

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	Blacklow Brow Primary
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	12.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
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	£40,350
Recovery premium funding allocation this academic year	£4,350
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	£44,700

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 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. 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. 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 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 particularly 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 the inclusion of all children. 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. 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
2	Narrowing the attainment gap across the core subjects of Reading, Writing and Maths in Key Stage 1 and Key Stage 2
3	Meeting National expectations and beyond in Phonics in Yr1 and Yr2
4	Poor attendance and Punctuality
5	Lack of cultural capital (enrichment and wider opportunities)

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
Attainment in EYFS	The % children achieving GLD is in line with other children locally and Nationally.
Attainment in Phonics	The % children passing the phonics screening check is in line with other children locally and Nationally.
Attainment in Reading	The % children achieving the expected standard and beyond meets or exceeds national in Ks2 Reading
Attainment in Writing	The % children achieving the expected standard and beyond meets or exceeds national in Ks2 Writing
Attainment in Maths	The % children achieving the expected standard and beyond meets or exceeds national in Ks2 Maths
Improved attendance	Attendance is 95+ %
Increased enrichment and wider opportunities	100% of children have access and attend enrichment and wider opportunities in school

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: £37,995

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>£35,760</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>1,3,5</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 ➤ OTrack ➤ Provision maps <p>£2,235</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>1,3,5</p>

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

Budgeted cost: £1,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tuition</p> <p>£1,305</p>	<p>In general, teachers in participating schools were positive about the tuition provided and a large majority of the senior leaders we interviewed were keen to work with the Tutor Trust again. Tuition was perceived to be most effective when tutors possessed strong pedagogical skills and subject knowledge and were able to engage and interact 1, 2, 3 5 successfully with pupils and target sessions appropriately. Other important points noted included: the value of involving English and mathematics teachers in planning sessions; the potential to use tutors as a familiar face across the transition from primary to secondary school. To increase the consistency of tutor quality more formal feedback from schools could be introduced.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDco targeted support for disadvantaged children not able to access full curriculum.</p> <p>£1,200</p>	<p>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.</p>	<p>1,2,3,4</p>

	However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	
Senior lead to be responsible for monitoring, reacting and supporting families regarding attendance and punctuality. This will include incentivising good attendance. £1,000	EEF Guidance Evidence suggests that small improvements in attendance can lead to meaningful improvements in outcomes relating to academic success and social, emotional and behavioural wellbeing. This can include improvements in both overall absences as well as unauthorised absences. We understand the importance of attendance and	4,1,2,3
Parental engagement activities £500	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.	1,2,3,4
Nurture groups £300	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.	1,2,3
Wraparound provision (breakfast and after school) £600 Uniform £300	Maslow's Hierarchy of Needs in Education 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	1,2,3,4

	<p>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 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 £800</p>	<p>As above</p>	<p>4</p>
<p>Enrichment activities through subsidised trips/ sports experiences and residential where needed. £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.</p>	<p>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</p>	<p>1,2,3,5</p>

	young people found that those who reported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age.	
--	---	--

Total budgeted cost: £ 44,700

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 2021 to 2022 academic year.

Pupil Premium Expenditure and Impact 2021-22

Attendance, Behaviour and Inclusion

Section 2. School Attendance (Completed by Data Team)	National 2021-2022*	2021-2022
Whole School	93.80%	95.40%
Pupil Premium	91.8%**	92.50%
PA's Whole School	18.20%	7.80%
PA's Pupil Premium	29.4%**	23.10%

PA= Persistent Absentees

** National data is FSM.

As per the table above, the PP figure compared to non-PP children is slightly below, however our Pupil Premium attendance compares favourably with national figures. The same is true of PP persistent absentees. One of our key strategies was targeted at breaking the culture of poor attendance and punctuality so that all children, especially those funded by Pupil Premium, attended school every day. The impact of the pupil premium funding in this area has been significant with attendance rising in line with the national average and persistent absenteeism remains a key priority. Systems, incentives and procedures are in place to promote good attendance and punctuality more stringently. There is a systematic approach to tracking data and this is shared with all school partners. Targeted children work towards half termly goals given to them by our pastoral lead and attendance service. If they achieve these goals, they receive half termly family rewards and termly attendance badges. Reward systems have impacted positively on children's attendance and engagement within lessons. In particular, the weekly celebration and awards assemblies are a positive focal point for the pupils. To address the social and emotional needs of pupils, our educational welfare officer has been deployed to provide support to vulnerable children and their families and identify those that need early help. This has been instrumental in facilitating appropriate support from a multi-agency viewpoint and engaging parents in the process. The educational welfare officer has supported several Pupil Premium

eligible families in depth over the last school year and are available each week for drop in sessions for any of the Pupil Premium families to access support and advice.

