



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

Pupil Premium Report for Blue Coat C. E. (A) Infant 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 Infant School
Number of pupils in school	271 (313 including Nursey)
Proportion (%) of pupil premium eligible pupils	41% (112 pupils in R, Y1, Y2)
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 = 112	Number of disadvantaged pupils with SEND = 25 (22%)	Number of disadvantaged pupils with EAL = 55 (49%)
Reception – 38 children (42%)	Reception – 7 children (18%)	Reception - 18 children (47%)
Year 1 - 35 children (38%)	Year 1 - 9 children (23%)	Year 1 - 15 children (42%)
Year 2 - 39 children (43%)	Year 2 - 9 children (21%)	Year 2 - 22 children (56%)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 142,590.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	£142,590.00
Total 2023/2024 budget spend on PP highlighted in this report	£141,780.00

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, and 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 for 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.
5	Our attendance data over the last year indicates that persistent absence among disadvantaged pupils has been between 11% higher (28%) than for non-disadvantaged pupils (18.5%). The attendance gap has widened since Covid-19. We need a dedicated person to focus on this and support families.

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.
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 through high quality phonics teaching (and intervention if needed).</p> <p>Interventions are research-led, and do not impact the general curriculum substantially.</p> <p>RADY approach targets pupil premium children who are expected to make accelerated progress.</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> <p>Children experience residential trips with a reduction of the price.</p>
Social and Emotional needs are met	<p>Children with SEMH receive increased pastoral support ELSA/ Nurture or mentoring opportunities.</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>Family support worker forms positive relationships with families that were previously had children with persistent absence.</p> <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.

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

Budgeted cost: £69,600

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	£2000
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. Diagnostic assessment EEF	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 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	1, 4	£2000
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. Phonics Teaching and Learning Toolkit EEF	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	£3600

Tailored quality first teaching – Opportunities for team leaders to offer teaching support and observe other practice offering coaching and team 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. EEF- Mechanisms are the core building blocks of professional development	1 and 4.	£3,000
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. https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf	2 and 3.	£4600
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. https://www.gov.uk/guidance/national-professional-qualification-npq-courses	1 and 4	£2000
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 th Group ratios	Small group intensive tailored support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4	£36,000
Improve the quality of social and emotional (SEL) learning and nurture provisions.	Family support worker and teaching assistants trained in ELSA and Mentoring Improving Social and Emotional Learning in Primary Schools EEF	5	£12,000

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

Budgeted cost: £53,700

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 (Teaching Assistant intervention EEF +4) Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	1 and 4.	£28,000
Additional Interventions: Talk Boost	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Training provided by a DfE validated systematic synthetic phonics programme https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches (Communication and Language EEF +6)	1 and 4	£2800
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.	£6000
National Tutoring Programme Additional tutoring support for 15 hours (x7)	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: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 2 3 and 4.	£5100

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated costing
Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.	NTMC Maths mastering number program	1, 3 and 4	£2800
Develop self-regulation and metacognition skills for pupils. Time with SENDCo or Mental Health First aider to learn how to regulate emotions and calming strategies.	Time with the mental health first aider and opportunities to learn de-escalation techniques Metacognition and self-regulation Teaching and Learning Toolkit EEF	1 and 4.	£4000
Nessy Reading Support	Improving the teaching of Literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1 and 2	£250
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	£4750 – staffing and maintenance of devices

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

Budgeted cost: £18,480

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated costing
<p>Family support worker has dedicated time to the Infant School to challenge attendance and do home visits.</p> <p>Positive impacts for responsive approaches, where schools aim to address the individual causes behind a pupils' persistence absence.</p>	<p>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</p> <p>Persistent absence is an immediate issue facing schools across the country. There are very few high quality studies taking place in English schools.</p> <p>EEF updating parents on the number of days missed.</p> <p>Embedding principles of good practice set out in the DfE's guidance on <u>working together to improve school attendance.</u></p>	1, 5	£8,000
Subsidised access to extra-curricular activities to raise disadvantaged engagement and provide enrichment opportunities.	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 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. (Disadvantaged pupils are more likely to have narrow experience of life outside school.)	2 and 3.	£500
School Trip 50% subsidization	Socio-economic disadvantage i.e. poverty. Broken family structures – family stress and low resilience. Families may not have the financial stability to afford trips.	2 and 3	£4480
Leasing of Technology to support homework and additional learning.	The EEF's <u>Using Digital Technology to Improve Learning</u>	1, 2 and 3	£3000

Total budgeted cost: £141,780.00