



## Review of the Pupil Premium Strategy Plan for Blue Coat C. E. (A) Infant School 2023-24

### Outcomes for disadvantaged pupils:

#### Attainment

The number of disadvantaged pupils at Blue Coat C.E. Infant School is 105 (38%). This figure is 8% higher than the national level. National data indicated that 25% of children were considered pupil premium.

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 7% lower compared to non-disadvantaged pupils achieving a Good Level of Development (GLD) in EYFS. This gap has closed by 7% since the previous academic year.

	Expected			
	Nat 2024	School	Dis	Non-Dis
GLD	68%	68%	63%	70%

\*27 pupils disadvantaged in Reception 2023-24 (30%)

	Expected			
	Nat 2024	School	Dis	Non-Dis
Phonics 2024	86%	80%	78%	92%

\*40 children in Year 1 2023-24 were disadvantaged (44%).

The school achieved above national in attainment, there is a 2% gap between disadvantaged children passing the phonic screening check compared with national. This gap has closed by 27% since the previous year.

At the end of KS1, children at Blue Coat CE Infant School achieved above the national expected standard in all three core subjects. The gap was wider for children achieving the expected standard (Reading -11%, Writing -14%, and maths 12%).

The number of children working at greater depth is above in writing and maths. There is a gap a 5% gap in reading.

	Expected				Greater Depth			
	Nat' 2024	School All	School Dis	School Non-Dis	Nat' 2024	School All	School Dis	School Non-Dis
Reading	71%	77%	66%	85%	19%	21%	16%	25%
Writing	62%	67%	53%	77%	8%	11%	11%	12%
Maths	71%	77%	65%	85%	16%	23%	18%	27%
Combined		66%	53%	75%		11%	11%	12%

38 Pupils were identified as disadvantaged in Year 2 in 2023/24 (\*the DfE does not collate a combined figure).

## 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 no noticeable difference in EYFS. There is a difference in the behavior for disadvantaged pupils in KS1 that requires improvement.

	Foundation Stage Behaviour Capture			KS1 Behaviour Capture		
	All	Non-dis	Dis	All	Non-dis	Dis
<b>Exceptional</b>	<b>28%</b>	<b>30%</b>	<b>22%</b>	<b>34%</b>	<b>40%</b>	<b>26%</b>
<b>Good</b>	<b>91%</b>	<b>90%</b>	<b>92%</b>	<b>86%</b>	<b>90%</b>	<b>81%</b>
<b>Requires improvement</b>	<b>9%</b>	<b>10%</b>	<b>7%</b>	<b>12%</b>	<b>9%</b>	<b>17%</b>
<b>Cause for concern</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>1%</b>	<b>3%</b>

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
2024	5.5%	6%	7.3%	5.3%	16.2%	13.9%	17.1%	12.2%
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%

Overall absence rates for Blue Coat C.E. Infant School is slightly below the national average. Persistent absences are higher than the national average for our disadvantaged pupils. There is a significant improvement in the attendance (of 11%) for persistent absences of our disadvantaged pupils. There is currently a 3.6% gap with disadvantaged pupils and the national attendance. The school will continue to work with families to address attendance gaps.

## Enrichment

Nursery – Oak Tree Farm  
 Reception – Planetarium, Twycross Zoo  
 Year 1 – Botanical Garden  
 Year 2 – Black Country Living Museum

(additional visits include Bescot Stadium, field trips, art gallery, Walsall Library, local religious buildings, Debate Mate tournaments, local secondary schools for sports tournaments, community work)

## 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 2023/24, 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 phonics)
- Close the gap with disadvantaged pupils writing attainment so this is closer in line with national
- Additional support and mentoring to increase wellbeing of our most vulnerable pupils (ELSA)
- Reduce the absent of disadvantaged pupils so it is closer in line with national.
- Review our enrichment offering for pupils

### **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 assess and any child working below the expected standard have 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 are require nurturing support. There is a specific empathies on communication, building self-esteem and resilience.
- We have Mental Health First Aider in the school is that can be accessed by anyone who is going through some form of mental health issue. The first aider are 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.
- 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 actives and will subsidies the cost to activity promotes children to engage in new experiences.