



I will bless you with a future filled with hope – a future of success, not of suffering. – Jeremiah 29:11
Love God, Love Others – Let Your Light Shine

Pupil Premium Report for Blue Coat C. E. (A) Infant School 2022-23

Pupil premium strategy statement

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 | Blue Coat C E Infant School |
| Number of pupils in school | 313 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 to 2025 |
| Date this statement was published | Autumn 2022 |
| Date on which it will be reviewed | Autumn 2023 |
| Statement authorised by | Anthony Orlik |
| Pupil premium lead | Lucinda Adlington-MacArthur |
| Governor / Trustee lead | Anita Edwards |

| Number of disadvantaged pupils = 100 | Number of disadvantaged pupils with SEND Children = 22 | Number of disadvantaged pupils with EAL Children = 23 |
|--------------------------------------|---|--|
| Reception - 28 children | Reception - 3 children | Reception - 4 children |
| Year 1 - 32 children | Year 1- 9 children | Year 1 – 7 children |
| Year 2 - 40 children | Year 2 - 10 children | Year 2 - 12 children |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £114,955.00 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years | 20,282.00 |
| Total budget for this academic year | £135,237 |
| Total 2022/2023 budget spend on PP highlighted in this report | £135,237 |

Part A: Pupil premium strategy plan



Statement of intent

“I will bless you with a future filled with hope – a future of success not of suffering.” Our Federation motto from Jeramiah encapsulates our vision that all pupils should be provided with the values, skills and experiences that enable them to thrive and flourish into successful adults. At Blue Coat Infant School we strive to ensure that learning opportunities meet the needs of all pupils but especially those who are disadvantaged. Systems are in place to ensure that the needs of disadvantaged pupils are accurately assessed and addressed. In doing this, we also recognise that Free School meals is not the only indicator of disadvantage therefore pupil premium funding may be allocated to any pupil or group of pupils that can legitimately be identified as disadvantaged.

At Blue Coat Infant School, we know that children across the country have experienced unprecedented disruption to their education because of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds are among those hardest hit. The aggregate impact of lost time in education has been substantial, and the scale of our response must match the scale of the challenge.

Our key intent is to:

- continue to close or eradicate the gap between disadvantaged children and their peers
- ensure maximum progress for all groups of children
- provide sustained targeted support to those who need this most
- assess the loss of learning and provide a bespoke curriculum to meet the children’s needs
- raise standards in oracy and reading (including phonics) for our disadvantaged who are often EAL.

High quality teaching is at the heart of the Blue Coat Federation strategy and our broad curriculum is planned carefully to ensure there is an equitable approach for all pupils. This high quality teaching may take the form of quality first teaching within whole class groups, small group support, bespoke, personalised 1-1 intervention or after school tutoring. As a Federation we also recognise the importance of supporting the mental health and wellbeing of our pupils. This intent runs parallel to the academic ambitions we hold for our pupils.

By participating in the RADY (Raising Attainment of Disadvantaged Youngsters) programme we ensure that all staff have access to CPD that enables them to facilitate a long term approach to raising standards for those learners who need it most. The principles of RADY run like a golden thread throughout our school and Federation Development Plan to ensure that disadvantaged children are proportionately represented in all aspects of school life. By embedding the principles of RADY throughout the Federation it is our intent that the life chances of our disadvantaged pupils will be improved, enhancing their cultural capital and overcoming barriers.

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Average levels of attainment on entry to Foundation Stage are low or very low. Although attainment of pupil premium children is cohort specific in general our data shows us that there is a significant gap between the attainment of our disadvantaged and non-disadvantaged pupils that needs to be addressed over time |
| 2 | Lack of opportunities to practise and consolidate learning outside school. |
| 3 | Cultural deficits and lack of enrichment opportunities. A lack of wider life experiences for some children result in these pupils not having the cultural reference points to make necessary connections for learning within the curriculum. |
| 4 | Social and Emotional Concerns. Assessments and observations of our children show us that the loss of time in school due to the covid-19 pandemic has exacerbated issues relating to social, emotional and mental health needs leading to a lack of maturity, resilience and age appropriate skills |
| 5 | Difficulty with oracy and new language (large proportion of EAL). Poor communication and language skills have been identified as a priority in our EYFS. Wellcomm scores show a significant gap between pupils starting in our Nursery and age related expectations. |
| 6 | Low attendance since the pandemic. Persistent absence remains a concerns |

