

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	Bordesley Green Primary
Number of pupils in school	621
Proportion (%) of pupil premium eligible pupils	38.49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Karl Holmes Headteacher
Pupil premium lead	Lorna Burgess Deputy Headteacher
Governor / Trustee lead	Satnam Latoria PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 321,455
Recovery premium funding allocation this academic year	£ 24,655
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	£346,110

Part A: Pupil premium strategy plan

Statement of intent

At Bordesley Green Primary school, our intention is that all pupils, regardless of their backgrounds and the challenges they face, make good progress from their starting points and achieve their full potential. The focus of our pupil premium strategy is to ensure that this is the case for all of our disadvantaged pupils, by identifying the most common barriers to learning that they regularly face and setting out how we intend to support them to overcome these barriers. We aim to ensure that the strategies we put in place challenge all disadvantaged pupils including our more-able disadvantaged children, those working at the expected stage and those with additional SEND needs.

High quality teaching and interventions are at the heart of our approach. We recognise that is quality first teaching for all pupils, alongside purposeful intervention based on the gaps in pupils learning, are the most effective strategies to close the disadvantage attainment gap whilst at the same time benefiting all of our pupils in school.

We also acknowledge that many of our children will need targeted support for their social, emotional and behaviour needs in order to reach their full potential. For this reason, we aim to offer a range of extracurricular activities to broaden the ambitions of our disadvantaged pupils and their families. This includes using our funding to support initiatives such as OOHL clubs, trips, residential and breakfast clubs as well as funding specialised staff such as learning mentors, speech and language therapists, art therapists and parent support workers.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing attainment gap across Reading, Writing and Maths. Internal and external assessments (where applicable) indicates that attainment in reading, writing and maths is below that of non- disadvantaged pupils. (gap 11% for combined at EOKS2 2021)
2	Language and communication skills are very low on entry to school. Our school population is very diverse with 23 different languages currently being spoken as well as children with additional needs. On entry into Reception over the last 3 years, between 87- 100% of our disadvantaged pupils arrived below age-related expectations compared with between 78-89% of non-disadvantaged pupils.

3	<p>Our assessments, observations and discussions with parents and pupils have identified that education and well-being for many of our disadvantaged pupils have been impacted by the partial school closures over the last two years to a greater extent than for other pupils. These findings have been supported by national studies.</p> <p>This has led to significant knowledge gaps leading to many pupils falling further behind national expected levels, particularly in writing and maths.</p>
4	<p>Deprivation in locality of the school often means PP children lack wider experiences and can struggle to engage in the curriculum.</p>
5	<p>Attendance and punctuality issues.</p> <p>Analysis of our attendance data shows that during the last academic year attendance for our disadvantaged pupils was 2.66% below that of our non-disadvantaged pupils.</p>
6	<p>Parental engagement remains a concern amongst our disadvantaged pupils for a number of reasons, including language barriers, socio-economic difficulties and low levels of literacy.</p>

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
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2	KS2 Outcomes in 2023/24 will show the gap in attainment between disadvantaged pupils and non-disadvantaged pupils has closed by at least 6%.
Improved language and communication skills between	<p>Assessments and observations indicate a significant improvement in spoken language and vocabulary by the end of EYFS.</p> <p>Language interventions, such as Neli, will have resulted in rapid progress for PP children involved.</p>
Gaps in learning, as a result of lost learning during pandemic, will have been closed.	Assessments and observations will show that progress of PP children is accelerated and the number of PP children on track for ARE will have increased.
Pupil Premium children will enjoy be fully engaged and participating in the wide range of extra-curricular activities on offer at Bordesley Green School.	<p>Monitoring of school PP Provision map will show that all PP children have had the opportunity to partake in at least one extra-curricular activity each year.</p> <p>Leaders and staff responsible for organising OOHL are aware of the need to promote</p>

