across the wider curriculum	<ul style="list-style-type: none"><li>Pupils' learning at ARE across the curriculum</li></ul>

	<ul style="list-style-type: none"> <li>• Love of learning is nurtured</li> </ul>
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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: £1,200

Activity	Evidence that supports this approach	Intended outcome number(s) addressed
TA training about questioning	EEF Toolkit: individual feedback: +6 mths	1, 2, 3, 5
Subject specific training	High quality subject knowledge leading to quality teaching (Ofsted research))	6
Metacognition training: continued from last year	EEF Toolkit: +7 mths	2-6

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

Budgeted cost: £41,505

Activity	Evidence that supports this approach	Intended outcome number(s) addressed
NELI	Nuffield Foundation research	1
Targeted phonics and catch-up phonics	DfE phonics validation research (2021)	1
Targeted maths groups	EEF Toolkit: <ul style="list-style-type: none"> <li>• individual feedback: +6 mths</li> </ul> Teaching for Maths Mastery research (NCETM)	5
Individual and/or small group tutor	EEF Toolkit: <ul style="list-style-type: none"> <li>• individual feedback: +6 mths</li> <li>• individualised instruction: +4 mths</li> <li>• 1:1 tuition: +5 mths</li> </ul>	3-5
Extra reading support	EEF Toolkit: <ul style="list-style-type: none"> <li>• Reading comprehension: +6 mths</li> <li>• individual feedback: +6 mths</li> <li>• parental engagement: +4 mths</li> </ul>	3

Additional EAL support	Bell Foundation (2020)	1-5
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £5000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Intended outcome number(s) addressed</b>
ELSA support	DfE Mental health advice NatCen Social Research survey	Applies to certain PP pupils
Counselling	DfE Mental health advice NatCen Social Research survey	Applies to certain PP pupils
Attendance support	DFE attendance research (2016)	Applies to certain PP pupils
Participation in school life: costs covered/subsidised	Uniform, class novels, Christmas dvds, educational visits, transport.	Bespoke to individual children and families

**Total budgeted cost: £47,705**

## Part B: Review of Pupil Premium Strategy outcomes in the previous academic year 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year: RAG rated

Aim	Action	Impact
<p><u>Priority 1</u></p> <p>To support disadvantaged children to make accelerated progress to close gaps from covid lockdowns in order to reach expected standard for the year group.</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Re-assessment of reading level on return in March 2021; comparison to Sept 20 &amp; Dec 20 assessments</li> <li>Re-establishment of high quality teaching of reading eg guided reading, comprehension, reading across the curriculum, vocabulary focus.</li> <li>Engagement in whole school reading ethos: class novels, reading rewards, book awards</li> </ul>	<p>Children on accurate reading stage, no child moved back, extra support in place.</p> <p>Re-established RWI &amp; use of Literacy Shed for high quality texts</p> <p>Re-established with PP fully involved &amp; subsidised</p>
	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Re-assessment of writing level on return in March 2021; comparison to Sept 20 &amp; Dec 20 assessments</li> <li>Re-development of stamina and concentration in gradual increments of time</li> <li>Recap of prior writing skills for each genre/context.</li> <li>Careful planning of progression of skills</li> <li>Use of modelling and scaffolding to set high expectations</li> <li>Focus on consistency of punctuation and key spellings.</li> </ul>	<p>Pupils' writing skills developed from their individual point</p> <p>Pupils gradually able to concentrate for longer</p> <p>Pupils have consolidated skills ready to apply</p> <p>Pupils' skills developed in logical sequence with modelling and scaffolding where required.</p> <p>Pupils consistently expected to use accurate punctuation and spelling.</p>
	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>Evaluation of White Rose Maths content taught via remote education&gt; identification of gaps</li> <li>Careful planning of conceptual progression (Maths No Problem) for the remainder of the</li> </ul>	<p>Gaps identified and built into planning until July 2021, ensuring full curriculum taught</p>

	<p>academic year. MNP key lessons used to ensure that core knowledge is the focus.</p> <ul style="list-style-type: none"> <li>AfL used prior to each unit to ensure essential knowledge is secure before moving on.</li> <li>Focus on X tables and number bonds</li> </ul>	<p>Regular AfL ensured that children started learning from correct point</p> <p>Increased focus&gt; to continue from Sept 21</p>
Phonics	<ul style="list-style-type: none"> <li>Re-establishment of phonics and reading scheme in school and with parents.</li> <li>Re-assessment of children on return in March 2021; comparison to Sept 20 &amp; Dec 20 assessments</li> <li>Phonics groups recap prior learning and build on knowledge.</li> <li>Focus on Reception and Y1 children&gt; to reach expected standard despite 2021 Phonics Check being cancelled.</li> <li>88% of Y2 passed Phonics Check in Autumn 2020. 7 Y2 children to continue with focused phonics work.</li> </ul>	<p>Children on accurately assessed phases/stages in ability groupings</p> <p>Learning consolidated in March 2021 and Sept 2021 before moving on.</p> <p>81% of Y1 achieving 32/40 in July 2021. This is expected to rise by the Check in Aut 2 2021.</p>
CPD	<ul style="list-style-type: none"> <li>Talk One training for Year 1 teachers to focus on talk for writing and to ensure consistency of writing expectations</li> <li>Training in English and Maths for all teachers via the Teaching School Alliance</li> <li>Training for teaching assistants: maximising learning (based on EEF research)</li> <li>Head: EEF disadvantaged learners course</li> </ul>	<p>Clear impact in quality and consistency of Y1 writing. Great focus on talk for writing.</p> <p>Strong focus on the writing process across school.</p> <p>Planned for Aut 2 2021 as difficulties in getting staff together.</p> <p>Strategic clarity about implementation of PP Strategy.</p>
<p><u>Priority 2</u></p> <p>To ensure that disadvantaged children are emotionally equipped to learn.</p>	<ul style="list-style-type: none"> <li>Emotional Literacy Support Assistant (ELSA) to support those children struggling on re-entry to school</li> <li>Counselling sessions</li> <li>Wellbeing resources shared with pupils and parents</li> <li>Families offered CFW nurture group where appropriate</li> </ul>	<p>Many children across school supported at a very difficult time.</p> <p>Weekly sessions supporting several children.</p> <p>Parents very complimentary about support, resources and communication shared.</p>

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Phonics	Read Write Inc
Reading	Literacy Shed
Maths	Maths No Problem

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a



## Further information (optional)

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