



## Pupil Premium Report for Blue Coat C. E. (A) Junior School 2023-24

### 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	362
Proportion (%) of pupil premium eligible pupils	45.3% (164 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 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Anthony Orlik
Pupil premium lead	David Matthews
Governor / Trustee lead	Anita Edwards

Number of disadvantaged pupils = 164	Number of disadvantaged pupils with SEND = 45	Number of disadvantaged pupils with EAL = 90
Year 3 - 40 children	Year 3 – 8 children	Year 3 – 20 children
Year 4 - 46 children	Year 4 - 14 children	Year 4 - 24 children
Year 5 - 43 children	Year 5 - 13 children	Year 5 - 26 children
Year 6 - 35 children	Year 6 - 10 children	Year 6 - 20 children

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 228,435.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b>	<b>£228,435.00</b>
<b>Total 2023/2024 budget spend on PP highlighted in this report</b>	<b>£228,410</b>

## 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	£1,455	School
Pupils previously looked after by a local authority or other state care	£2,530	School
Children who are looked after by the local authority	£2,530	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 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: 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, and a lack of enrichment opportunities. Teacher referrals for support remain relatively high and are exacerbated issues relating to social, emotional and mental health needs. This leads to many children lacking in maturity, resilience and age appropriate skills.
5	<p>Our attendance data last year indicates that the school's absence of 5.1% was 1% lower than national 6.3%.</p> <p>Our persistent absence data last year indicates that the school's absence of 9.4% was 8% lower than national 17.7%.</p> <p>Our attendance data last year indicates that disadvantaged pupils' absence of 5.7% was 1% higher than other pupils 4.7%.</p> <p>Our persistent absence data last year indicates that disadvantaged pupils' absence of 11.6% was 4% higher than other pupils 7.6.</p> <p>Although both results are lower than national, we aim to eradicate the absence gap.</p>

## 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
1. 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. The combined data for disadvantaged pupils improves. Children are challenged in their learning in every lesson and make good progress as a result.
2. 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 children access all areas of the curriculum. 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.
3. 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.
4. Social and Emotional needs are met	Children receive increased pastoral support ELSA/ Nurture. 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.
5. Attendance for disadvantaged families is improved.	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 remains at or is greater than 96% Persistent absence continues to be at least in-line with, if not below that of non-disadvantaged children.

## 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: £99,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated costing
CPD for teachers and support for early career teachers	Every early careers teacher is supported to keep improving, is the key ingredient of a successful school. They have additional opportunities to observe good practice. Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.	1	£4000
Standardised diagnostic assessments for Writing.	Improving writing – NMM Purchase of standardised diagnostic assessments for No More Marking. This gives quantifiable data for Writing through Comparative Judgement. <a href="#">Diagnostic assessment   EEF</a>	1	£400
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions (Such as Talkboost), including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1, 4	£4000
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. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1 and 4.	£1500

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	£5200
Tailored quality first teaching: Supply/ cover teacher to release staff to train and improve their given subject area.	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 £5,000
High quality professional development and INSETS	-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. <a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a>	2 and 3.	£6400
Enable opportunities for staff to engage in National Professional Qualifications (NPQs)	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. <a href="https://www.gov.uk/guidance/national-professional-qualification-npq-courses">https://www.gov.uk/guidance/national-professional-qualification-npq-courses</a>	1 and 4	£4000
Whole staff training on behaviour management and anti-bullying approaches and Diversity and Inclusion training.	CPD teachers via the National College	4	£1000
Additional Teachers to run 4 <sup>th</sup> Group ratios x4	Small group intensive tailored support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 4	£51000
Improve the quality of social and emotional (SEL) learning.	Family support worker and teaching assistants trained in ELSA and Mentoring <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5	£18000

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

Budgeted cost: £83,750

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated costing
TA led targeted interventions. A high number of TAs are employed to support children in planned, focused 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 ( <b>Teaching Assistant intervention EEF +4</b> ) Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	1 and 4.	£48000
Targeted teacher for Writing, Phonics, Reading and Maths Targeting disadvantaged just falling short of meeting their age related- expectation	Children working significantly below their age-related expectation need targeted and focus learning outcomes to work on ( <b>mentoring EEF+2</b> ) 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2 and 4	£17000
Diabels reading assessments followed by Targeted 1:1 reading for the lowest 20% teaching to ensure equity	Guidance to encourage equity and not equality, allowing the children who need support the most. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <b>(one- to-one tutoring +5)</b>	1, 2, 3 and 4.	£11,544
Tutoring Programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2 and 4	£6,750



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

Budgeted cost: £43,160

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated costing
Behaviour and attitudes interventions: -Behaviour Mentoring -One to one support for a LAC child Time with SENDCo or Mental Health First aider to learn how to regulate emotions and calming strategies.	<a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1,2, 4, 5	£9,000
Family support worker has dedicated time to the Junior School to challenge attendance and do home visits. We aim to address the individual causes behind a pupils' persistent absence.	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. There are very few high quality studies taking place in English schools.  EEF updating parents on the number of days missed. Embedding principles of good practice set out in the DfE's guidance on <u>working together to improve school attendance.</u>	1, 5	£12000
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 Rock Stars.	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1,2 and 3	£5750 – staffing and maintenance of devices

Subsidised access to extra-curricular activities to raise disadvantaged engagement	<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>Guidance to encourage equity and not equality, allowing children opportunities to develop skills that may not be offered to them at home.</p>	2 and 3.	£2500
Full representation of disadvantaged pupils on School Council, Art Ambassadors, and other pupil positions Young Leaders award	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.	£500
Leasing of technology to support homework and additional learning (and maintenance)	The EEF's ' <a href="#">Using Digital Technology to Improve Learning</a> '	1, 2 and 3	£4000
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.	£6,560
Emotional Literacy Support Assistant	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,4,5	£3000
Investment in Charanga music scheme, CPD and the Wider opportunities Music Scheme enabling all upper KS2 children to learn to play a musical instrument.	<a href="https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education">https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education</a>	1,2,3,4 and 5	£2000

**Total budgeted cost: £228410.**