



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

### Outcomes for disadvantaged pupils:

#### Demographics

The number of disadvantaged pupils at the end in Blue Coat Junior School was 48% (173 children out of 258) of KS2 was 48% (44 out of 90). Blue Coat Junior is considerably higher than the national data indicated of 30% of children considered disadvantaged.

#### Attainment

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.

	Expected			Greater Depth		
	Nat 2023-24	Dis	Non-Dis	National 2023-24	Dis	Non-Dis
Reading	74%	80%	87%	28%	16%	31%
Writing	72%	66%	79%	13%	11%	22%
Maths	73%	71%	80%	24%	30%	29%
Combined	61%	57%	69%	8%	9%	29%

In reading the data indicates that disadvantaged pupils achieve national above national. Disadvantaged pupils' attainment is 6% lower than national in writing and 2% lower than national in maths.

Children achieving combined for reading, writing and maths is 4% below the national expectation. Non-disadvantaged pupils are twice as likely to be working at greater depth as a disadvantaged pupil.

The data demonstrated that the gap in attainment remained higher in upper KS2 than in lower KS2. Although children at Blue Coat Junior School achieved above national expected standard, there was a significant difference between the attainment for disadvantaged and non-disadvantaged pupils (particularly in the combined data). Writing remains a focus for disadvantaged pupils and is contributing to the low combined attainment score.

	National Disadvantaged Expected	National disadvantaged Greater Depth
Reading	62%	
Writing	58%	
Maths	58%	
Combined	46%	3%

BCJ disadvantaged gap compared to children achieving the expected standard nationally:  
 Reading: 11% (nationally 11%)  
 Writing: 14% (nationally 13%)  
 Maths: 5% (nationally 15%)  
 Combined: 19% (nationally 13%)

BCJ disadvantaged gap compared to children achieving the greater depth standard nationally:  
 Combined: 3% (nationally 3%)

Disadvantaged pupils are in line with disadvantaged nationally. However, we need to improve the combined attainment gap. Disadvantage pupils do well in maths compared to national disadvantaged. However this is still 5% behind the expected standard for all children.

**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.

	Behaviour Capture		
	All	Dis	Non-Dis
Exceptional	40%	37%	42%
Good	82%	80%	83%
Requires improvement	13%	14%	12%
Cause for concern	3%	4%	2%

The following data is based on 358 children across year 3-6. There was no difference in the behavior overall. However there are some cohort specific differences that require additional support.

**Enrichment**

- Year 3 – Think Tank
- Year 4- Anglo Saxon experience, Lichfield Cathedral
- Year 6 – Viking Experience, Cannock Chase 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).

**Attendance**

Overall absence rates for Blue Coat C.E. Junior School is in line with the national average. Persistent absences are lower than the national average.

	Absence				Persistent Absence			
	Nat	School	Dis	Sch other	Nat	School	Dis	Sch other
	5.5%	5.5%	5.6%	5.3%	16.2%	12%	13.9%	10.8%
2023	6.3%	5.1%	5.7%	4.7%	17.7%	9.2%	11.6%	7.4%
2022	6.3%	5.3%	5.9%	4.9%	17.7%	10.8%	14.9%	7.8%

## **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 in Writing and Maths .

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 writing)
- Close the gap with our combined data (Reading, Writing, Maths)
- Additional support and mentoring to increase wellbeing of our most vulnerable pupils
- Quicker intervention to reduce persistent absences
- Review extra-curricular offering during the day time.
- Increase aspiration of children and develop career related learning
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