



Pupil Premium Report for Blue Coat C. E. (A) Junior School 2024-25

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 Junior School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	50% (179 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Anthony Orlik
Pupil premium lead	David Matthews
Governor / Trustee lead	Anita Edwards

Number of disadvantaged pupils = 179/358	Number of disadvantaged pupils with SEND = 41	Number of disadvantaged pupils with EAL = 103
Year 3 - 46 children	Year 3 – 12 children	Year 3 – 23 children
Year 4 - 41 children	Year 4 – 7 children	Year 4 - 27 children
Year 5 - 44 children	Year 5 - 10 children	Year 5 - 26 children
Year 6 - 48 children	Year 6 - 12 children	Year 6 - 27 children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 260,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	£260,480
Total 2024/2024 budget spend on PP highlighted in this report	£228,410

Funding rates for financial year 2023-24

This table shows how the pupil premium grant is allocated to schools and local authorities in financial year 2023-24, based on per pupil rates.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Funding is paid to:
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,480	School
Pupils previously looked after by a local authority or other state care	£2,570	School
Children who are looked after by the local authority	£2,570	Local authority

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 attainment on entry to the Junior school is 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. Attainment across the school is varied for PP, with some gaps in children's learning. The reasons include, poor working memory, retention, English as an additional languages and limited life experience.
2	Poor recall and fluency of basic skills in mathematics including number bonds and times tables. This impacts on other aspects of the curriculum and affects the children's confidence and self-esteem. Lack of opportunities to practise and consolidate learning outside school.
3	Access to enrichment activities and wider opportunities can be limited.
4	Social and Emotional Concerns: Our assessments (including behavior captures), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem or confidence. Teacher referrals for family support and or children's emotional support remain relatively high. This is due exacerbated issues relating to social, emotional and mental health needs leading to a lack of maturity, resilience and age appropriate skills. The impact on a child's emotions significantly impacts on their behaviour.
5	Financial hardship for children eligible for pupil premium limits access to learning opportunities outside the classroom. This can also have an impact on their attendance and punctuality. Our attendance data over the last year indicates that persistent absence among disadvantaged pupils has been between 3% higher (13.9%) than for non-disadvantaged pupils (10.3%). However, this is better than the national 16.2%.

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. Ensure all children are challenged in their learning in every lesson.
Investing high-quality professional development to ensures that teachers are equipped with the skills and knowledge to deliver effective lessons.	- improve pupil outcomes by embedding the use of five formative assessment -high quality CPD -Effective inductions for new staff and Early Careers Teachers (ECTs)

Disadvantaged children receive consistently high-quality teaching provision tailored to support rapid acquisition of skills and knowledge. They 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. Quality First Teaching is embedded and monitored Children's reading fluency is systematically improved, thereby enabling
Children who have not completed the phonics curriculum make significant progress in reading	Children access all areas of the curriculum through high quality phonics teaching (and intervention if needed). Year 3 and 4 children have 1-2-1 tutoring to make accelerated progress New to school children are rapidly accessed and benchmarked Interventions are research-led, and do not impact the general curriculum substantially. RADY approach targets pupil premium children who are expected to make accelerated progress.
Disadvantaged children have extensive access to enrichment activities and opportunities to develop cultural capital.	Enrichment activities are proportionately representative of our disadvantaged learners. Children's enrichment activities are tracked, so disadvantaged children are taking part in school-based enrichment such as school council. Children experience residential trips with a reduction of the price.
Social and Emotional needs are met	Children with SEMH receive increased pastoral support ELSA/ Nurture or mentoring opportunities. Where appropriate disadvantaged children receive additional pastoral support from members of the Inclusion Team. Children are successfully able to co-regulate and then self-regulate. Recorded behaviour incidents are not disproportionately higher for disadvantaged children.
Extended schools support for persistent absences, providing financial support to PP families to increase attendance	Attendance office liaises with families to ensure positive attendance Family support worker forms positive relationships with families that were previously had children with persistent absence. Proactive support is in place to support and challenge families when attendance first becomes a concern. Overall attendance for disadvantaged pupils, is at/greater than 96% Persistent absence is reduced and is at least in-line with, if not below that of non-disadvantaged children.
The curriculum offers exciting opportunities to engage beyond a normal school day e.g. outdoor adventurous activities, cultural visits and visitors into school.	Children have a rich and broad range of enrichment opportunities Children engage in a range of extra-curricular activities Children develop a love of learning and have a range of hobbies

