

# Pupil premium strategy statement – Bordesley Green Primary School



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Karl Holmes Headteacher
Pupil premium lead	Lorna Burgess Deputy Headteacher
Governor / Trustee lead	Satnam Lahoria PP Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 347,635
Recovery premium funding allocation this academic year	£36,395
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£384,030

# 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, residentials 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 the national figure for all pupils. (gap 18.2% for combined at EOKS2 2022)
2	Language and communication skills are very low on entry to school. Our school population is very diverse with 30 different languages currently being spoken as well as children with additional needs.

	On entry into Reception over the last 3 years, between 93-100% of our disadvantaged pupils arrived below age-related expectations compared with between 76-100% of non-disadvantaged pupils.
3	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 three years to a greater extent than other pupils. These findings have been supported by national studies.  This has led to significant knowledge gaps leading to many pupils falling further behind national expected levels, particularly in writing and maths.
4	Deprivation in locality of the school often means PP children lack wider experiences and can struggle to engage in the curriculum.
5	Attendance and punctuality issues.  Although we managed to turn around a 2.66% difference in attendance between PP children and NPP children within school in 2020-21 to levels that were 0.73% higher in 2021-22, attendance for PP children was still below expected levels and needs to improve further.
6	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.

## 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	Assessments and observations indicate a significant improvement in spoken language and vocabulary by the end of EYFS.  Language interventions, such as Neli, will have resulted in rapid progress for PP children involved.
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	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.

activities on offer at Bordesley Green School.	Leaders and staff responsible for organising OOHL are aware of the need to promote and encourage PP pupil's attendance/involvement. Prioritised places and subsidising of trips for PP pupils to ensure fair access.
Improve attendance rates for PP children and reduce levels of Persistent absence.	PP attendance to continue to be above that of NPP children and close on the national figure. Persistent absence amongst PP pupils will have reduced by 5%. Attendance at breakfast club used to target poor attendance and punctuality.
Parents/carers of PP pupils are engaged with the school, aware of their child's learning and understand how to support their child.	Attendance at parents' evenings and parent workshops of PP Parents will be at or above that of NPP pupils. Feedback from parent/carers surveys show engagement and satisfaction with school and school life has been improved.

## 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: £ 140,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching/CPD:</b> Continued whole school focus on Rosenshine's principles of instruction – CPD and monitoring focus.</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><a href="https://www.teachertoolkit.co.uk/w-p-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/w-p-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</a></p> <p>Further information on research:</p>	1, 2, 3

	<a href="https://researched.org.uk/2020/04/23/tom-sherrington-rosenshines-principles-and-curriculum-design-connection/">https://researched.org.uk/2020/04/23/tom-sherrington-rosenshines-principles-and-curriculum-design-connection/</a>	
<p><b>Quality First Teaching/CPD:</b> On-going CPD programme, including training by external agencies, on best practice and support for both disadvantaged pupils and pupils with SEND.</p> <p>Funding teacher release time to observe and share best practice with regards to supporting disadvantaged pupils and pupils with SEND with our school setting.</p>	<p>The EEF Guidance report on Special Educational Needs in Mainstream schools recognises that ‘Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school’.</p> <p>The report offers five evidence-based recommendations to support pupils with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1, 2, 3
<p><b>Teaching:</b> 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1, 3
<p><b>Quality First Teaching/CPD:</b> 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p><b>Quality First Teaching/CPD:</b> Ongoing CPD training to improve teaching of maths, with a particular focus on Early Maths support and on challenge for more able pupils.</p> <p>Release time for leaders to support with developing</p>	<p>The EEF Guidance reports into ‘Improving Mathematics in the Early Years and KS1’ and also ‘Improving Mathematics in Key Stages 2 and 3’ contain recommendations where there are research findings that schools can use to make a significant difference to pupils’ learning.</p>	1, 2, 3

teaching and learning in class, across the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	
<b>CPD:</b> 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. <b>£996</b> per year.	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2, 3, 5
<b>Teaching:</b> 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	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a>	1, 2, 3,