	<p>and encourage PP pupil's attendance/involvement.</p> <p>Prioritised places and subsidising of trips for PP pupils to ensure fair access.</p>
<p>Reduce the gap in attendance between PP and NPP</p>	<p>Current gap of 1.5% between PP and NPP will have closed.</p> <p>Persistent absence amongst PP pupils will have reduced by 5%.</p> <p>Attendance at breakfast club used to target poor attendance and punctuality.</p>
<p>Parents/carers of PP pupils are engaged with the school, aware of their child's learning and understand how to support their child.</p>	<p>Attendance at parents' evenings and parent workshops of PP Parents will be at or above that of NPP pupils.</p> <p>Feedback from parent/carers surveys show engagement and satisfaction with school and school life has been improved.</p>

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: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching/CPD: Intensive on-going CPD programme on Rosenshine’s principles of instruction.</p> <p>Funding teacher release time to observe and share best practice with regards to the 10 principles of instruction with our school setting.</p>	<p>Rosenshine’s Principles of Instruction are 10 key teaching principles based on three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. These principles for instructions are based on research by Barak Roshensine and are set out in the 2012 article he wrote below.</p> <p>https://www.teachertoolkit.co.uk/w-p-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>Further information on research: https://researched.org.uk/2020/04/23/tom-sherrington-rosenshines-principles-and-curriculum-design-connection/</p>	1, 2, 3
<p>Teaching: Additional teacher appointed to allow for more targeted support in the classroom through smaller class sizes in Year 6.</p>	<p>Research evidence shows that reduced class sizes can have a positive impact on pupil progress and outcomes, particularly on disadvantaged pupils when compared with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 3
<p>Quality First Teaching/CPD: Ongoing CPD training to improve teaching of phonics and reading.</p> <p>Up to date phonics training for all staff on the school’s synthetic phonics programme.</p> <p>Training to ensure that early readers throughout the school are reading books carefully matched to their current phonics level.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read as well as for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

<p>CPD: Purchase of whole school access to The National College providing up to date, easy to access CPD on all aspects of school life and the curriculum. £996 per year.</p>	<p>The EEF guidance report on Effective Professional development recognises the importance of a well-designed, selected and implemented system of high-quality CPD. Research shows that high quality teaching is the most effective way of reducing the disadvantage gap so staying up to date with new initiatives and reforms can ensure that high quality teaching is maintained.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 5</p>
<p>Teaching: Additional adult (support staff) employed to allow for additional outdoor play in EYFS, to support children in their play to develop imagination and spoken language skills. Money allocated to develop the learning environment based on Early Excellence training</p>	<p>Research indicates that play-based learning does have an impact of pupil progress. This applies for both indoor and outdoor learning. Evidence indicates play based learning has the most impact where learning environments for play are literacy-rich (for example, by providing writing materials or written props for role play activities), and balancing more structured, adult-directed activities with opportunities for child-initiated play.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	<p>1, 2, 3,</p>

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

Budgeted cost: £ 118, 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Neli (Nuffield Early Language intervention) program.</p> <p>Lead teacher (PT 0.6) and contribution to the salary of an additional support staff member to deliver the program across EYFS and year 1 (due to very low levels of spoken English on entry to the school)</p>	<p>The Nuffield Early Language (Neli) Intervention focusses on the development of spoken language ability of children during the transition from EYFS to primary school. Research has shown that this can have a positive impact of on average four months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1, 2, 3</p>

<p>Engage with the National Tutoring Programme to provide one-to-one and small group school-led tutoring opportunities for pupils whose education has been impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><i>£8,640 (25% school contribution)</i></p> <p>Additional 2 teachers employed (on 0.6 and 0.5) to support with interventions from Reception – Year 4, based on gaps identified on internal data.</p>	<p>EEF research shows that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Contribution to the salary of a specialist phonics trained TA to provide additional phonics sessions targeted at disadvantaged pupils who require further support and those who have joined school late with no prior schooling.</p>	<p>Research has shown a strong evidence base that targeted phonics interventions have a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Targeted disadvantaged pupil book club/reading resources to ensure pupils have access to high quality texts.</p>	<p>Feedback from our disadvantaged pupils and their parents indicates that many of them have limited access to resources at home to support with learning.</p> <p>Literacy Trust research shows that one in eight (13.1%) children from disadvantaged backgrounds do not have a book of their own at home. The research also found that children who say they own a book are 15 times more likely to read above the level expected for their age than their peers who say they don't own a book (28.8% vs 1.9%) and are four times less likely to read below the expected level (12.9% vs 48.1%).</p> <p>https://literacytrust.org.uk/research-services/research-reports/book-ownership-and-reading-outcomes/</p>	<p>1, 3, 5</p>