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £99,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in high-quality professional development ensures that teachers are equipped with the skills and knowledge to deliver effective lessons	<p>Blue Coat Junior School has employed one Teach First teachers and two ECTs. These are supported to keep improving. They have additional opportunities to observe good practice.</p> <p>Lesson Study: observation of live classroom lessons by a group of teachers who collect information on teaching and learning and collaboratively analyses and discuss it</p> <p>Effective Professional Development EEF Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p>	1
Standardised diagnostic assessments for Maths and reading	<p>(Testbase assessments and the Merit Question Level analysis used to a diagnostic in mathematics Improving writing – No More Marking Half termly DIBEL assessments check the children’s reading speed and accuracy. This is used to track progress. KS2 Grammar, Punctuation and Spelling assessments are now in place each term. Diagnostic assessment EEF</p>	1
Statement of Intent for children with SEND and further curriculum develop for the children in the SRP	<p>Introduction of a SENDco assistant to support with across the federation. SENDco has been trained in foetal alcohol training.</p>	
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>There is a strong evidence base that suggests oral language interventions (Such as Wellcomm), including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 4
Tailored phonics training for individual teachers and teaching assistants to maintain and enhance high quality teaching.	<p>Specialist teaching staff training to teach Year 3 and 4 to teach 1-2-1 intervention. Research around reading shows that phonics is fundamental for children to become fluent readers. Phonics Teaching and Learning Toolkit EEF</p>	1 and 4.
ELT and FLT monitoring quality of education.	<p>Improve pupil outcomes by embedding the use of formative assessment strategies. 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.</p>	1,2,4 and 5
Continuous Professional development (INSET and training (Specific focus on Computing, Science, Geography and PE)	<p>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. EEF- Mechanisms are the core building blocks of professional development</p>	1 and 4.

Enable opportunities for staff to engage in National Professional Qualifications (NPQs)	Two members of staff are completing the NPQSL. Professional development to support the implementation of evidence based approaches providing cover time to undertake professional development. NPQs are offered to staff to support and enhance their teaching practice and look at the best and most current research. https://www.gov.uk/guidance/national-professional-qualification-npq-courses	1 and 4
Whole staff training on behaviour management and anti-bullying approaches and Diversity and Inclusion training.	CPD teachers via the National College Staff training in Dyslexia Training Autism Awareness	4
Improve the quality of social and emotional (SEL) learning and nurture provisions.	Family support worker and teaching assistants trained in ELSA and Mentoring Drawing and Talking Intervention (Emotion support) Improving Social and Emotional Learning in Primary Schools EEF	5
All children learn to play an instrument (Music Tuition – wind, brass and steel pans)	Supports the benefits of Arts participation for core academic attainment OFSTED research 2019 explored the importance of developing cultural capital for PP pupils (Art Participation EEF)	3

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

Budgeted cost: £61,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes in Year 5 and 6.</p> <p>Additional teachers to lead targeted intervention groups (Year 6 and 5) for reading, writing and maths.</p> <p>Additional intervention for maths in Year 4.</p>	<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils and/ or with SEND.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group intensive tailored support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2 and 4</p>
<p>Diabels reading assessments followed by Targeted 1:1 reading for the lowest 20% teaching to ensure equity</p>	<p>Guidance to encourage equity and not equality, allowing the children who need support the most.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (one- to-one tutoring +5)</p>	<p>1, 2, 3 and 4.</p>
<p>To provide school led tutoring sessions for our disadvantaged pupils and LAC.</p>	<p>Tutoring can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support</p>	<p>1 and 4</p>
<p>TA lead targeted interventions provide targeted academic support explicitly linked to gaps in English and Maths</p> <p>A high number of TAs are employed to support children in planned, focused interventions</p>	<p>Classroom teachers and teaching assistants can provide targeted academic support.</p> <p>Interventions for reading and decoding.</p> <p>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)</p>	<p>1 and 4.</p>
<p>Additional Interventions:</p> <p>Talk Boost</p> <p>Times Tables</p> <p>Arithmetic</p> <p>Social Understanding of Language Programmed</p>	<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Training provided by a DfE validated systematic synthetic phonics programme</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>(Communication and Language EEF +6)</p>	<p>1 and 4</p>

