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PUPIL PREMIUM STRATEGY STATEMENT

2022/2023 - 2024/2025

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	684
Proportion (%) of pupil premium eligible pupils	41.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 - 2024/2025
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	£388,607.91
Recovery premium funding allocation this academic year	£42,132
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£430,739.91



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 and 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. 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 embarking on a professional development programme focusing on Reading for Pleasure with the Open University. We will have a particular focus on Early Years and KS1

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



We also acknowledge the negative impact that non academic barriers 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 the Senior Leadership Team. 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 the use of '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 and pupils with SEND 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 programmes 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.

To continue with this momentum, we have appointed a Physical and Mental Well Being Mentor who supports pupils with developing their physical and mental wellbeing and contributes 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 school closures and the current challenging economic climate continue to have a negative impact on pupils' mental and physical health. 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 to 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	Our analysis of attendance data shows that disadvantaged pupils' attendance is lower than their peers - the gap has increased following the return from school closures.

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 is in line with cohort and above national	<ul style="list-style-type: none"> • High standards of phonics attainment in EYFS and • RWM attainment in line with cohort and above national
Children demonstrate their increased language and communication skills across the curriculum	<ul style="list-style-type: none"> • Improved spoken language skills of children - voice projection, clarity of pronunciation, fluency and critically examining ideas and views (including those new to school)
Attendance of disadvantaged pupils in line or above cohort (and above National)	<ul style="list-style-type: none"> • Improved attendance for our disadvantaged pupils and those identified as most vulnerable <ul style="list-style-type: none"> ◦ The gap between PP and NPP attendance reduced by significantly • Professional development opportunities upskill and empower staff at all levels • Significant reduction in number of PP pupils identified with persistent absence
Disadvantaged pupils achieve their academic targets in Reading, Writing and Maths	<ul style="list-style-type: none"> • The library is visited regularly and builds a culture of reading • All children regularly accessing the reading environment and high quality materials in KS1 and EYFS • Pupils in receipt of targeted academic support through tutoring and structured interventions • Professional development further supports high quality teaching
Improved health and well being of pupils, particularly those identified as most vulnerable	<ul style="list-style-type: none"> • Disadvantaged pupils regularly access opportunities for physical activity and support for their well being • Year group events and community initiatives target the identified health and wellbeing needs of the most disadvantaged pupils in the cohort <ul style="list-style-type: none"> ◦ PP attendance at events is in line with cohort

	<ul style="list-style-type: none"> • PP pupils make up at least 30% of extra curricular clubs
Embed SEL strategies which are tailored to meet individual needs, including individual targeted approaches and mentoring programmes	<ul style="list-style-type: none"> • Children accessing support to improve their self regulation and engage positively in all aspects of the curriculum

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)I

Budgeted cost: £ 252,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design, deliver and implement a professional development programme to support successful implementation	<p>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)</p> <p>EEF Teaching and Learning Toolkit - Metacognition and Self Regulation</p> <p>EEF Cognitive Science approaches in the classroom:A review of the evidence</p>	4



Professional development from the English team shared with all relevant staff to secure the effective implementation of a new early reading and phonics scheme Purchase of new scheme Parent and community workshops	EEF Teaching and Learning Toolkit - Phonics Phonics improves the accuracy of the child's reading but not necessarily their comprehension. We will continue to develop this alongside the introduction of the scheme	5
Professional development programme delivered by the Teaching and learning 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	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: £ 98,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant SENCO and Lead Practitioner released from classroom teaching responsibilities to provide targeted academic support to pupils in R, W and M	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
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: £ 79,720

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 restructured programme of support and rewards	There is a clear link between poor attendance and lower academic achievement DfE - Securing good attendance and tackling persistent absence Feb 2022	2,6
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, engage in group activities 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 should provide 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: £ 430,740

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 2021 to 2022 academic year.

Data summary					
EYFS					
	National PP	BPS PP	BPS all	PP +/- to national	
GLD	65	68	73	+3%	
Commentary: <ul style="list-style-type: none">Many pupils start in EYFS from very low entry points; this is most prevalent in the most disadvantaged pupils, where communication and language development is a particularly lowHigh standards of phonics attainment					
Key Stage 1					
Subject	National	BPS all	BPS PP	PP to cohort +/-	PP to national +/-
Reading	67	73	78	+5	+11
Writing	58	70	69	+1	+11



Maths	68	74	72	-2	+4
RWM combined	53	69	69	-	+16
Phonics	TBC	87	81	-6	TBC
Key Stage 2					
Subject	National	BPS all	BPS PP	PP to cohort +/-	PP to national +/-
Reading	74	79	79	0%	+5%
Writing	69	77	73	- 4%	+4%
Maths	71	80	75	-5%	+4%
RWM combined	59	74	69	-6%	+10%
Grammar	72	81	79	-2%	+7%

Commentary

- PP KS1 RWM are on average 9% above national average across all subjects
- High standards of phonics attainment
- Improved spoken language skills of children: Reception
- PP KS2 RWM combined outcomes are 10% above national average
- Proactive and reactive strategies support SEL and have seen a reduction in incidents
 - Safe spaces available to all children. Use positively around school.
 - Named children have access to safe spaces and interventions to improve SEMH. 25 children have received SEMH interventions this term (3 having EHCP).
 - All children who require them have IBPs with proactive and reactive strategies written in. 13 IBP's and 4 behaviour charts.



- Zones of Regulation used across the curriculum, consistent vocabulary used to support with regulation.
- SEND pupil voice collected 96% say I think school is very good- okay. 80% of children feel safe in school.
- 6 children receive external therapeutic services. All reports indicate progress.
- 18% of pupils who attend extra curricular activities are disadvantaged
- 50% who attend out of school competitions are Pupil Premium
- Significant reduction of PP and NPP attendance from 20/21 - 21/22 (2.4% - 1.2%)
- 50% of pupils receiving tuition are PP; the children made significant progress towards academic targets