

Pupil premium strategy statement 2022-2023



] **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

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 Junior School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
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-McArthur
Governor / Trustee lead	Anita Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 209,135
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 39,000
Total budget for this academic year	£248,135.00
Total 2022/2023 budget spend on PP highlighted in this report	£232,300

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 Junior 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.

As a Federation, we are committed to supporting disadvantaged children in meeting their potential and believe that an approach combining high expectations with evidence based high-quality teaching will help close the gap between them and their peers.

A strong focus on literacy and oracy has been at the heart of our pupil premium strategy and important developments have been made in how we deliver reading and writing teaching, as well as providing access to high-quality reading resources. All children have their own reading books that match their reading level; the books are engaging and in excellent condition and thus appealing. We strive to become a school known for reading provision and for children to be lifelong readers. We recognise reading fluency as key to helping children succeed, and thus are committed to listening to children to read with a focus on those who need it most.

Our core intent is that the gap between non-disadvantaged and disadvantaged pupils is closed. We are working with Challenging Education, a consultancy group who aim to raise the attainment of disadvantaged youths (RADY programme), and with their help we have adapted our approach in the following ways:

- Raise expectations: Disadvantaged children enter each key stage below their advantaged peers. We will uplift targets to align with their equivalent peers and build a culture of achievement allowing children and teachers to have high expectations of achievement for disadvantaged pupils.
- Raise awareness: raising the attainment of disadvantaged learners needs to be sustainably delivered over time, meaning that leaders must drive this through their respective areas.
- Raising aspirations: disadvantaged pupils should be fairly represented across all aspects of the school. They should be challenged in lessons and be able to engage in wider opportunities that will develop their skills to become successful in life.

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.

We believe that this approach will give much needed emphasis on raising attainment for disadvantaged pupils. Whilst improving the quality of education for all.

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 the Junior school are 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	Access to enrichment activities can be limited.
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	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 increase standardised scores in summative maths and reading assessments year on year. Teacher assessment of writing shows overall improvement for disadvantaged children.
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.	Teach Like a Champion techniques are used to support accountability, behaviour management and create a culture of learning. Children's reading fluency is systematically improved, thereby enabling

	<p>children access all areas of the curriculum.</p> <p>Interventions are research-led, and do not impact the general curriculum substantially.</p>
Disadvantaged children have extensive access to enrichment activities and opportunities to develop cultural capital.	<p>Enrichment activities are proportionately representative of our disadvantaged learners.</p> <p>Children’s enrichment activities are tracked, so disadvantaged children are taking part in school-based enrichment such as school council.</p>
Social and Emotional needs are met	<p>All staff are aware of the impact of the covid-19 pandemic and teaching is adapted to ensure that lost learning is addressed.</p> <p>Children receive increased pastoral support.</p> <p>Where appropriate disadvantaged children receive additional pastoral support from members of the Inclusion Team.</p> <p>Children are successfully able to co-regulate and then self-regulate.</p> <p>Recorded behaviour incidents are not disproportionately higher for disadvantaged children.</p>
Attendance for disadvantaged families is improved.	<p>Proactive support is in place to support and challenge families when attendance first becomes a concern.</p> <p>Overall attendance for disadvantaged pupils, is at/greater than 96%</p> <p>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: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated costing
RADY (Raising Attainment for Disadvantaged Youngsters) training for all staff	Consultancy with experience on supporting schools in improving outcomes for disadvantaged children. Evidence is available from other local authorities who have used RADY methodology that shows success. https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf	2 and 3.	£52,500
Tailored phonics training for individual teachers and teaching assistants to maintain and enhance high quality teaching	Research around reading shows that phonics is fundamental for children to become fluent readers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 4.	£3000
ELT and FLT monitoring	A robust monitoring system, including pupil progress meetings, is in place to increase focus, ensure a proactive response to concerns and drive timely interventions and close gaps.	1,2,4 and 5	£5000
Tailored quality first teaching	EEF Toolkit used to inform/Update school CPD. Research – teachers in every subject should teach language explicitly to help children access and use academic language. Teach Like a Champion techniques deployed to ensure a culture of learning.	1 and 4.	Staffing £57,500