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

Budgeted cost: £ 97,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to the salary of two learning mentors (also trained mental health first aiders) to support pupils with one-to-one mentoring for social and emotional issues as well as small group sessions focusing on aspects of wellbeing and mental health.</p>	<p>According to the EEF research toolkit, ‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment’.</p> <p>Additional support through individual mentoring and SEL interventions can have a significant impact improving these skills for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4, 5</p>
<p>Introduce and embed practice set out in the DfE’s Improving School Attendance advice.</p> <p>This includes establishing an attendance team, including learning mentors and the parent support worker, to support with improving attendance and staff training to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by best practice in schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 6</p>
<p>Establish an annual cycle of parent workshops across school, from Nursery to Year 6, focusing on engaging parents in their children’s education and up skilling them to support their children at home.</p>	<p>EEF Research shows that parental engagement has a moderate impact on pupil progress, particularly amongst early years pupils where the positive impact has been approximately 4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>6</p>

<p>Allocate funding to support with subsidy of extra-curricular activities such as trips, after school clubs (sports and non-sports clubs), choir and keyboard lessons and breakfast club, amongst others.</p>	<p>Providing disadvantaged children with the opportunity to take part in as many activities as possible will help to support their mental health and well being as well as develop their cultural capital.</p> <p>The EEF provides evidence that increased opportunities for physical activity as well as activities which raise aspirations, can all help to pupils make good progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>2, 4, 5, 6</p>
<p>Contingency fund for active issues.</p>	<p>Based on our prior experience, we have identified the need to set a small amount of funding aside to respond quickly to needs of individual disadvantaged pupils that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 346,110

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.

Our internal assessments during 2020/21 suggest that as a result of targeted interventions by additional teachers and TA's we have managed to reduce the gap in attainment for R, W & M combined at the end of KS2 between disadvantaged and non-disadvantaged pupils over the period of this strategy (2019~ -22.7%, 2021 ~ -18%*).

*2021 data is all teacher assessment due to the suspension of national tests during the pandemic

The gap between school and national at the end of KS2 has also reduced over this period. The current gap Of 18% is lower than the last national published data (2019- 19.6%) and well below the FFT National data for 2021** (22% FSM).

End of KS1 data indicates that the gap in school between PP and NPP has reduced since 2019 as has the gap between school PP and National All (2019 data used as no national data since then).

		2019	2021
Compared to sch NPP	R	-12.2%	-0.6%
	W	-10%	-3%
	M	-11.7%	-0.3%
	Com	-10%	-1.1%
Compared to national all	R	-13.8%	-6.5%
	W	-8.1%	-0.8%
	M	-17.3%	-4.6%
	Com	NA	NA

Analysis of whole school internal data shows that over the course of the 2020-21 academic years the gap for disadvantaged pupils at ARE+ closed by 1% in reading and by 8% in maths. (N.B. internal data system changed September 2020 and is not comparable with 19-20 internal data).

Although our attendance in 2020/21 was lower than in previous years as a result of the Covid pandemic, 88.3%, there were times when disadvantaged pupils absence was lower than there peers within school. 51 PP children were identified as having attendance concerns following Covid school closures, and were supported to improve attendance during summer term 2021. Of these 82% managed to improve their attendance by the end of the academic year.

Our assessments and observations indicated that pupil progress behaviour, wellbeing and mental health were all significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required to support with the filling of gaps. We are building on that approach with the activities detailed in this plan.

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
TT Rockstars	Maths Circle Ltd
PiXL	The PiXL Club Ltd

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.