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 consistently excellent progress so that they are attaining in line with non-disadvantaged children. | Disadvantaged children achieve above the national average in progress in KS1. The attainment of disadvantaged pupils is matched to non-disadvantaged pupils. |
| Disadvantaged children receive consistently high quality teaching provision tailored to support rapid acquisition of skills and knowledge and attain levels in line with national expectations. | Achievements are in-line or above the national expectation for reading, writing and maths. Interventions demonstrate accelerated progress Emotional wellbeing is good across the school |
| Disadvantaged children have extensive access to enrichment activities and opportunities to develop cultural capital. | All children have taken part in an extra-curricular activity and have been able to take part in enrichment opportunities. Opportunities are in place for children to access experiences, cultures and religions other than their own. A wide range of visits, visitors to school or other experiences highlight the possibilities available and prepare pupils for life in modern Britain. |
| Communication, language and early literacy skills are improved. | Wellcomm assessments show rapid improvements from children's baseline assessment to end of EYFS. Outcomes for communication are improved with increased numbers of pupils achieving GLD at the end of Foundation stage. Disadvantaged children demonstrate that have good reading skills All children achieve above the national expected standard for the Phonic Screening Check Reading results are expected/ above national expectations. |
| Social and Emotional needs are met | All staff are aware of the impact of the covid-19 pandemic and teaching is adapted to ensure that lost learning is addressed. Children receive increased pastoral support. Where appropriate disadvantaged children receive additional pastoral support from members of the Inclusion Team. |

| | |
|---|--|
| | <p>Children are successfully able to co-regulate and then self-regulate. Recorded behaviour incidents are not disproportionately higher for disadvantaged children.</p> |
| <p>Attendance for disadvantaged families is improved.</p> | <p>Proactive support is in place to support and challenge families when attendance first becomes a concern. Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 96% Persistent absence is reduced and is at least in-line with, if not below that of non-disadvantaged children.</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: £39,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Estimated Cost |
|---|---|-------------------------------|--|
| RADY (Raising Attainment for Disadvantaged Youngsters) training for all staff | Children demonstrate learned helplessness and a reluctance to take part or engage in their learning. We continue challenge this and thrive for all children to be actively engaged in their school. Training and support through Challenging Education and regular meetings will continue to overcome these barriers. A whole day visit from Challenge Education to investigate and unpick current strategies in use to support disadvantaged pupils. | 1,2,3,5,6 | £23,500 |
| Tailored phonics training for individual teachers and teaching assistants to maintain and enhance high quality teaching | Staff that have received regular CPD opportunities to look at strategies to support the needs of the disadvantaged pupils are more able to provide effective and efficient support . (Phonics EEF +5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1,3,5 | £1,500 |
| Weekly phonic coaching support for staff delivered by the Reading Leader. High quality coaching and mentoring for teachers facilitated by experienced and highly trained members of staff. | Evidence shows that ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, especially those who are disadvantaged. (EEF – Effective Professional Development Guidance Report) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1,3,5 | £7,800 £1,500 RWI consultancy fee |
| ELT and FLT quality assurance of teaching provision | A robust monitoring system, including pupil progress meetings, in place to increase focus, ensure a proactive response to concerns and drive timely interventions and close gaps. | 1,2,3,4,5,6 | £5000 |

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

Budgeted cost: £65,768

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Estimated Cost |
|--------------------------------|--|-------------------------------|----------------|
| TA lead targeted interventions | -Targeted intervention for reading, writing and maths means that the gap between disadvantaged and non-disadvantaged pupils has been | 1,2,4,5 | £8000 |

