

## Pupil Premium Strategy Statement 2019 – 2020

Summary Information			
School	Bantock Primary School	Academic Year	2019 - 2021
Publish Date	Autumn 2019	Total Pupil Premium Allocation	£224,400
Review Date	Autumn 2020	Pupils Eligible for Pupil Premium	170 - 41%
Total Number of Pupils	416	Total Spend	£268,274
Statement Authorisation	Mrs Sarai	Pupil Premium Leads	Headteacher/Deputy Head
Governor Lead	Mrs J Cockburn		

### INTENT

At Bantock Primary we promise a caring community where everyone can SUCCEED. We provide a HAPPY and exciting environment to INSPIRE children to learn and grow. We will NURTURE their talents and EDUCATE them in everything you do. We aim to encourage every child to SHINE.

We strongly believe all children can be successful, confident and successful learners and there are no limits to what they can achieve with dedication and a commitment to learning. We know the 'barriers' for children, such as socio economic factors, low prior attainment, proficiency in English, social care involvement, stability and mental health and well-being and we are therefore determined to create a climate that does not limit a child's potential by providing a fun, stimulating learning environment where each new day brings fresh challenges and rewards, and inspiring our children with our creative balanced approach to the curriculum, providing a firm foundation for lifelong learning. We believe character development, building strong relationships based on trust and respect and highly valued pupil voice by us all will guide us to listen, value and act on what is important to our children.

We treat all our children as individuals, carefully monitoring their progress and planning next steps on their learning journey to achieve the highest possible standards in everything they do so that no child is left behind.

We take an evidence-informed approach that informs teachers and leaders by combining research (Education Endowment Foundation), professional expertise and the school context to make decisions.

### OUR SCHOOL CONTEXT

Bantock Primary is in an inner-city area of Wolverhampton situated in the Graiseley Ward. 30% of households are semi-detached, 29% are terraced and 25% of households are in purpose-built blocks of flats or tenements. There are two women's refuge homes in the locality which the school regularly admits pupils from. Approximately 40 languages are spoken which enhances the already harmonious environment. This makes the school a unique, vibrant and stimulating place to learn.

The school is located in an area of a high social deprivation with the deprivation indicator being consistent over the last three years and higher in comparison to National. Bantock Primary is in the highest percentile of deprived schools which puts the school in the lowest 6% nationally. We have a high percentage of children eligible for pupil premium while some families have no recourse to public funds. Many of our pupil premium children face multiple barriers, including social, emotional and mental health needs and parental aspirations.

### Strategy Aims

Priorities	Barriers to Future Attainment	Desired Outcomes
Low Prior Attainment	Assessment on entry to the early year's foundation stage and throughout school in any year group shows many of our children have poorly developed communication skills, little or no English and poor personal, social and emotional development therefore many of our children's attainment on entry is well below the developmental expectations.	<b>Raise Achievement (1)</b> Attainment is in line with or above national at the end of KS2
Socio Economic Factors Impeding Learning	The school's deprivation indicator is 0.4, which is significantly higher than the national average of 0.21. In 2018 – 2019 the percentage of children eligible for pupil premium fluctuated between 39% to 42% therefore being higher than the national average of 28%. This percentage would be over 40% if it included all our known families that have no recourse to public funds.	<b>Attributes (2)</b> Children with mental health, social and emotional issues make good progress
Social Care	A significant proportion of our families are currently supported by social care and strengthening families. Collaboration with external services, regular safeguarding training and updates for all staff, an open door policy for parents as well as a range of strategies, (e.g. counselling) provided by the school help to support our most vulnerable families.	<b>Attributes (2)</b> Children with mental health, social and emotional issues make good progress
Proficiency in English	88% of our children are from minority ethnic families of which 72% speak English as an additional language. 77% of all EAL children have either no English or are developing acquisition of language (Proficiency in Language A to C)	<b>Access (3)</b> Improve the access to opportunities that enrich learning and improve academic language
Mental Health and Well Being	A number of our children have challenges with routines, managing emotions and behaviours, social relationships and self-care skills. Parent capacity support from the school can be centred around meeting basic needs, ensuring safety, emotional support, guidance and boundaries and stability at home.	<b>Aspirations (4)</b> Interventions for all stakeholders – children make good progress and attendance rates are improved <b>Attributes (2)</b> Children with mental health, social and emotional issues make good progress
Mobility	For 2018 – 2019 the school had high mobility 54%, putting us in the lowest quintile for stability with many of our children arriving from overseas with no English and little or no prior education.	<b>Raise Achievement (1)</b> Children make good progress from individual baselines