Targeted 1:1 reading teaching to ensure equity in phonics	Guidance to encourage equity and not equality, allowing the children who need support the most Lowest 20% of children are heard to be read weekly EEF – Literacy toolkit	1, 2, 3 and 4.
Support pupils' social, emotional and behavioral needs through reflection time and opportunities for nurture provision.	Whole-class approaches with targeted PSHE, targeted intervention. New PSHE scheme will be implement to address social and emotional needs (KAPOW) -Develop self-regulation and metacognition skills for pupils. -Time with SENDCo, SENDco assistant, Family Support or Mental Health First aider to learn how to regulate emotions and calming strategies. Inducting staff to understand the positive behaviour policy -Time with the mental health first aider and opportunities to learn de-escalation techniques. - Surveys to show emotional developmental needs are being addressed. This builds emotional resilience and support most vulnerable pupils. Behaviour capture shows improvement in the percentage of children with concerning behaviour. Metacognition and self-regulation Teaching and Learning Toolkit EEF	1 and 4.
Nessy Reading Support capacity has increased to a capacity from 15 to 30	Improving the teaching of Literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1 and 2
After school homework club and allocated library time for each year group.	Allocated time for disadvantaged children to complete homework in school. 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

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

Budget: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce career related learning to the staff and pupils</p>	<p>Career aspirations about careers, university, and further education. interventions that focus on parents and families; interventions that focus on teaching practice; and out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. Aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. EEF - Aspiration interventions</p>	<p>3 and 4</p>
<p>Employee a dedicated attendance officer. Positive impacts for responsive approaches, where schools aim to address the individual causes behind a pupils' persistence absence</p> <p>Emotional based School Avoidance Training for staff.</p>	<p>Improve attendance be developing personalised approaches to meet the needs of individuals: This will involve training for office staff and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance Persistent absence is an immediate issue facing schools across the country. Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance</p> <p>Effective communication strategies and praising improvements. The DfE guidance report 'School Attendance 2020' states that children with poor attendance tend to achieve less at primary school- EEF Supporting Attendance</p>	<p>4 and 5</p>
<p>Family support worker implements support and wellbeing initiatives (Liaising with parents regarding emotional support)</p> <p>Open communication with parents through daily meet and greets, text messages, newsletters and emails (home visits if needed).</p>	<p>Addressing the social and emotional needs of disadvantaged pupils is crucial for their overall success. (Counselling services, or wellbeing support designed to build resilience and self-esteem). Positive dialogue about learning through parental engagement by:</p> <ul style="list-style-type: none"> -improving parental skills such as literacy and math's skills -encouraging parents to support their children with reading and homework -involvement of parents in community events -Early Help and intensive support for families in crisis. -Parents and School Health Workshops – PACH -Social support and well-being checks for parents and pupils -Foodbank vouchers to support families <p>Engaging parents in their child's education can significantly enhance pupil outcomes. Develop strategies to improve communication with parents, provide workshops on supporting learning at home and create opportunities for parents to be more involved in school activities.</p> <p>EEF Improving Emotional Learning</p>	<p>1, 5</p>
<p>Subsidised access to extra-curricular activities to raise disadvantaged engagement and provide enrichment opportunities.</p>	<p>Guidance to encourage equity and not equality, allowing children opportunities to develop skills that may not be offered to them at home.</p>	<p>2 and 3.</p>

<p>Full representation of disadvantaged pupils on all school committees</p> <p>(School Council, Art Ambassadors, Debate Mate, Young Leaders award, A Star Sheriffs)</p>	<p>Guidance to encourage equity and not equality, allowing children opportunities to develop skills that may not be offered to them at home. (Disadvantaged pupils are more likely to have narrow experience of life outside school.)</p>	<p>2 and 3.</p>
<p>School financial support with 50% subsidization for school trips to support financial hardship. Additional support is also given to help with uniform upon request.</p>	<p>Socio-economic disadvantage i.e. poverty. Broken family structures – family stress and low resilience. Families may not have the financial stability to afford trips.</p>	<p>2 and 3</p>
<p>Leasing of Technology to support homework and additional learning.</p>	<p>The EEF's 'Using Digital Technology to Improve Learning'</p>	<p>1, 2 and 3</p>