

Pupil premium strategy statement 2022-2025

Baildon Glen Primary School

This statement details our school's use of pupil premium 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	Baildon Glen Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Kirsty Hutchinson
Pupil premium lead	Miss Joanna Jackson
Governor / Trustee lead	Mr Ross Collard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,968
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,968

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.
8	Poor comprehension and inference skills in reading. (More able PP pupils demonstrate poor inferential skills compared to peers)

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
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

	<ul style="list-style-type: none"> • There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school • 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
Disadvantaged children perform at least in line with their peer group.	<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
Disadvantaged children attend school regularly.	<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
Disadvantaged children demonstrate excellent levels of wellbeing.	<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

	<ul style="list-style-type: none"> • Disadvantaged pupils actively support the wellbeing other pupils • 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 2023-24

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: £33,191.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Little Wandle Letters and Sounds Revised, a complete systematic synthetic phonics programme, complete teaching scheme and staff CPD package.</p> <p>Work with the English Hub</p>	<p>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 – Phonics + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5,8
<p>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.</p>	<p>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.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well</p>	3,4,5,8
<p>Continued Employment of a</p>	<p>EEF recommendations 'Working with Parents to Support Children's Learning' recommends offering more sustained</p>	2,6,7

Parental Involvement worker and Attendance support administrator	<p>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.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £110,456.45

Activity	Evidence that supports this approach	Challenge number (s) addressed
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>Education Endowment Foundation – One to one tuition. – +5months The EEF found one to one tuition to be high impact for moderate cost. Research finds that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	3,4,5,8

	<p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</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>Mathletics/TTRockstars Targeted Maths Support which includes our disadvantaged pupils</p>	<p>Education Endowment Foundation – Small group tuition– +3months</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>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</p> <p>We know that Mathletics and TTRockstars is highly effective in developing and supporting our pupils' fluency and maths reasoning.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	1,3,4,8

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

Budgeted cost: £13,150

Activity	Evidence that supports this approach	Challenge number (s) addressed
Uniform	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.	1

<p>Trips/residentials Provide increased opportunities for PP pupils' experiential learning by subsidising educational trips, visits and residentials.</p>	<p>It is widely acknowledged that children from disadvantaged backgrounds may have limited access to the cultural experiences and arts activities that children from wealthier backgrounds generally take for granted, such as family visits to theatres, museums and galleries. This is particularly true for the pupils in our school. They often lack financial support from their parents/carers for such things as extra-curricular, musical instrument tuition or performance workshops. Quite simply, they may lack the 'cultural capital' of their peers and their only opportunities for such activities are those provided through school.</p>	<p>1, 7</p>
<p>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>	<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 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>1, 3</p>
<p>Support of an educational psychologist.</p>	<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>	<p>1,2,3,5, 6</p>
<p>Improve and offer a variety of after school / holiday clubs beyond those of a sporting nature and provide funded places to our most vulnerable</p>	<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>	<p>1,3</p>

and disadvantaged pupils.		
Breakfast Club to provide pupils with a free breakfast in order to ensure good health and support pupils' concentration levels.	<p>EEF research indicates improved attendance, concentration and attainment, particularly for pupils in KS1 as a result of attending a breakfast club</p> <p>https://sandbox.educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs?utm_source=/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs&utm_medium=search&utm_campaign=site_search&search_term=breakfas</p> <p>Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS</p>	1,2,7
Develop Positive Relational approach across school	<p>Research suggests that positive relations between pupils and teachers; developing pupils self-regulation and reflective ability helps to embed positive learning behaviours and attitudes. It also reduces incidents of challenging behaviour in the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1670402458</p>	1,7

Total budgeted cost: £ 156,797.70

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.

KS1, phonics and MTC Standardised pupil outcomes are improving and demonstrating a definite upward trend; diminishing pupil attainment gaps on the previous year.			
	2023 Outcomes (%)	2024 Outcomes (%)	Context
EYFSP	60 (6/10)	47 (9/19)	Below National 6 pupils last year achieved GLD 9 pupils this year which demonstrates an increase in the actual number of pupils achieving GLD
Phonics Y1	86 (National 80) (19/22)	86 (National 79) (6/7 children)	Cohort of 7 this year - one pupil not achieving Above National
Phonics Y2	70	100	Above National
KS1 reading EXS	58 Achieved ARE	77 achieved ARE	Increase of 19% from previous year. Above national.
KS1 reading GDS	25	31	Increase of 6% from previous year. Above national
KS1 Maths EXS	54	72	Increase of 18% from previous year Above national
KS1 Maths GDS	25	22	% Broadly in line with previous year

			outcomes. Above school predictions Above national
KS1 writing EXS	41	59	Improvement of 18% from previous year's outcomes. Significantly diminishing the gap between school v national outcomes 1% below national(60%)
KS1 writing GDS	0	15	+15% increase on previous year's outcomes. Above national.
MTC 25+	39	48	Increased by 9% on previous year. Above national
MTC 20+	61	68	Increase of 7 % on last year's outcomes

Attendance has improved over the last year. It has increased by 1.54% and was 94.14%.

Persistent Absence has reduced by 3.44% and was 19.24%

Intended outcome	Impact of actions
Disadvantaged children make at least good progress with English and maths skills depending upon their starting points.	Monitoring shows that more lessons ensure the same high expectations of English and maths skills and activities are more closely matched to the children's abilities. 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). KS1 data is more positive showing that more disadvantaged children are attaining ARE or GD
Disadvantaged children to be able to safely access morning and lunchtime playtimes.	PP children are able to use better regulation strategies to support themselves during lunchtime and playtime. There are less incidents of more challenging behaviour and more children are feeling confident at playtime and lunchtime.

Disadvantaged children to have access to a broad and balanced curriculum.	The staff has ensured that all children are able to access a broad and balanced curriculum by developing it to meet the needs of all pupils.
Disadvantaged children to be able to access whole of school life.	100% of PP pupils access all school trips and visits planned for their class PP Children are exposed to a wider range of social, cultural, enrichment and sporting experiences within (and outside) the school day
Disadvantaged children perform at least in line with their peer group.	Disadvantaged children achieve well compared to their peers.
Disadvantaged children attend school regularly.	Persistence absence is reducing to be nearer the national figure. Attendance action plans are in place for all identified pupils. Bespoke support is provided for disadvantaged families as required.
Disadvantaged children demonstrate excellent levels of wellbeing.	Disadvantaged pupils have improving attitudes and commitment to their education. More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities. Monitoring shows that disadvantaged pupils are more motivated and persistent in the face of difficulties. All PP pupils have access to full school uniform by being provided with vouchers.
Disadvantaged pupils are supported and nurtured at home and parents to be confident in addressing their child's needs.	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. More 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 readily engage with parental support worker to gain support and advice.

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
Language Nut	Languagenut Ltd
Maths Timetables Timetable Rockstars	Maths Circle
Maths Numbots	Maths Circle
Scarf	Coram Education

Service pupil premium funding (optional)

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

Measure	Details
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.