Trips, Visitors and Enrichment Opportunities

The school has funded a number of social & cultural visits for identified pupils, linked closely to their termly learning topics. These have been carefully selected to match accordingly with the curriculum. Pupil and staff surveys reveal positive feedback on all these events. The costs associated with social/cultural visits, which provide vital cultural, social and enrichment experiences for pupils, are often a barrier to those pupils with free school meals or from low income families. Pupil Premium funding has enabled these costs to be subsidised for eligible pupils, thus allowing greater access to the same high quality and exciting opportunities offered by these experiences.

Timetables for enrichment were changed termly to provide a vast range of opportunities throughout the year and also to reflect the interests of children. Pupil Premium children were prioritised whenever a club was at capacity and attendance was monitored and encouraged. Attendance of Pupil Premium was monitored and these children were given priority. Last year, 81% of PP children attended at least one club. Those who did not attend were encouraged and offered alternatives but had various reasons why they did not want to attend (none of which were due to being disadvantaged).

Equipment, IT & Resources

As our curriculum has been developed to meet the needs of disadvantaged children, the school has resourced the lessons accordingly. Topics are thoroughly resourced and reading materials are now more appropriate for our children and reading engagement has improved as a result. Software, subscriptions and books ensure that we have better resources directly aimed at children's needs and the needs of the new curriculum we have put in place. Supportive strategies that are now embedding (such as whole class guided reading, RWI phonics, RWI reading scheme etc.) have shown impact which is reflected in our data.

Uniform & Kit

Blacklow Brow has helped provide students with school sweatshirts, polo shirts, book bags, planners to ensure they were 'school ready' and part of the school community. All new Pupil Premium entrants are offered free uniform on enrolment. Extended Services (such as Breakfast Club After School Club) for individually identified families were given through funded places in order to support good attendance and punctuality. This was provided to establish good school routines and readiness for the school day. These places were also offered to support families through times of difficulty.

Achievement (Staffing, Intervention, Training & Assessment)

A wide range of focused interventions are now in place and this continues to increase the performance of Pupil Premium children, from motor skills to maths and sensory circuits to phonics. Support needs are fully addressed by closely monitored interventions and deployment of staff. Extra staff were employed to ensure all Pupil Premium children had additional support in the classroom. Pupil Premium children are identified on registers, reading logs and other internal documentation such as intervention timetables to ensure these children are at the forefront of staff's minds. Staff have completed a range of training such as speech and language, maths, phonics and "quality first teaching" to ensure that all lessons are delivered to meet children's specific needs.

Impact of Pupil Premium on Achievement

The impact of Pupil Premium is measured in a number of ways. Firstly, we compare the performance of pupils eligible for Pupil Premium Funding against the performance of those who are not eligible. We also compare the performance against National Expectation and 'other' children. We also measure the impact of Pupil Premium through the range and quality of the activities or interventions that we provide. Each intervention is measured by entry and exit data and all information is shared between teachers and teaching assistants to ensure all barriers to learning are addressed. Timetables for enrichment were changed termly to provide a vast range of opportunities throughout the year and also to reflect the interests of children. We also measure the impact of Pupil Premium through the range and quality of the activities or interventions that we provide. Each intervention is measured by entry and exit data and all information is shared between teachers and teaching assistants to ensure all barriers to learning are addressed.

Our statutory testing data is below with a comparison of National data and our school data from summer 2022. A breakdown to compare Pupil Premium will follow in January.

School Outcomes – GLD (Rec) BLB	National - 2021	Summer
Good Level of Development	65%	77%

School Outcomes – Phonics (Y1) BLB	National - 2022	Summer
At the Expected Standard	76%	77%

School Outcomes – KS1 (Y2) BLB	National - 2022	Summer
%100+ Reading	67%	67%
% Expected Writing	58%	58%
%100+ SPAG		59%
%100+ Maths	68%	68%

School Outcomes - KS2 (Y6) BLB	National - 2022	Previous Year	Summer
Reading, Writing, Maths Combined % (EXPECTED STANDARD)	59%	65%	80%
Reading, Writing, Maths Combined % (HIGHER STANDARD)	2019 11%	9%	10%
%100+ Reading	74%	91%	90%
%110+ Reading	2019 27%	22%	73%
% Expected Writing	69%	78%	80%
% Greater depth Writing	2019 20%	9%	13%
%100+ SPAG	72%	60%	83%
%110+ SPAG	2019 36%	5%	26%
%100+ Maths	71%	69%	83%
%110+ Maths	2019 27%	35%	47%

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.