| | | | |
|--|--|---------|-----------------|
| | <p>eradicated or has a marginal gap (Teaching Assistant intervention EEF +4)</p> <p>- Write Dance and Dough Disco to support motor skills in Reception (Physical development approaches EEF +3)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | | |
| Additional Teaching Support | <p>The Acting Assistant Head of School and SENCO share responsibility for a fourth group in Year 2.</p> <p>An additional teacher is employed to teach a fourth group in Year 1</p> | 1,2,5 | £42,000 |
| Targeted 1:1 reading teaching to ensure equity | <p>By having children revisit work from morning phonic sessions, they are given additional opportunities to consolidate their learning and apply their knowledge.</p> <p>We need to provide opportunities so that all disadvantaged children are heard reading regularly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (one-to-one tutoring +5)</p> | 1,2,5 | £8000 |
| Purple Mash – Resources for school | <p>The Purple Mash platform was successful in maintaining communication with children and parents. Children engaged with the activities and it helped to signpost them to essential parts of learning.</p> <p>We are aware that some families needed additional resources to support this and provide laptops/ tablets to our families that need them.</p> | 1,2,3,5 | £1520 resources |
| 1-1 teaching of Wellcomm intervention | <p>Poor Language and Communication skills continue to be a barrier to learning. Children in Reception on average enter with a language age of 36-41 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>(Communication and Language EEF +6)</p> | 1,2,5 | £1500 |
| Small group teaching Nelli Intervention | <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> | 1,2,5 | £1500 |

| | | | |
|--|--|----------|-------|
| | (Communication and Language EEF +6) | | |
| Talk Boost Intervention | https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches (Communication and Language EEF +6) | 1,2,5 | £1500 |
| Additional fiction and Non-fiction books to support wider curriculum | https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy | 1,2,3,5, | £1748 |

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



Budgeted cost: £30,169

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Estimated cost |
|---|---|-------------------------------|----------------|
| Subsidised access to extra-curricular activities to raise disadvantaged engagement After school enrichment and all school trips and visitors to school | We appreciate that is difficult for vulnerable families to fund the additional experiences that we want children to experience within and outside of the curriculum. We acknowledge this by subsidising or fully supporting the cost for vulnerable families (holiday clubs, summer clubs, afterschool clubs, enrichment days) (Summer Schools EEF +3) Our Art Discovery Award club has a pure focus on disadvantaged pupils x12 pupils to become art ambassadors. (Art Participation EEF+4) | 2,3,4 | £4,954 |
| Full representation of disadvantaged pupils on School Council, Art Ambassadors and other pupil positions | To ensure that all children get the same opportunities we ensure that we have proportional representation that allows pupil premium children to be actively involved with positions of responsibility. This aims to raise aspiration, pride and self-worth. (Aspiration interventions) | 2,3,4 | £150 |
| Lunchtime play leader to increase physical activity and engagement in a range of sports and games. | (Physical Activity +1) https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment | 1,2,3 | £2685 |
| Emotional Literacy Support Assistant | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 3,4,6 | £3150 |
| Development of Year 2 Nurture Group with Teaching Assistant and Learning Mentor Support | Personal, Social Emotional and Developmental skills of disadvantage remain low upon entry (10% ARE). Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 3,4,6 | £13,000 |

| | | | |
|---|---|-------|--------|
| Creation of Sensory room | <p>Supporting the meta-cognition of learners and teaching learners how to learn by increasing their ability to self-regulate.</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 3,4,6 | £6,000 |
| Investment in Charanga music scheme and CPD | <p>https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education</p> | 1,2,3 | £230 |

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.

| Reception | All | Non D/A | D/A | National 22 | School 22 |
|------------------|------------|----------------|------------|--------------------|------------------|
| GLD | 63% | 67% | 57% | 65% | 63% |

| Year 1 PSC | All | Non D/A | D/A | National 22 | School 22 |
|-------------------|------------|----------------|------------|--------------------|------------------|
| Pass | 67% | 64% | 68% | 75% | 67% |

| Year 1 | All | Non D/A | D/A | National 22 | School 22 |
|---------------|------------|----------------|------------|--------------------|------------------|
| Reading | 61% | 60% | 62% | 67% | 61% |
| Writing | 55% | 58% | 49% | 58% | 49% |
| Maths | 54% | 60% | 46% | 68% | 55% |

| Year 2 | All | Non D/A | D/A | National 22 | School 22 |
|---------------|------------|----------------|------------|--------------------|------------------|
| Reading | 61% | 63% | 58% | 67% | 61% |
| Writing | 49% | 51% | 45% | 58% | 49% |
| Maths | 55% | 60% | 48% | 68% | 55% |

End of year 2 Results (School-based data)

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 |
|--|--------------------------|
| Times Tables Rock | TT Rocks |
| Purple Mash | 2Simple |
| Raising the Attainment of Disadvantage Youngsters (RADY) | Challenging Education |
| Read, Write Inc. | Read, Write Inc. Advisor |
| Arts Mark/ Arts Discovery | Arts for All |