



Review of the Pupil Premium Strategy Plan for Blue Coat C. E. (A) Infant School 2022-23

Outcomes for disadvantaged pupils:

Attainment

The number of disadvantaged pupils at Blue Coat C.E. Infant School is 102 (38%). This figure is 8% higher than the national level. National data indicated that 30% of children were considered disadvantaged.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that the attainment gap of disadvantaged pupils is 14% lower compared to non-disadvantaged pupils achieving a Good Level of Development (GLD) in EYFS.

	Expected			
	Nat 2023	School	Dis	Non-Dis
GLD	67%	64%	55%	69%

*38 pupils disadvantaged in Reception 2022-23 (42%)

Although the school achieved above national in attainment, there is a 29% gap between disadvantaged children passing the phonic screening check.

	Expected			
	Nat 2023	School	Dis	Non-Dis
Phonics 2023	79%	84%	66%	95%

*35 children in year 1 2022-23 were disadvantaged (38%).

At the end of KS1, children at Blue Coat CE Infant School achieved above the national expected standard, there has been a significant closure in the gap between disadvantaged and non-disadvantaged pupils over recent years. The gaps remain small for expected attainment (Reading -6%, Writing -2%, Maths +1%).

The gap was wider for children achieving the greater depth standard (Reading -9%, Writing -16%, Maths -3%).

	Expected				Greater Depth			
	Nat' 2023	School All	School Dis	School Non-Dis	Nat' 2023	School All	School Dis	School Non-Dis
Reading	68%	71%	68%	74%	19%	20%	15%	24%
Writing	60%	67%	66%	68%	8%	13%	8%	24%
Maths	69%	76%	76%	75%	16%	24%	15%	18%
Combined	55.4%*	59%	56%	61%		11%	5%	16%

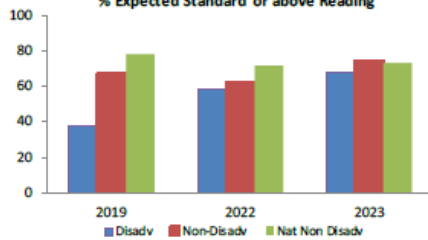
38 Pupils were identified as disadvantaged in Year 2 in 2022/23 (*the DfE does not collate a combined figure).

BCI National Attainment Comparison

Reading

		EXS+		
Disadv	Context	2019	2022	2023
Yes	No. Pupils	26	27	38
	School	38	59	68
	LA	65	52	56
	National	62	51	54
No	No. Pupils	64	61	53
	School	67	62	74
	LA	78	72	72
	National	78	72	73
Sch Disadv/Nat Non Disadv Gap%		-40	-13	-5

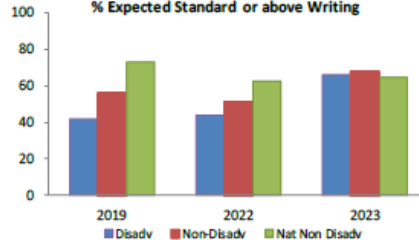
% Expected Standard or above Reading



Writing

		EXS+		
Disadv	Context	2019	2022	2023
Yes	No. Pupils	26	27	38
	School	42	44	66
	LA	58	40	48
	National	55	41	44
No	No. Pupils	64	61	53
	School	56	51	68
	LA	72	61	61
	National	73	63	65
Sch Disadv/Nat Non Disadv Gap%		-31	-19	1

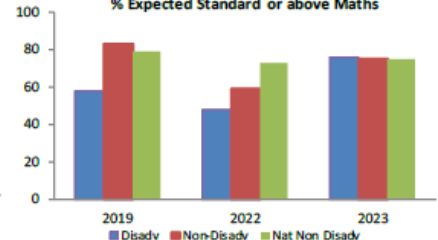
% Expected Standard or above Writing



Maths

		EXS+		
Disadv	Context	2019	2022	2023
Yes	No. Pupils	26	27	38
	School	58	48	76
	LA	67	51	60
	National	62	52	56
No	No. Pupils	64	61	53
	School	83	59	75
	LA	80	72	75
	National	79	73	75
Sch Disadv/Nat Non Disadv Gap%		-21	-25	1

% Expected Standard or above Maths



To help us gauge the performance of our disadvantaged pupils, we compared the results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrates that children who are disadvantaged do considerably well at BCI. The attainment gap has almost closed in Reading (5% 2023, 13% 2022, 40% 2021). Disadvantaged pupils have closed the gap and have done better than non-disadvantaged pupils nationally in Writing and Maths.

