

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	Bantock Primary
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Headteacher – Mrs Sarai
Pupil Premium lead	Headteacher – Mrs Sarai Deputy Head – Mr Thomas
Governor lead	Mrs J Cockburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,620
Recovery premium funding allocation this academic year	£28,420
Pupil premium funding carried forward from 2020 - 2021	£20,078
Total budget for this academic year	£312,118

Part A: Pupil Premium Strategy Plan

Statement of 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.

Challenges

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

Challenge number	Detail of challenge
1 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.
2 Socio Economic Factors Impeding Learning	The school's deprivation indicator is 0.37, which is significantly higher than the national average of 0.21. In 2020 - 2021 the percentage of children eligible for pupil premium is 55% (highest quintile) therefore being higher than the national average of 23%. This percentage would be over 55% if it included all our known families that have no recourse to public funds.
3 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.

4 Proficiency in English	88% of our children are from minority ethnic families of which 74% (highest quintile) speak English as an additional language in comparison to the national 21%. 75% of all EAL children have either no English or are developing acquisition of language (Proficiency in Language A to C)
5 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.
6 Mobility	For 2020 – 2021 the school had high mobility 46% (national average 81%), 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

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
Achievement Continue to narrow the attainment gap between Pupil Premium children and their peers.	Pupil Premium children make expected progress or better in Reading and Maths by the end of KS2 and in Phonics by the end of Year 2.
Attributes Children have the ability to learn, manage their emotions, form and maintain good relationships and to cope with, and manage change	Children with mental health, social and emotional barriers notice how they are feeling and continue to build respectful relationships and are responsible for their choices.
Access An inclusive approach continues to ensure all children have access to opportunities that enrich learning and improve academic language	Children with English as an additional language and/or social and emotional barriers, including new arrivals feel safe, nurtured, confident and calm at school. They continue to develop a sense of belonging.
Aspirations Pupil Premium children's attendance is sustained in line with peers	School support for all stakeholders to sustain and improve attendance, reducing the impact on missed learning

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: £137,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Teaching Phase managers/SENCO to support greater consistency in high quality teaching as well as monitoring the effectiveness of interventions.	Quality First Teaching Wave 1 : Waves of Intervention EEF	1
Inclusive Teaching Targeted in house and external professional development for <ul style="list-style-type: none"> early career teachers teaching staff teaching assistants 	Quality First Teaching Wave 1 : Waves of Intervention	1
Phonic Development Strategies for targeted phonics for learners across all year groups to close the gap with the expected standard and to meet the needs of the high proportion of pupils who join the school	EEF Small Group Phonics	1
Curriculum Development Embedding scaffolding of academic language across the curriculum to improve language acquisition <ul style="list-style-type: none"> Subject lead curriculum content monitoring In house professional development External Accreditation 	Early Years Foundation Stage Framework NASSEA	3

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

Budgeted cost: £253,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and Maths – Y1, Y2 & Y6 Assessment Analysis 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.	Partners in Excellence (PiXL)	1
English and Maths - Smaller Classes Y5 & Y6 Increase the teacher to pupil ratio for intensive support for pupils regardless of their starting point and to minimise disruption.	EEF Toolkit Reducing Class Sizes	1

Intensive Academic Support – Interventions Y1 to Y6 1:1 teaching, initial language assessments, speech and language researched interventions delivered by trained staff for identified pupils	Precision Teaching School Led Tutoring ELKLAN EEF Toolkit	1
English and Maths - Closing Gaps in Learning Y2 to Y6 Teaching of gaps to reinforce and consolidate learning linked to the curriculum through afternoon interventions.	EEF Toolkit Teaching Assistant Interventions	1
English and Maths – Teachers Boosters Y1 to Y6 Closing the gaps linked to the curriculum to reinforce and consolidate learning through out of hours boosters.	EEF Toolkit Extending the School day	1
Physical, emotional and mental health well-being 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"> Professional development, outreach support Personal Development and Relationship Curriculum Review Social Care, NHS, Strengthening families Parent Ambassador Support Technology Based Platforms 	DFE Mental Health and Behaviour in Schools Wolverhampton Inclusion Support Service Getting it Right The Carnegie Centre of Excellence for mental Health in Schools	2
Social and Emotional Support Provide targeted individual intensive support and counselling for short, regular sessions over a period of time	BACP Counselling Research Stirling Well Being Scale	2
Sustain Attendance Targeted education welfare officer support and school engagement for at risk families and new families to improve attendance.	EEF Parental Engagement Social Mobility Commission	4

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

Budgeted cost: £55,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance Physical, Mental Health and Emotional Wellbeing of Learners Further engage pupils in extended learning opportunities to support children's positive attitudes to learning, broaden their experiences and refine physical activities at playtimes.	EEF Toolkit Physical Activity	3
Parental Engagement and Involvement Support and build parent relationships in order to gain contextual insight into life, learning and well-being to better support existing and new learners.	Participation in National Institute of Economic and Social Research	4

Total budgeted cost: £446,400

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 2020 to 2021 academic year.

Raise Achievement

Pupil premium children at Bantock can join at different points throughout the year and have different levels of prior schooling, therefore some will have different starting points.

All cohorts in 2020 – 2021 were in lockdown from January 2021 to March 2021, pupil premium children accessed daily remote learning through live sessions.

- At Early Years the proportion of pupil premium children achieving GLD increased from their baseline. 100% of the pupils made at least the expected progress.
- Phonics outcomes – 50% of pupil premium children passed the phonic check by the Autumn Term in Year 2 which is broadly in line with the cohort.
- By the end of Key Stage 1 and 2 pupil premium children achieving age related expectations is in line with the cohort for Year 2 and year 6 for Reading, Writing and Maths.
- In KS1 and KS2, the vast majority of pupil premium children have made the expected 3 stages progress or above, with a range of 67% to 95% in Reading, Writing or Maths.

Attributes - Provide sustained social and emotional support for personal development

Targeted work from within school as well as in partnership with external partners has provided intensive social emotional support for vulnerable disadvantaged pupils and has resulted in an increased stability in pupil's mental health and sustained emotional well-being so that these vulnerable pupils were able to continue to access full time mainstream education. During 2020 – 2021, 94% of pupils who accessed counselling were pupil premium children.

Of the 12 key statements in the Stirling Wellbeing Scale which is used to measure self-esteem and wellbeing, 97% - 99% of pupils provided positive response to each of the statements. For example, 'I think good things will happen' and 'I think lots of people care about me'.

Access - Improve the access to opportunities that enrich learning

306 opportunities were accessed by pupil premium children, these included a range of learning opportunities and experiences such as clubs (phonics, reading, cool kids, football, hockey, cooking, forest school, photography).

Further development of the acquisition and application of academic language across the curriculum is demonstrated pupil's confidence, coherence and a deepened level of proficiency in academic language across the curriculum.

Aspirations: Interventions for all stakeholders

A range of strategies designed to challenge cultural barriers, expectations and reinforce educational aspirations, engage and support individual families have been sustained this year. This has resulted in continued improvement in parental engagement through parent ambassadors and supporting learners with blended learning, especially during lockdown. During the second lockdown 82% - 89% of pupils attended live lessons.

Despite COVID 19, pupils persistent absence for Autumn 2020 was 20%, this is lower than that of pupil premium children nationally 23%.

Externally provided programmes

Programme	Provider
Catch Up Literacy	Catch Up
Numicon Training	Oxford University Press
SHAW Maths Hub	Salop Teaching School Alliance