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

Budgeted cost: £ 120,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in the Neli (Nuffield Early Language intervention) program.	The Nuffield Early Language (Neli) Intervention focusses on the development of spoken language ability of children during the transition from EYFS to primary school.	1, 2, 3

<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>Research has shown that this can have a positive impact of on average four months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></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>£17,604 (40% school contribution)</i></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Contribution to the salary of two specialist phonics trained TA's 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="https://literacytrust.org.uk/research-services/research-reports/book-ownership-and-reading-outcomes/">https://literacytrust.org.uk/research-services/research-reports/book-ownership-and-reading-outcomes/</a></p>	<p>1, 3, 5</p>



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

Budgeted cost: £ 122,780

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, <b>‘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’.</b></p> <p>Additional support through individual mentoring and SEL interventions can have a significant impact improving these skills for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3, 4, 5</p>
<p>Introduce and embed practice set out in the DfE’s <a href="#">Working Together to Improve Attendance</a> document through the <b>‘5 Foundations National Attendance Programme’</b>.</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</p>	<p>EFF 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>6</p>



and up skilling them to support their children at home.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a>	
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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2, 4, 5, 6
Contingency fund for active issues.	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.	All

**Total budgeted cost: £ 384,030**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using EYFS outcomes, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

**EYFS** –Disadvantaged outcomes are not included for EYFSP as they are not published nationally, however in the majority of cases outcomes will be the same as the ones for free school meals

**GLD** - Although there is still an in-school difference of -4.4% between FSM pupils compared to Non FSM pupils, in 2022 the outcomes for our FSM children (65.4%) was 0.2% above the national average for all pupils.

**Communication and Language** – In 2022, the number of FSM children achieving the goal for C&L was 80.8% (an increase of 10.2% since 2019), this was 3% higher than our Non FSM pupils and 1.3% higher than the national average for all pupils in 2022. This increase since 2019, is in a large part due to the impact of the Neli intervention which we implemented in 2021 as well as the additional staff member to support with the development of language in the outdoor areas.

#### **Phonics**

Outcomes in 2022 were slightly below those we achieved in 2019 because of the lost learning these pupils had during EYFS and Year 1. There is still a gap of -2.7% in Year 1 between the percentage of disadvantaged pupils in school (72.7%) achieving the expected standard in phonics in 2022, compared to the national average for all pupils (75.5%), however in Year 2 our disadvantaged pupils (88.9%) exceeded the national average for all pupils (87%) by +1.7%.

#### **KS1**

Data for KS1 from tests and teacher assessments in 2022 suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 as well as higher than normal mobility levels in the cohort. Although our KS1 outcomes were lower than in previous years, we did manage to reduce the gap between disadvantaged pupils and non-disadvantaged pupils compared with our 2019 outcomes (Reading closed by 0.9%, writing by 10%, maths by 3.9% and our combined outcomes closed by 3.9%). The gap between the number of disadvantaged pupils achieving EXS+ in Maths in 2022 and the number of all children achieving EXS+ nationally in 2022 also closed by 5.3%.

## **KS2**

Although schools are not required to publish their 2022 key stage 2 results, the DfE has shared our outcomes with us so that we can analyse the impact our PP strategy has had.

The test data shows that there has been a significant improvement in the percentage of disadvantaged children at BGPS achieving the expected standard or better in reading. Since 2019, there has been a +12.6% improvement in the number of disadvantaged pupils who achieved the expected standard in Reading compared to a national improvement of +1.3% improvement for all pupils.

Although improvements in outcomes were not as strong in writing and maths, there was an overall improvement in the number of children achieving the expected standard in reading, writing and maths combined. Our disadvantaged combined outcomes improved by +3.8%, when the outcomes for all pupils nationally dropped by -5.5%.

### **Attendance**

During the academic year 2021-22, attendance for pupil premium pupils was 91% which is well below the school's expected level. It was however 0.73% higher than the non-pupil premium pupils within school. Of the pupils who levels of attendance were at a persistent absence level of 90% or below, only 29.9% were pupil premium compared with 70.1% who were non-pupil premium.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle Ltd
PiXL	The PiXL Club Ltd

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A