

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	421
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Governing Board
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	£311,370
Recovery premium funding allocation this academic year	£31,465 (estimate)
Pupil premium funding carried forward from 2022 - 2023	£0
<b>Total budget for this academic year</b>	<b>£342,835</b>

# 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.

### Early Intervention

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 and interventions, 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.

### High Quality Teaching and Learning

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 2022 - 2023 the percentage of children eligible for pupil premium is 54% (highest quintile) therefore being higher than the national average of 23%. This percentage would be over 54% 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 61% (highest quintile) speak English as an additional language in comparison to the national 21%. 64% 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 2022 – 2023 the school had high mobility 46% (national stability 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
<b>Achievement</b> 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.
<b>Attributes</b> 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.
<b>Access</b> 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.
<b>Aspirations</b> 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: £227,294.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Inclusive Teaching</b> Leadership Team to support greater consistency in high quality teaching as well as monitoring the effectiveness of interventions.</p>	<p>Quality First Teaching Wave 1 : Waves of Intervention EEF Menu Evidence Brief</p>	<p>1,2</p>
<p><b>Inclusive Teaching</b> Targeted in house and external professional development for</p> <ul style="list-style-type: none"> <li>• early career teachers</li> <li>• teaching staff</li> <li>• teaching assistants</li> </ul>	<p>Quality First Teaching Wave 1 : Waves of Intervention</p>	<p>1,2,4</p>
<p><b>Phonic Development</b> 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</p>	<p>EEF Menu Evidence Brief PP Small Group Phonics</p>	<p>1,2,4</p>
<p><b>Diagnostic and Contextual Data Analysis</b> Use academic, contextual, behavioural data for personalised and targeted academic, social and emotional learning.</p> <ul style="list-style-type: none"> <li>• Gap assessment analysis</li> <li>• High quality planned feedback</li> <li>• Targeted interventions</li> </ul>	<p>EEF Moving Forwards, Making a Difference 2022 - 2023</p>	<p>1,2,4</p>
<p><b>Accessible Technology</b> All KS2 pupils to have access to individual learning devices to enable learning in the digital and hybrid realms across different locations. Continue subscription to online learning resources for access at home, updating and replenishing the digital resources.</p>	<p>EEF Menu Evidence Brief PP EEF Moving Forwards, Making a Difference 2022 – 2023 Digital &amp; Technology Standards Microsoft Showcase School Programme</p>	<p>1,2,5</p>

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

Budgeted cost: £205,399.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>English and Maths</b> – Y5 &amp; Y6 Diagnostic Assessment Analysis</p> <p>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 and misconceptions.</p>	Partners in Excellence (PiXL)	1,2
<p><b>English and Maths</b> - Smaller Classes Y5 &amp; Y6</p> <p>Increase the teacher to pupil ratio for intensive support for pupils regardless of their starting point and to minimise disruption.</p>	EEF Menu Evidence Brief PP Reducing Class Sizes	1,2,4
<p><b>Intensive Academic Support</b> – Interventions Y1 -Y6</p> <p>1:5 sessions, initial language assessments, speech and language researched interventions delivered by trained staff for identified pupils.</p>	School Led Tutoring ELKLAN EEF Toolkit	1,2,4
<p><b>English and Maths</b> - Closing Gaps in Learning Y1 to Y6</p> <p>Teaching of gaps to reinforce and consolidate learning linked to the curriculum through afternoon interventions.</p>	Precision Teaching EEF Toolkit Teaching Assistant Interventions	1
<p><b>English and Maths</b> – Teachers Boosters Y1 to Y6</p> <p>Closing the gaps linked to the curriculum to reinforce and consolidate learning through out of hours boosters.</p>	EEF Menu Evidence Brief PP Extending the School day	1
<p><b>Physical, emotional and mental health well-being</b></p> <p>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</p> <ul style="list-style-type: none"> <li>Professional development, outreach support</li> <li>Social Care, NHS, Strengthening families</li> <li>Parent Ambassador Support</li> <li>Pupil and Family Support Worker</li> </ul>	<p>DFE Mental Health and Behaviour in Schools</p> <p>Wolverhampton Inclusion Support Service Getting it Right</p> <p>The Carnegie Centre of Excellence for mental Health in Schools</p> <p>EEF Menu Evidence Brief PP</p>	2,5,6
<p><b>Social and Emotional Support</b></p> <p>Provide targeted individual intensive and emotional support for short, regular sessions over a period of time.</p>	EEF Menu Evidence Brief PP BACP Counselling Research Stirling Well Being Scale	3,5

