

Pupil premium strategy statement 2022-2025

Baildon Glen Primary School

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 |
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| School name | Baildon Glen Primary School |
| Number of pupils in school | 76 |
| Proportion (%) of pupil premium eligible pupils | 46.34% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mrs Kirsty Hutchinson |
| Pupil premium lead | Mrs Siobhan Barford |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £106,669 |
| Recovery premium funding allocation this academic year | £11,310 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £117,979 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

At Baildon Glen Primary School we aim to provide all pupils the best opportunities and access to outstanding teaching and learning. We use our pupil premium and recovery grants to meet the needs of all learners and enable them to access the whole of school life. We have focused the use of Pupil Premium funding to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference between them and their peers. Our analysis of individual pupil performance and knowledge of our curriculum provision has shaped how we spend pupil premium monies to maximize positive and effective outcomes.

- To ensure disadvantaged pupil make consistently good progress across school and to raise attainment to be in line with national average and year group expectations.
- To ensure identified disadvantaged pupils make accelerate progress.
- To deliver intervention programmes alongside quality first teaching
- To ensure pupil premium funding is allocated to enhance a pupil's school experience and to directly improve their life chances.
- Residential visits to be paid in full/subsidised for identified pupils
- To raise attendance & punctuality of identified pupils.
- To provide support for the families of disadvantaged pupils

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | An increasing number of pupil premium pupils are struggling with the social and emotional aspects of learning. |
| 2 | Safeguarding and welfare issues resulting in Early Help and Social Care intervention. |
| 3 | Many pp children struggle with resilience and growth mindset. |
| 4 | Pupils have become passive in their approaches to learning due to the impact of previous poor teaching |
| 5 | A number of disadvantaged children have fallen behind their peers in terms of basic skill consolidation due to school being inadequate. |
| 6 | Poor attendance and punctuality of disadvantaged pupils |
| 7 | Many families suffer from social and emotional difficulties including mental health needs. |

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| 8 | Poor comprehension and inference skills in reading. (More able PP pupils demonstrate poor inferential skills compared to peers) |
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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 |
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| Disadvantaged children make at least good progress with English and maths skills depending upon their starting points. | <ul style="list-style-type: none"> • Disadvantaged children are tracked carefully by class teachers and leaders. • All disadvantaged pupils are provided with maths and English learning activities closely matched to their need. • All lessons ensure the same high expectations of English and maths skills. • PP children read regularly at school and encouraged to do so at home developing good fluency and comprehension skills and a love of reading. (Identified in reading records) • PP outcomes are in line with non PP children at both EXS and GDS at KS1 and 2. |
| Disadvantaged children to be able to safely access morning and lunchtime playtimes. | <ul style="list-style-type: none"> • All disadvantaged children are able to access playtimes, morning and lunchtimes with reduced incidences. • Disadvantaged children are happy at morning and lunchtime playtimes. • Bespoke interventions are in place for those children who need it. |
| Disadvantaged children to have access to a broad and balanced curriculum. | <ul style="list-style-type: none"> • The curriculum is ambitious for disadvantaged pupils • Monitoring activities (moderation of outcomes in books, planning scrutinies, termly data analysis) undertaken by SLT and subject leaders evidence Quality First Teaching and high quality work for disadvantaged pupils |
| Disadvantaged children to be able to access whole of school life. | <ul style="list-style-type: none"> • Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life • Disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests • There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school |

