

## Bidston Village CE Primary School

### Pupil Premium Strategy Statement 2021-2024



At Bidston Village CE Primary school, we want our pupils to be inspired and love learning, to be confident in who they area and to leave us with the skills and knowledge to take on the next stage of their school journey. We are committed to ensuring that every individual pupil is given the best possible chance of making excellent progress and so achieve their full potential. We believe that a 'social disadvantage' must not be allowed to be a barrier to a child's future.

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Our primary aim in using the Pupil Premium Grant is to diminish the differences between pupil groups.

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	Bidston Village CE Primary
Number of pupils in school	Total: 444 Primary Pupils: 384 Nursery Pupils: 53
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Annually
Statement authorised by	Lynne Hazeldine
Pupil premium lead	Sian Abraham
Governor / Trustee lead	Julie Kelly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,275
Recovery premium funding allocation this academic year	£16636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£346,470

## Statement of intent

Our aim is for all pupils at Bidston Village CE Primary to achieve highly and make rapid progress in their learning. We want to ensure they feel safe, loved and happy in school and are ready to learn. When creating our PP Strategy we recognise the importance of considering the context of our school and the subsequent challenges faced. We will use research conducted by the EEF and other recognised literature to support decisions made around the usefulness and implementation of different strategies.

Our ultimate aim for disadvantaged children is that they achieve in line with their non-disadvantaged peers across all aspects of the curriculum. We also want all children to be able to have the same experiences to build their cultural capital and flourish in their lives. We want our parents and carers to feel supported and confident that we are giving their children the best start to their education.

Common barriers to learning for disadvantaged pupils can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We recognise that the challenges are varied and there is no “one size fits all”. As identified by the EEF, we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’ and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The range of provision we consider making for this group include:

- Ensuring all teaching is good or better, thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each class, providing small group work focussed on overcoming gaps in learning
- To allocate a Higher Level Teaching Assistant to each year group to support teaching children in smaller groups and give continuity for pupils when teachers are absent or fulfilling tasks outside of the classroom (e.g. PPA/ subject leader monitoring)
- Targeted 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Under- developed speech, language and communication skills on entry to school and low vocabulary acquisition for many disadvantaged children as observed in lessons and assessments. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Children identified as Pupil Premium in EYFS and KS1 who did not meet GLD/ expected standard / phonics standard, struggle to acquire phonics and reading skills due to limited oracy and less opportunities to apply these skills at home.
3	Challenging circumstances for families that impact negatively on the children's social, emotional and mental health and reduce their ability to access learning, both inside and outside the classroom.
4	Well -being and accessing wider opportunities and cultural capital. This is a broader issue than academic study. This is about providing children with wider opportunities and good well-being outcomes; acknowledging that health and poverty can restrict a family's opportunities. This includes access to high quality support for well-being, cultural enrichment with opportunities to experience additional visits, music concerts, theatre and trips, pupils accessing specialist provision for drama, sports, music and other tuition.
5	Attendance and punctuality for disadvantaged pupils is not yet in line with national standards.

## 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.

Challenge	Intended outcome	Success criteria
1	Disadvantaged pupils will make accelerated progress in oracy.	<ul style="list-style-type: none"> <li>Early Years WellComm data will evidence good progress in SLC.</li> </ul>

		<ul style="list-style-type: none"> <li>• Voice 21 Oracy framework is successfully supporting all pupils to use language to communicate confidently, fluently and articulately.</li> <li>• Evidence of accelerated progress as a consequence of 1:1 speech therapy.</li> </ul>
2	Disadvantaged children achieve well at end of EYFS, phonics screening in Yr1 and reading in Y2/Y6 in line with non-disadvantaged peers.	<ul style="list-style-type: none"> <li>• EYFS end of year data</li> <li>• Phonics screening data</li> <li>• Reading data Y2/Y6</li> </ul>
3	Children and families will be supported through a range of targeted interventions to improve well-being and their ability to access learning both in school and at home.	Positive impact on pupils' mental health and well-being as evidenced in ELSA, FSW, Thumbs Up, Forest Schools, Caritas records, pupil voice, parent surveys and teacher observations.
4	Disadvantaged children will engage in a range of curricular and extra-curricular opportunities which are enriching their cultural experiences.	<p>Evidence of good uptake of additional provision to improve equality of opportunity including:</p> <ul style="list-style-type: none"> <li>• Accessing musical tuition.</li> <li>• Accessing additional clubs and activities.</li> </ul> <p>Evidence of the positive impact of:</p> <ul style="list-style-type: none"> <li>• Targeted support for well-being</li> <li>• Enrichment opportunities provided within the curriculum.</li> </ul>
5	Attendance and punctuality of all children is improved.	Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and non PP narrows.

