

Pupil Premium Strategy Statement 2019 – 2022

Summary Information			
School	Bantock Primary School	Academic Year	2020 - 2021
Publish Date	Autumn 2020	Total Pupil Premium Allocation	£236,720
Review Date	Autumn 2021	Pupils Eligible for Pupil Premium	176 - 42%
Total Number of Pupils	423	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.	Raise Achievement (1) 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.	Attributes (2) 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.	Attributes (2) 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)	Access (3) 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.	Aspirations (4) Interventions for all stakeholders – children make good progress and attendance rates are improved Attributes (2) 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.	Raise Achievement (1) 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
Raise Achievement					
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)					
Teaching Whole School SIP B1 c) e)	Phase Managers Release time to support improved teaching and quality assurance	High Quality Teaching Phase managers to support greater consistency in teaching as well as monitoring the effectiveness of interventions. <ul style="list-style-type: none"> Monitoring and evaluation Peer to peer support Targeted professional development 	£13,038	Continued	July 2021
Targeted Y1, Y2 and Y6 SIP B1 b)	Deputy Head English Manager Maths Manager Progress Reviews Core Team Meetings	English and Maths - 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.	£4,102	Continued	July 2021
Targeted Y2, Y6	Leadership Team 3 Additional Teaching Staff	English and Maths - Smaller Classes Increase the teacher to pupil ratio for intensive support for pupils regardless of their starting point.	£44,958	Continued	July 2021
Targeted Y2 to Y6	Deputy Head Catch Up Interventions	1:1 Intensive Academic Support 1:1 reading, writing, initial language assessments, speech and language researched interventions delivered by trained staff for identified pupils	£69,590	Continued	July 2021
Teaching YR to Y6	Teachers/Support Staff Streaming in all year groups	Phonics – Small Group Support 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	£17,596	Continued	July 2021
Targeted Y1 to Y6	Support Staff Interventions	English and Maths - Closing Gaps in Learning Teaching of gaps to reinforce and consolidate learning through afternoon interventions and early morning boosters.	£10,558	New Aspect	July 2021
Attributes					
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)					
Targeted Vulnerable Children	Health and Well Being Manager/Deputy Head	Enhance the physical and mental health and emotional well-being of learners 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	£41,166	Continued	July 2021

SIP A1 a)	To work with external agencies and partners	<ul style="list-style-type: none"> Professional development, outreach support PHSE - Personal Development and Relationship Curriculum Review Social Care, NHS, Strengthening families Parents – ESOL Classes Social Media Platforms 			
Targeted Vulnerable and LAC Children	Deputy Head Counselling Service Lunchtime TA Support	Social and Emotional Support Provide targeted individual intensive support and counselling for short, regular sessions over a period of time	£18,324	Continued	July 2021
Access					
Target - Improve the access to opportunities that enrich learning and improve academic language (3)					
Teaching Whole School SIP B1 f)	Subject leads develop subject knowledge	Curriculum Development Review and further develop acquisition and application of academic language structures across the curriculum <ul style="list-style-type: none"> Curriculum content monitoring In house professional development External Accreditation 	£13,363	New Aspect	July 2020
Wider Whole School & Targeted Pupils SIP A1 b)	Health and Well Being Manager Subject Leads Finance Manager Out of hours Clubs Allotment Visit/Visitor subsidies Residential subsidies	Enhance the physical and mental health and emotional well-being of learners 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.	£17,300	New Aspect & Continued	July 2021
Aspirations					
Target - Support for all stakeholders and improve attendance towards the national average of 95.6% (4)					
Wider New Arrivals No Access to Public Recourse	Deputy Head Parent Ambassadors	Parental Engagement and Involvement 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.	£19,326	Continued	July 2021
Targeted Persistently Absent Pupils SIP A2	Education Welfare Officer To reduce persistent absence rate	Sustain Attendance Targeted support and engagement for at risk families and new families to improve attendance.	£9,404	Continued	July 2021
Total Spend			£278,725		

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)	

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%)

School is Higher than National Average

Review of Aims and Outcomes for 2018 - 2019

Raise Achievement: Pupil premium children at Bantock join at different points throughout the year and have different levels of prior schooling which impacts the level of progress.

- At Early Years the proportion of pupil premium children achieving GLD is 50% which is higher than the cohort.
- Phonics outcomes – 64% of pupil premium children passed the phonic check in Year 1 which is proportionally higher than the cohort. By the end of Year 2 the gap has been further narrowed with 80% passing the phonic check.
- At Key Stage 1 pupil premium children achieving age related expectations is in line with the cohort in Reading and above for Writing and Maths.
- At Key Stage 2 pupil premium children have made above average progress by the end of KS2 in Reading and Writing and are above the National average. For Maths the gap between disadvantaged pupils and national non-disadvantaged pupils has been significantly narrowed from -2.34 to -0.67 from the previous year.
- At Key Stage 2 the proportion achieving the expected standard is higher than the cohort in Reading, Writing, GPS and Maths. The percentage at floor is 50% in comparison to 48% of the cohort. Although the percentage of pupils who achieved the expected standard for attainment in Reading, Writing and Maths is below national the gap has narrowed in all 3 subjects from the previous year. This was impacted by joiners in KS2 and pupils who are developing fluency in English. Social, emotional and mental health needs were also a factor for some pupils.

Attributes: Provide sustained social and emotional support for personal development

Targeted work 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.

Access: Improve the access to opportunities that enrich learning

134 pupil premium children accessed extended learning opportunities and experiences such as clubs (phonics, reading, cool kids, football, hockey, cooking, forest school, photography). All year groups have had a broad range of visits and visitors in school. Pupils also continued to have access to inter-school competitions which provided opportunities for improving skills and ability.

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 and has resulted in continued improvement in parental engagement and in supporting learners through parent's evening, chatter sessions and ESOL classes.

Targeted support for attendance has resulted in an improvement this year of 93.9% in comparison to the previous year 92.5%.