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| | <ul style="list-style-type: none"> • 100% of PP pupils access all school trips and visits planned for their class • PP Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day |
| <p>Disadvantaged children perform at least in line with their peer group.</p> | <ul style="list-style-type: none"> • In all years disadvantaged children attain at least in line with their non disadvantaged peers in R,W,M. • Disadvantaged pupils consistently achieve highly in EY, KS1 & KS2 • More able disadvantaged pupils in all areas of school make good progress in line with their individual aspirational targets • Disadvantaged children receive targeted intervention to accelerate progress. • Intervention records evidence high quality, targeted support • SLT and teachers are aware of the attainment, progress and trajectory for pupils |
| <p>Disadvantaged children attend school regularly.</p> | <ul style="list-style-type: none"> • Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally • Persistence absence for disadvantaged pupils is lower than the national figure • Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school • Attendance action plans are in place for all identified pupils • Bespoke support is provided for disadvantaged families as required |
| <p>Disadvantaged children demonstrate excellent levels of wellbeing.</p> | <ul style="list-style-type: none"> • Disadvantaged pupils consistently have highly positive attitudes and commitment to their education • More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities • Disadvantaged pupils consistently report high levels of wellbeing in school • Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties • Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community • Disadvantaged pupils actively support the wellbeing other pupils |

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| | <ul style="list-style-type: none"> • Disadvantaged pupils to recognise online and offline risks to their well-being • All PP pupils have access to full school uniform |
| <p>Disadvantaged pupils are supported and nurtured at home and parents to be confident in addressing their child's needs.</p> | <ul style="list-style-type: none"> • Parents are up to date with information on how to support their child at home, including information about the school's method of reading and how to help their child to learn to read • Parents feel confident in how to support their pupils learning at home • Parents regularly attend school and contribute to the life of school, attend assemblies, parents' evenings and events. • Individual learning support plans in place for identified families as required • Parents and families to engage with parental support worker to gain support and advice. |

Activity in this academic year 2022-23

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: £40,545

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Purchase Little Wandle Big Cat, complete KS2 Reading scheme and staff CPD package. | Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Education Endowment Foundation - | 3, 4 and 5 |
| Appointment of a Learning Mentor | <p>‘Every pupil should have a supportive relationship with a member of school staff’ Taken from the EEF summary of recommendations (Improving Behaviour in Schools).</p> <p>‘Promote positive relationships, active engagement and wellbeing for all pupils’.</p> <p>‘Every pupil should have a supportive relationship with a member of school staff’ Taken from the EEF summary of recommendations (Special Educational Needs in Mainstream Schools).</p> | 1, 3, 4, 5, 6, 7 and 8 |
| CPD to continue to ensure teachers and teaching assistants have the most current and up to date skills and knowledge to deliver quality first teaching and support across the curriculum. | A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. | 3, 4, 6, 7 and 8 |

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| Particularly around pupil identities. | ‘Teachers should be trained in specific strategies if supporting pupils with high behaviour needs’ Taken from the EEF summary of recommendations (Improving Behaviour in School). | |
| Retention of a Parental Involvement worker and Attendance support administrator | EEF recommendations ‘Working with Parents to Support Children’s Learning’ recommends offering more sustained and intensive support where needed. Pastoral Workers will support parents in accessing appropriate services, classes and workshops and will also support in building a strong, trusting relationship between parents and school. | 6, 7 and 8 |

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

Budgeted cost: £135,297

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Deployment of HLTA’s, TA’s and Teachers to deliver interventions in Reading, Writing and Maths | <p>One to one tuition and small group work are outlined by the NfER, Ofsted and the Sutton Trust as being effective strategies to use. We took note that no specific package, intervention or scheme was mentioned. Our ethos is to ensure our teaching is tailored to the children and so we will look at specific targeted interventions rather than any one product.</p> <p>‘The key is to ensure that learning in interventions is consistent with and extends the work inside the classroom and that pupils understand the links between them’</p> <p>Taken from the EEF summary of recommendations (Making the best use of Teaching Assistants).</p> | 1, 3, 4, 5 and 6 |