Key Strategies					
Tier Group SIP Link	Lead Activity	Implementation and Monitoring (Desired Outcome Link)	Cost	Is this a new or a successful strategy continued?	Target Date
<b>Raise Achievement</b>					
<b>Target – Achieve at least national average progress scores in Reading and Maths by the end of KS2 and close the gap with the national average for Phonics by the end of Year 1(1)</b>					
Teaching Whole School SIP B1 c) e)	Phase Managers Release time to support improved teaching and quality assurance	<b>High Quality Teaching</b> Phase managers to support greater consistency in teaching as well as monitoring the effectiveness of interventions. <ul style="list-style-type: none"> <li>Monitoring and evaluation</li> <li>Peer to peer support</li> <li>Targeted professional development</li> </ul>	£18,968	Continued	July 2020
Targeted Y1, Y2 and Y6 SIP B1 b)	Deputy Head English Manager Progress Reviews Core Team Meetings	<b>English and Maths - Assessment Analysis</b> Forensic analytical monitoring of pupil progress, gap analysis and a review of provisions with a focus on identifying pupils at risk of not achieving (Key Marginals) and ensuring targeted interventions to address underachievement.	£5,025	Continued	July 2020
Targeted Y2, Y6	Leadership Team 3 Additional Teaching Staff	<b>English and Maths - Smaller Classes</b> Increase the teacher to pupil ratio for intensive support for pupils regardless of their starting point.	£77,706	Continued	July 2020
Targeted Y2 to Y6	Deputy Head Catch Up Interventions	<b>1:1 Intensive Academic Support</b> 1:1 reading, writing, initial language assessments, speech and language researched interventions delivered by trained staff for identified pupils	£50,042	Continued	July 2020
Teaching YR to Y6	Teachers/Support Staff Streaming in all year groups	<b>Phonics - Small Group Support</b> Targeted phonic interventions for learners to close the gap with the expected standard and to meet the needs of the high proportion of pupils who join the school	£13,291	Continued	July 2020
Targeted Y1 to Y6	Teacher Interventions Support Staff Interventions	<b>English and Maths - Closing Gaps in Learning</b> Teaching of gaps to reinforce and consolidate learning through afternoon interventions and early morning boosters.	£9,293	New Aspect	July 2020
<b>Attributes</b>					
<b>Target - Children with mental health, social and emotional barriers achieve at least national average progress scores in Reading and Maths by the end of KS2 (2)</b>					
Targeted Vulnerable Children SIP A1 a)	Health and Well Being Manager/Deputy Head To work with external agencies and partners	<b>Enhance the physical and mental health and emotional well-being of learners</b> Review Health, mental well-being and relationships, work with external partners to further develop school policy to identify and support learners through an inclusive approach <ul style="list-style-type: none"> <li>Headstart</li> </ul>	£29,281	Continued	July 2020