<p><b>Sustain Attendance</b> Targeted pupil and family support and education welfare officer support to sustain school engagement for at risk families and new families to improve attendance.</p>	<p>EEF Menu Evidence Brief PP Parental Engagement Social Mobility Commission</p>	<p>4,5,6</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,339.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enhance Physical, Mental Health and Emotional Wellbeing of Learners</b> Further engage pupils in extended learning opportunities to support children's positive attitudes to learning, broaden their experiences and refine physical activities at playtimes.</p>	<p>EEF Menu Evidence Brief PP Extra-Curricular Activities</p>	<p>3,4,5</p>
<p><b>Parental Engagement and Involvement</b> Support and build parent relationships in order to gain contextual insight into life, learning and well-being to better support existing and new learners.</p>	<p>Participation in National Institute of Economic and Social Research</p>	<p>1,3,4,5</p>
<p><b>Wrap Around Care</b> Providing a breakfast and afterschool club to extend social and learning opportunities for children and working parents.</p>	<p>EEF Menu Evidence Brief PP Breakfast Clubs</p>	<p>2,5</p>

**Total budgeted cost: £510,033.80**

## 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 2022 to 2023 academic year.

**Raise Achievement Success Criteria - 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.**

(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)

- At the end of KS2, the proportion of pupil premium children achieving the expected standard or above has increased from the statutory baseline in Writing from 44% to 56%, in Maths from 47% to 53% and in combined from 36% to 47% which demonstrates better than expected progress.
- The proportion of pupil premium pupils achieving greater depth at the end of KS2 has increased from the statutory baseline in Reading from 9% to 16%, in Writing from 6% to 9% and in Maths from 3% to 6%.
- By the end of Year 2, 60% of pupil premium children passed the phonic check.

**Attributes Success Criteria - 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.**

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 2022 – 2023, 91% of pupils who accessed counselling were pupil premium children.

Of the 12 key statements in the Stirling Wellbeing Scale (September 2023) which is used to measure self-esteem and wellbeing, an average of 96% of pupils provided positive a response to each of the statements. Of the six questions relating to 'positive outlook', an average of 97% of all pupils provided a positive response to these statements, for example, 'I think good things will happen in my life'. Of the six questions relating to 'positive emotional state', 95% of pupils provided a positive response to these statements, for example, 'I've been in a good mood'.

Bantock Primary School has achieved the Gold Mental Health Award delivered by Carnegie Centre of excellence for Mental Health in Schools.

**Access Success Criteria - 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.**

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, especially for new arrivals (47 for 2022 – 2023) and pupils with low proficiency in English (64%). At the end of KS2 for Reading, 49% of EAL pupils achieved the expected standard of which 40% are also Pupil Premium. At the end of KS2 for Writing, 35% of EAL pupils achieved the expected standard of which 50% are also Pupil Premium. At the end of KS2 for Maths, 55% of EAL pupils achieved the expected standard of which 39% are also Pupil Premium.

**Aspirations:** School support for all stakeholders to sustain and improve attendance, reducing the impact on missed learning

A range of strategies designed to challenge cultural barriers, mobility, unauthorised leave of absences, children missing in education, expectations and reinforce educational aspirations, engage and support individual families have been sustained this year. This has resulted sustained parental engagement through parent ambassadors, school leaders and the Education Welfare Officer (EWO). For 2022 – 2023, 65 children and families have been supported this has included parent meetings, EWO home visits, informal meetings with school leaders and legal meetings. Attendance of Pupil Premium children has been sustained for 2022 – 2023 91% (above 2022 - 2023 National FSM Eligible of 87%), and is almost in line with whole school attendance of 92%.

## Externally provided programmes

Programme	Provider
Catch Up Literacy	Catch Up
Numicon Training	Oxford University Press
SHAW Maths Hub	Salop Teaching School Alliance
Success for All Phonics	FFT Education
Wellbeing Emotional Literacy (WELL) Programme	Wolverhampton Outreach Service
Microsoft Showcase School Programme	Microsoft Education
Wolverhampton Reflexions	Black Country Healthcare
Emotional Support	Base 24