## 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: £135,712**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of whole school engagement in Voice 21 Oracy programme (3 year project)</p> <p>£5000</p>	<p><a href="#">Voice 21 research</a> and <a href="#">EEF</a> teaching toolkit both highlight key evidence regarding the impact of oracy as a driver for learning.</p> <p>Oracy champions role and participation in Voice 21 project</p> <ul style="list-style-type: none"> <li>• Whole school CPD to develop pedagogy and practice.</li> <li>• Teaching and learning policies with explicit essentials for oracy.</li> <li>• Introduction of oracy assessment using 4 aspects of oracy.</li> <li>• SL feedback that evaluates the impact of that work.</li> </ul>	<p>1,2,3</p>
<p>Targeted use of additional teaching and support staff in EYFS, KS1 and KS2</p> <p>£128, 612</p>	<p>EEF</p> <p>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <ul style="list-style-type: none"> <li>• Appointment of an additional teacher in EYFS</li> <li>• Appointment of 2 ECTs (KS1 and KS2)</li> <li>• Appointment of HLTA (KS2)</li> </ul>	<p>1,2,3,4,5</p>
<p>Ensure all relevant staff have received high quality phonics training and are skilled in the delivery of RWI phonics</p>	<p>EEF toolkit early phonics intervention provide +4months impact and +8 months for feedback. Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p>	<p>1,2</p>

£2,100	The aim is to provide more personalised teaching and learning time in order to help pupils access the curriculum and improve progress.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £75,636**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of early speech and language interventions (beyond our SEND commissioned speech and language services <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Speech and language Social skills</li> <li>• Wellcomm programme</li> <li>• NELI</li> <li>• Speech and language therapist supports EIB staff to plan and deliver speech and language programmes</li> <li>• Talk About Town Speech therapist</li> </ul> £22,000	EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> <li>• High quality small group interventions</li> <li>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> </ul> EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered every pm	Phonics approaches have a strong evidence base indicating a positive impact on pupils from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular	1,2,3

£12000	sessions over a period up to 12 weeks (EEF Phonics, Toolkit Strand)	
<p>Targeted out of class 1:1 and small group tutoring using high quality teaching and well chosen interventions.</p> <p><b>3 levels of targeted tuition</b></p> <ol style="list-style-type: none"> <li>1. Catch up (behind their peers)</li> <li>2. Restoration (small gaps at age related expectations)</li> <li>3. Acceleration (promoting challenge to reach and exceed age related expectations)</li> </ol> <p>£25000 plus Recovery premium- £16636</p>	<p>Applying EEF guidance on Small group tuition 1-1 tuition</p> <p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>One to one tuition EEF (education endowmentfoundation.org.uk) Small group tuition Toolkit Strand education Endowment Foundation EEF</p>	1,2

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

**Budgeted cost: £108,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Forest school sessions for Years F2-Y6</li> <li>• High quality forest school provision in place.</li> <li>• Developing a range of skills (physical, social, personal)</li> </ul> <p>(£8000)</p>	<p>Research has shown that disadvantaged pupils who attended Forest School <b>had increased academic attainment and attendance at school</b> in comparison to those who did not attend the sessions (McCree, 2018)</p>	1, 2,3,4
<ul style="list-style-type: none"> <li>• ELSA programme</li> <li>• Thumbs Up programme</li> </ul>	EEF (+4)	2,3,4,5



<ul style="list-style-type: none"> <li>• Learning Mentor to overcome and manage social and emotional barriers to learning</li> <li>• Curriculum to be fully accessed and disruption/distraction in lessons to be limited because of use of self-help strategies and increased self-esteem of learners</li> </ul> <p>(£40,000)</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at pupils with particular social or emotional needs.</p> <p>A large number of pupils have barriers to learning that impact on their self-esteem and self-belief. Emotional wellbeing is key to supporting pupils’ learning. Working with our learning mentors on a regular basis has reduced the time spent out of class and prepared the pupils for better learning. This time has also proved to be invaluable for information sharing during CIN, TAF and CP meetings.</p>	
<ul style="list-style-type: none"> <li>• Guidance and support provided to parents/carers through targeted courses and meetings with our Family Support Worker to develop further positive parenting</li> </ul> <p>(£35250)</p>	<p>There are a large number of families open to outside agencies and accessing support. A great deal of time is spent supporting and guiding families. We have a full time family Support Worker and we have recently employed the services of a Caritas family support worker to enable us to support families in the home as well as in school.</p>	3,4,5
<p>Embedding principles of good practice set out in the DFE’s <i>Improving School Attendance</i> advice. This will involve:</p> <ul style="list-style-type: none"> <li>• Attendance Support</li> <li>• Individual targets set for each identified pupil</li> </ul>	<p>Pupils’ attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>As many as 1.8 million school age children in the UK are at risk</p>	4,5