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

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated costing
Additional Teaching Support – Acting head of School, Senco, 2 x Teachers run fourth groups increasing adult to pupil ratios	Small group intensive tailored support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition		£62,000
TA lead targeted interventions. A high number of TAs are employed to support children in planned, focussed interventions	-Targeted intervention for reading, writing and maths means that the gap between disadvantaged and non-disadvantaged pupils has been eradicated or has a marginal gap (Teaching Assistant intervention EEF +4)	1 and 4.	£12,000
Academic Mentor for Writing, Phonics, Reading support and Maths	Children working significantly below their age-related expectation need targeted and focus learning outcomes to work on (mentoring EEF+2) Opportunities are needed to pre-teach new knowledge so children do not enter lessons cold or with no prior experiences. Opportunity for disadvantaged children to access small group tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2 and 4	£5000
Targeted 1:1 reading teaching to ensure equity	Guidance to encourage equity and not equality, allowing the children who need support the most	1, 2, 3 and 4.	£8000

	become fluent readers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (one-to-one tutoring +5)		
Talk Boost Intervention	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches (Communication and Language EEF +6)	1,2,4	£1500
Nessy Reading Support	Improving the teaching of Literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1 and 2	£250
After School Tutoring Sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 2	£3500
Homework support club. Opportunities for children to access the library at lunchtime either to increase reading for pleasure opportunities or to access devices to complete homework and TT Rockstars.	The average impact of homework is positive in both primary and secondary settings. Some pupils may not have a quiet space or the necessary devices/equipment to complete tasks at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2 and 3	£5750 – staffing and maintenance of devices

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

Budgeted cost: £16,300

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated costing
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Subsidised access to extra-curricular activities to raise disadvantaged engagement	Guidance to encourage equity and not equality, allowing children opportunities to develop skills that may not be offered to them at home.	2 and 3.	£2500
Full representation of disadvantaged pupils on School Council, Art Ambassadors, and other pupil positions	Guidance to encourage equity and not equality, allowing children opportunities to develop skills that may not be offered to them at home.	2 and 3.	£1500
Subsidised access to all enrichment activities such as school trips to ensure full engagement of disadvantaged children	Guidance to encourage equity and not equality, allowing children opportunities to develop skills that may not be offered to them at home.	2 and 3.	£5,350
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	1,4,5	£3150
Investment in Charanga music scheme, CPD and the Wider opportunities Music Scheme enabling all upper KS2 children to learn to play a musical instrument.	https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education	1,2,3,4 and 5	£2000
Swimming lessons subsidised for	Improving opportunities for physical development (EEF +3)	1,2, 3 and 4	£1800

disadvantaged children. Giving all children the opportunity to learn to swim.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches		
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Total budgeted cost: £232,300

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.

Year 3	Summer 2 All	S2 PP	National 202	School
Reading	65%	61%	74%	85%
Writing*	45%	45%	69%	76%
Maths	61%	54%	71%	73%
Combined	39%	36%	59%	67%
Year 4	Summer 2 All	S2 PP	National 202	School
Reading	70%	58%	74%	85%
Writing	27%	16%	69%	76%
Maths	65%	53%	71%	73%
Combined	26%	16%	59%	67%
Year 5	Summer 2 All	S2 PP	National 202	School
Reading	78%	63%	74%	85%
Writing	55%	39%	69%	76%
Maths	77%	63%	71%	73%
Combined	54%	39%	59%	67%
Year 6	Summer 2 All	S2 PP	National 202	School
Reading	85%	81%	74%	85%
Writing	76%	59%	69%	76%
Maths	73%	62%	71%	73%
Combined	67%	53%	59%	67%

Although attainment must always be seen through the lens of cohort specific issues; when comparing the

attainment figures for disadvantaged pupils across all year groups from Summer 2021 to Summer 2022, it shows that in the majority of year groups and increased percentage of disadvantaged pupils reached the expected grade. This is a solid trend

Analysis of behaviour records and the behaviour capture show that there is no imbalance between behaviour between disadvantaged and non-disadvantaged children. The average behaviour rating for our disadvantage children across the school is Good.

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