EXS+	National 2023	Dis National 2023	National Other 2023	School 2023	School Dis 2023	School other 2023
Reading	68%	54%	73%	71%	68%	74%
Writing	60%	44%	65%	67%	66%	68%
Maths	69%	56%	75%	76%	76%	75%

BCI disadvantaged gap compared to national other (non-disadvantaged) pupils:

Reading: -5%

Writing: 1%

Maths: 1%

Nationally the gap remains wide for disadvantaged pupils.

National disadvantaged compared to national other:

Reading: -19%

Writing: -21%

Maths: -19%

Wider issues impacting disadvantaged pupils' performance

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behavior and wellbeing.

The following data is based on behaviour captures recorded in the summer term in Foundation Stage and KS1. They have been recorded separately due to the difference in the curriculum. There is slight difference in the behavior that requires improvement and that is of a cause for concern for disadvantaged pupils in KS1. There is no noticeable different in behaviour between the two groups in EYFS.

	Foundation Stage Behaviour Capture			KS1 Behaviour Capture		
	All	Non-dis	Dis	All	Non-dis	Dis
Exceptional	28%	26%	32%	38%	43%	29%
Good	88%	88%	89%	89%	93%	80%
Requires improvement	9%	10%	5%	8%	8%	13%
Cause for concern	3%	2%	5%	4%	2%	7%

The table below shows the percentage of pupil enrolments who are persistent absentees and the number of pupil enrolments which fall into the new severe attendance category.

	Absence				Persistent Absence (missed 10%+)			
	Nat	School	Dis	Sch other	Nat	School	Dis	Sch other
2023	3.0%	7.5%	7.6%	6.6%	17.3%	24.6%	28.4%	18.5%
2022	6.2%	5.5%	6%	5.3%	17.7%	15.5%	18.1%	12.3%
2021	3.6%	5.3%	7.6%	4%	8.8%	14.8%	19.4%	10.2%

Overall absence rates for Blue Coat C.E. Infant School is above the national average. Persistent absences are significantly higher than the national average for our disadvantaged pupils. There is a clear gap of 12% between persistent absences of our disadvantaged pupils and the national attendance. The school will continue to work with families to address attendance gaps.

Conclusion

Based on all the information above, the performance of our disadvantaged pupils means we are on track to meet the expectations of other disadvantaged pupils nationally. We continue to aim to achieve the outcomes we set out to achieve by 2022/23, as stated in the Intended Outcomes section of the Pupil Premium Strategy Plan.

Our evaluation of the approaches delivered last academic year indicates that further needs to continue to close the attainment gap between disadvantaged and other pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further Information section below provides more details about our planning, implementation, and evaluation processes.

- Additional tutoring/ intervention for disadvantaged pupils (particularly in reading)
- Close the gap with our combined data (Reading, Writing, Maths)
- Additional support and mentoring to increase wellbeing of our most vulnerable pupils (ELSA)
- Quicker intervention to reduce persistent absences (employment of home-link worker).
- Review extra-curricular offering

Further information

- Phonics – All staff have been trained in RWI and we have two dedicated reading leaders to champion the phonics scheme. Children are regularly assessed and any child working below the expected standard has targeted intervention. If they are significantly below they will have fast track tutoring.
- A home link worker has been employed to reduce the number of persistent absences. They work closely with families to find the root cause of absences and support with Early Help where needed.
- We have staff trained in social and emotion support (ELSA) who assist mostly disadvantaged pupils (available for all to access) who are having difficulty with friendships and require nurturing support. There is a specific emphasis on communication, building self-esteem and resilience.
- We have a Mental Health First Aider in the school who can be accessed by anyone who is going through some form of mental health issue. The first aider is able to help guide the person in distress to the help that they need. Once the person has regulated then they are encouraged to continue with their learning. Additional support is planned in if this is required.
- Our learning mentor provides additional support and one-to-one mentoring for vulnerable children. They are currently supporting three disadvantaged boys who are demonstrating behaviour that requires improvement/ cause for concern.
- Blue Coat Infant School continues to offer a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Art's Council Award, The Young Leaders Award, Multisport, and Choir) will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. The school reserves 40% of all extra-curricular activities and will subsidise the cost to activity to promote children to engage in new experiences.