<ul style="list-style-type: none"> <li>• Analysis of punctuality and attendance</li> <li>• Meet with parents and EWO of families identified</li> <li>• Analyse attendance over time (including morning club) to identify PP pupils and evaluate improvements</li> <li>• Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage pupils to arrive in good time for the start of lessons</li> </ul> <p>(£20,000)</p>	<p>of hunger in the morning. A hungry pupil cannot concentrate.</p>	
<p>Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits and subsidised residential visits</p> <p>(£5000)</p>	<p>Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average pupils who participate in adventure learning appear to make approximately an additional four months' progress. The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress).</p>	<p>3,4</p>

**Total budgeted cost: £319,598**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The impact of pupil premium funding was more limited in 2020/2021 due to the pandemic and lockdown for one term. This meant ongoing support and face to face teaching was limited. In spite of this, we were able to proceed with our plans with very positive outcomes.

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

AIM	OUTCOME
<p>Language enrichment Enrolment on Voice 21 Oracy project to engage all staff in training so that all children have access to a high quality oracy education- enabling them to articulate ideas, develop understanding and engage with others through spoken language</p> <p>Deploy 2 staff to lead the Nuffield Early Language Intervention programme with F2 pupils</p>	<p>Clear evidence of positive impact of our Voice 21 CPD and implementation plan</p> <p>Teachers understand the individual needs of their pupils and are able to identify the barriers some pupils face and to differentiate tasks to ensure every pupil benefits from oracy teaching and all pupil needs are met</p> <p>NELI has had a very positive impact on language acquisition. We will continue to deliver this programme in 2021-2022</p>
<p>Continue to work with RWI coach to provide staff training to enhance the teaching of reading and phonics. Provide targeted RWI intervention across F2 and KS1 to support all pupils to make good progress and Y1 pupils to achieve the phonic standard and F2 pupils to reach GLD</p>	<p>No Phonics data 2020. However, 94% of the Y2 cohort who sat the Phonics screening in December 2020 achieved the pass mark. This represented 49 out of 52 pupils.</p> <p>Targeted RWI interventions had a very positive impact on our outcomes, in spite of lockdown.</p> <p>GLD was low (37%) due to lost learning during lockdown. Significantly, several children failed to meet the standard in just one area of learning, with more children than ever failing to attain in the area of personal, social and emotional.</p>

<p>To build our capacity to engage and support those families facing challenges which are impacting negatively on the children's social, emotional and mental health, and their ability to access the curriculum and achieve their full potential.</p>	<p>During the ongoing COVID-19 pandemic we provided a great deal of additional support to our vulnerable families, particularly during school closure due to lockdown. We continued to educate more than 50% of our vulnerable and key worker pupils during lockdown and we worked alongside other services to ensure that the most vulnerable pupils and families were well supported. We provided laptops for those children who had no access to technology and ensured that families had access to online learning through regular opportunities for support with this. We also ensured engagement of other pupils whose parents were unable/ unwilling to access online learning, through the provision of regular work packs which we delivered to homes when necessary.</p>
<p>To improve pupil wellbeing and mental health.</p>	<p>We maintained our programme of support for mental health and wellbeing through the ELSA programme and through the provision of a range of extra-curricular activities for pupils across school. We increased expenditure on Forest School provision and ensured that children of all ages had access to a range of outdoor learning opportunities.</p>
<p>Support pupil attendance to enable us to decrease % persistent absence of disadvantaged pupils.</p>	<p>We gave the maximum opportunities for our vulnerable pupils to attend school during lockdown but some parents considered it to be preferable to keep their children at home. 2020-21 attendance figures were as follows</p> <p><b>Attendance</b>  Disadvantaged pupils : 91.29%  Other pupils : 93.65%  Gap- 2.36%</p> <p><b>Persistent absence</b>  Disadvantaged pupils : 16%  Other pupils : 5.75%  Gap- 10.25%</p>

## 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*

<b>Programme</b>	<b>Provider</b>
Read Write Inc. Phonics	Ruth Miskin
Read, Write Inc. Spelling	Ruth Miskin
Read, Write Inc. Freshstart	Ruth Miskin
NELI	Nuffield
Wellcomm	GL Assessments
Purple Mash	2Simple
Times Table Rockstars	Maths Circle
Learning By Questions	LbQ.org
Bug Club	Pearson