

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Blacklow Brow Primary
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	January 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Damian Kenny
Pupil premium lead	Tim Dunford
Governor / Trustee lead	Noel Hennessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,345
Recovery premium funding allocation this academic year	£3,915
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	£43,260

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at Blacklow Brow accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment that paves a solid path for each child to become healthy in body, mind and soul. We have clear provision for developing spiritual, moral, social and cultural appreciation. This includes engagement with the fundamental British values and the development of skills and attitudes to enable pupils to contribute positively to life in modern Britain.

We recognise that disadvantaged pupils are not a homogeneous group and work closely with different stakeholders to build pictures of our pupils that consider their various contexts and needs. A strong determination to bridge the gap between a focus on group differences to a focus on individual uniqueness is at the core of this strategy. As a teaching and learning community, we never confuse eligibility for Pupil Premium with low ability and we focus on supporting our disadvantaged pupils to achieve the highest academic ambitions possible. This objective is evident in our trust vision: "Believe, Achieve, Succeed" and reflected in Blacklow Brow's curriculum, which is designed to give all children the knowledge, self-belief, cultural capital and the skills to take advantage of opportunities, responsibilities and experiences in later life, including finding employment. The school has high academic ambitions for all children regardless of their starting points. This is no less the case for children with identified barriers to learning such as those who are disadvantaged and/or SEND pupils. For these children, the curriculum is successfully adapted and scaffolded with support and appropriate resources to ensure their inclusion whenever quality first teaching is not enough. This social approach is designed to meet each child's individual needs and will enable them to apply what they know and can do with increasing fluency and independence. We understand that setting firm foundations is key to the future success of our disadvantaged pupils and this begins in our EYFS. We aim to address the risks of underachievement as early as possible and a key part of our strategy is the high-quality teaching of early reading and targeted support for children's speech and language. The intent and implementation of our strategy in relation to Pupil Premium is reviewed regularly to ensure it is having the intended impact in raising standards and meeting our objectives and is an integral aspect of our School Improvement Plan.

Challenges

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

Challenge number	Detail of challenge
1	Achieving National expectations and beyond in EYFS DATA REQUIRED
2	Narrowing the attainment gap across the core subjects of Reading/Phonics, Writing and Maths in Key Stage 1 and Key Stage 2. DATA REQUIRED
3	Poor attendance and punctuality in comparison to non-disadvantaged children. Whilst our PP attendance is above national figures, it still lies 3% behind non-disadvantaged. Also, from our Pupil Premium group, 23.1% are persistent absentees.
4	Lack of cultural capital (enrichment and wider opportunities) and aspirations for future careers.

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 Attainment in EYFS	The % children achieving GLD is in line with other children locally and nationally.
Improved Attainment in Phonics	The % children passing the phonics screening check is in line with other children locally and nationally.
Improved Attainment in Reading	The % children achieving the expected standard and beyond meets or exceeds national in Ks2 Reading
Improved Attainment in Writing	The % children achieving the expected standard and beyond meets or exceeds national in Ks2 Writing
Improved Attainment in Maths	The % children achieving the expected standard and beyond meets or exceeds national in Ks2 Maths
Improved attendance	Attendance is 95+ % Persistent absenteeism is below 10% in PP children
Increased enrichment and wider opportunities	100% of children have access and have attend enrichment and wider opportunities in school. Children are exposed to aspirational career

	opportunities and prospects of further studies.
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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: £34,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced adult to pupil ratio (1:14) in each class allowed targeted support and intervention.</p> <p>£32,910</p>	<p>EEF Guidance: Improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p>	<p>1,2,3,5</p>
<p>Teacher and TA professional development:</p> <ul style="list-style-type: none"> ➤ I-Can Early Talk Boost training ➤ Wellcom ➤ Read,Write, Inc ➤ Maths mastery ➤ Bromcom ➤ Provision maps <p>£1,900</p>	<p>EEF Guidance: High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</p> <ol style="list-style-type: none"> a. build knowledge b. motivate teachers c. develop teaching techniques d. embed practice 	<p>1,2,3,</p>

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

Budgeted cost: £2,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition £1,950	EEF Guidance (“Making best use of teaching assistants”): Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training.	1,2,3

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDco targeted support for disadvantaged children not able to access full curriculum. £1,500	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. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	1,2,3,4
Senior lead to be responsible for monitoring, reacting and supporting	EEF Guidance Evidence suggests that small improvements in attendance can lead to meaningful improvements in outcomes relating	4,1,2,3

<p>families regarding attendance and punctuality. This will include incentivising good attendance.</p> <p>£1,200</p>	<p>to academic success and social, emotional and behavioural wellbeing. This can include improvements in both overall absences as well as unauthorised absences.</p>	
<p>Parental engagement activities (breakfast mornings, stay and read sessions etc.)</p> <p>£700</p>	<p>Parents are a major influence on a child's success in life. It is from the home that children derive lasting effects on their character, mindset and attainment. Parent engagement in the educational development of their children improves attainment more than any other single factor. Parents can help their child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating their own interest in and support of learning at home and at school. Improved self-regulation, empathy and persistence are all impacted positively by parental engagement.</p>	1,2,3,4
<p>Nurture groups</p> <p>£300</p>	<p>Increased confidence in children to be able to articulate their thoughts and improve communication, develop coping strategies and social skills. In addition, children have increased levels of resilience and can manage their own behaviour. This is also an opportunity to work on speech and language skills.</p>	1,2,3
<p>Wraparound provision (breakfast and after school)</p> <p>£800</p> <p>Uniform</p> <p>£400</p>	<p>Maslow's Hierarchy of Needs in Education</p> <p>Physiological needs are the first priority and must be satisfied first. These needs include nourishment, sleep, clothing, and shelter. Pupils must have these basic needs met in order to focus on anything else – otherwise, their actions will focus solely on meeting these physiological requirements. They are the top priority and are therefore the most important driving factor for human beings. If a pupil is hungry, they will ignore any other wants or wishes to focus on satisfying their hunger. If a</p>	1,2,3,4

	<p>student is hungry, they could exhibit distracting or rule-breaking behaviour because education is not their priority – hunger is. A student might fall asleep in class instead of working on their assignments because they lost sleep the previous night. In this example, the student would naturally prioritize sleep over education.</p>	
<p>Snack £900</p>	<p>As above</p>	<p>4</p>
<p>Enrichment activities through subsidised trips/sports experiences and residential where needed. Career days and expose to aspirational opportunities and possible future studies. £500</p>	<p>Children’s attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes and so our enrichment programmes aim to meet these needs and disadvantaged children are prioritised and subsidised for attendance. We will look to expose children to exciting and aspirational opportunities for future careers or future studies.</p>	<p>4,5</p>
<p>Books £200</p>	<p>Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. Although they made no inference about causality, therefore higher attainment may lead to more enjoyment of reading or greater enjoyment may lead to higher attainment. Similarly Clark (2011) in a large scale survey of over 18,000 young people found that those who reported enjoying reading very much were six times more likely than those</p>	<p>1,2,3,5</p>

	who did not enjoy reading to read above the expected level for their age.	
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Total budgeted cost: £ 43,260

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.

Pupil Premium Expenditure and Impact 2022-23

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.