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| | <p>‘High quality, targeted support can provide effective extra support for children’.</p> <p>Taken from the EEF summary of recommendations (Improving Mathematics in the Early Years and Key Stage 1).</p> | |
| <p>Small group intervention</p> <p>Employ additional staffing (TA’s) to work with under achieving disadvantaged children R-Y6. This will include more able children at risk of underperforming.</p> | <p>Research on TAs delivering interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four months’</p> <p>Taken from the EEF summary of recommendations (Making the best use of Teaching Assistants).</p> <p>‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy’.</p> <p>‘High quality adult-child interactions are important’</p> <p>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</p> | 1, 3, 4, 5, 6 and 8 |
| <p>TTRockstars Targeted Maths Support which includes our disadvantaged pupils</p> | <p>We know that TTRockstars is highly effective in developing and supporting our pupils’ fluency and maths reasoning.</p> | 1, 3, 4, 5, 7 and 8 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,246

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Uniform | <p>EEF Teacher Toolkit reports that whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development’.</p> <p>Taken from the EEF summary of recommendations (Improving Social and Emotional Learning in Primary School).</p> | 1 and 6 |
| Trips/residentials Provide increased opportunities for PP pupils’ experiential learning by subsidising educational trips, visits and residentials. | <p>‘Balance Teacher led activities with active forms of learning’</p> <p>Taken from the EEF summary of recommendations (Improving Social and Emotional Learning in Primary School).</p> | 1 and 6 |
| Lunchtime Nurture Group: Have lunch with Pastoral Lead, a space away from the lunch hall. Able to talk, play games, tell stories and talk about things that may worry them. | <p>Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils. EEF research: implementation costs are low, evidence impact is + 4</p> | 1, 2, 4 and 7 |

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| | <p>months progress. +6 months if focused on social interactions. Builds confidence. Develops life skills. Taking turns, self care, helping other, listening and sharing worries and how they might be dealt with, resilience and independence.</p> <p>‘Every pupil should have a supportive relationship with a member of school staff’</p> <p>Taken from the EEF summary of recommendations (Improving Behaviour in Schools).</p> | |
| Support of an educational psychologist. | <p>Psychologists working in the field of education study how people learn and retain knowledge. They apply psychological science to improve the learning process and promote educational success for all students.</p> <p>Referrals enable full assessment of need to support EHCP applications.</p> <p>Referrals are also made via this route to the SCIL team for full assessment of need for learning and cognition needs.</p> | 1, 2, 3, 5 and 6 |
| Improve and offer a variety of after school / holiday clubs beyond those of a sporting nature and provide funded places to our most vulnerable and disadvantaged pupils. | <p>Studies funded by the Nuffield Foundation, found taking part in activities outside the formal school day can play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.</p> | 1, 3 and 6 |

Total budgeted cost: £186,088

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.

We have seen an increase in outcomes for children leaving Reception (GLD) from 41% to 60%, meaning more children are more ready to access National Curriculum in their Year one class.

We have also seen our Phonics Screening outcome increase from 45.9% to 86.6%, meaning that almost double the number of pupils are more ready to develop their reading and comprehension skills when they enter Year two.

Our KS1 Outcomes have also increased;

In Reading, there has been an increase from 24.1% to 58% of children achieving EXS+ and from 0% to 25% of children achieving GDS

In Writing, there has been an increase from 17.2% to 41% of children achieving EXS+.

In Maths, there has been an increase from 17.2% to 54% of children achieving EXS+ and an increase from 0% to 25% of children achieving GDS.

This year, Year Two children achieved a combined Reading, Writing and Maths outcome of 37.5% at EXS+.

In our Year 4 cohort, we have seen an increase in MTC outcomes from 3.7% to 39% of children scoring 25 marks and an increase from 11.1% to 61% of children scoring 20 marks and above.

We have also seen an increase in KS2 Outcomes;

In Reading, there has been an increase from 47.6% to 60% of children achieving EXS+

In GPAS, there has been an increase from 47.6 to 64% of children achieving EXS+

In Writing, there has been an increase from 33.3% to 64% of children achieving EXS+

In Maths, there has been an increase from 52% to 60% of children achieving EXS+ and a dramatic increase from 9.2% to 24% of children achieving GDS

This year, Year Six children achieved a combined Reading, Writing and Maths outcome of 50% at EXS+.

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

| Programme | Provider |
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
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| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.