		<ul style="list-style-type: none"> <li>Professional development, outreach support</li> <li>PHSE – Jigsaw Status</li> <li>Social Care, NHS, Strengthening families</li> <li>Parents – ESOL Classes</li> <li>Social Media Platforms</li> </ul>			
<b>Targeted Vulnerable and LAC Children</b>	<b>Deputy Head Counsellor Lunchtime TA Support</b>	<b>Social and Emotional Support</b> Provide targeted individual intensive support and counselling for short, regular sessions over a period of time	£15,298	Continued	<b>July 2021</b>
<b>Access</b>					
<b>Target - Improve the access to opportunities that enrich learning and improve academic language (3)</b>					
<b>Teaching Whole School SIP B1 f)</b>	<b>Subject leads develop subject knowledge</b>	<b>Curriculum Development</b> Review and further develop acquisition and application of academic language structures across the curriculum <ul style="list-style-type: none"> <li>Curriculum content monitoring</li> <li>In house professional development</li> <li>External Accreditation</li> </ul>	£10106	New Aspect	<b>July 2020</b>
<b>Wider Whole School &amp; Targeted Pupils SIP A1 b)</b>	<b>Health and Well Being Manager</b> <b>Subject Leads</b> <b>Finance Manager</b> <b>Out of hours Clubs</b> <b>Allotment</b> <b>Visit/Visitor subsidies</b> <b>Residential subsidies</b>	<b>Enhance the physical and mental health and emotional well-being of learners</b> Further engage pupils in extended learning opportunities to support children's positive attitudes to learning, broaden their experiences, refine physical activities at playtimes and action against pollution around school.	£15,123	New Aspect & Continued	<b>July 2021</b>
<b>Aspirations</b>					
<b>Target - Support for all stakeholders and improve attendance towards the national average of 95.6% (4)</b>					
<b>Wider New Arrivals No Access to Public Recourse</b>	<b>Deputy Head Parent Ambassadors</b>	<b>Parental Engagement and Involvement</b> To support and build parent relationships in order to gain contextual insight into life, learning and well-being to better support existing and new learners.	£16,246	Continued	<b>July 2021</b>
<b>Targeted Persistently Absent Pupils SIP A2</b>	<b>Education Welfare Officer To reduce persistent absence rate</b>	<b>Sustain Attendance</b> Targeted support and engagement for at risk families and new families to improve attendance.	£7,894	Continued	<b>July 2021</b>
<b>Total Spend</b>			<b>£268,274</b>		

Pupil Premium Progress for the end of Key Stage 2: School (National)						
	Reading		Writing		Maths	
	Expected	Better than Expected	Expected	Better than Expected	Expected	Better than Expected
2012/13	83% (88%)	42% (30%)	92% (91%)	33% (30%)	91% (88%)	9% (31%)
2013/14	90% (94%)	48% (35%)	90% (96%)	50% (33%)	90% (93%)	20% (35%)
2014/15	100% (94%)	29% (33%)	100% (97%)	71% (36%)	86% (93%)	0% (37%)
2015/16	-0.5		+3.1		+1.6	
2016/17	+0.8		+3.9		+3.0	
2017/18	-2.83 (+0.31)		+1.8 (+0.24)		-2.03 (+0.31)	
2018/19	+2.55 (+0.32)		+2.49 (+0.26)		-0.31 (+0.36)	
2019/20	Due to COVID-19, performance measures have not been published for 2019-20.					

Validated Pupil Premium Attainment for the end of Key Stage 2: School (National) at the Expected Standard				
	Combined (Reading, Writing & Maths)	Reading	Writing	Maths
2012/13	69% (75%)	71% (86%)	79% (83%)	79% (85%)
2013/14	56% (79%)	76% (89%)	64% (85%)	60% (86%)
2014/15	69% (80%)	78% (89%)	61% (87%)	61% (87%)
2015/16	48% (53%)	43% (66%)	65% (74%)	65% (70%)
2016/17	30% (61%)	35% (71%)	60% (76%)	60% (75%)
2017/18	36% (64%)	48% (75%)	60% (78%)	36% (76%)
2018/19	50% (65%)	64% (73%)	71% (79%)	61% (79%)
2019/20	Due to COVID-19, performance measures have not been published for 2019-20.			

School is Higher than National Average