



Bilston CE Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Bilston CE Primary School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	14 th October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gary Gentle
Pupil premium lead	Jenny Booth
Governor / Trustee lead	Mark Bircher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,380
Recovery premium funding allocation this academic year	£29,580 (204 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£303,960

Part A: Pupil premium strategy plan

Statement of intent

Bilston CE Primary School is situated in an inner-city area and, whilst pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage. The school deprivation indicator is within quintile 5, one of the highest indicators of social and economic deprivation. As a result, we have a much higher proportion of pupils eligible for the Pupil Premium Grant. Historically, these pupils have done well at Bilston CE Primary, making rapid progress, from low starting points and achieving largely in line with their non-eligible peers. We have robust systems in place to ensure that academic progress and attainment are tracked and monitored for all eligible pupils. Staff are challenged where pupils are not progressing and measures are put in place to support children where appropriate. We are a nurturing school, our pupils feel happy and safe here and, as a result, learn well. The recruitment of a Pastoral Manager has enabled us to further develop links with families and support the wider well-being of our children. As is the case with schools nationally, school closures due to Covid-19 have impacted on all pupils with the greatest impact evident for disadvantaged pupils. The gap that we had worked tirelessly to close between disadvantaged and non-disadvantaged pupils has widened. Therefore, our biggest intention for the spending of both Pupil Premium and Recovery Premium is to narrow and close this gap once again. As in previous years, our strategy is centred around the EEF's tiered approach which identifies 3 tiers for spending:

1. Teaching
2. Targeted academic support

3. Wider Strategies

The details of this can be found below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low starting points: Poor language and communication skills Limited prior learning Lack of Early Years education for pupils joining the school as a result of Covid-19
2	Limited life experiences Social, emotional and mental health needs Attendance
3	Attainment gap between disadvantaged pupils and all other pupils Greater gap caused by implications of Covid-19 Implications of the 'digital divide' Disadvantaged pupils with Special Education Needs or Disability (SEND) Disadvantaged pupils achieving 'Greater Depth'
4	Low aspiration Lack of parental involvement/support Lack of parental ability to support their child's studies

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
Development of 'Great Teaching and Learning'	<ul style="list-style-type: none"> ✓ Teaching and learning will be judged as at least 'good' across the school with strengths and areas for development identified and measures in place to support where appropriate. ✓ Staff will have attended a range of CPD and this will be evident in their daily practice. ✓ Narrowing attainment gap between PP and xPP pupils. ✓ Attainment of our PP pupils will be comparable to LA data for PP in Reading, Writing and Maths. ✓ Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally
Accelerated learning – recover from Covid-19 closures	<ul style="list-style-type: none"> ✓ Staffing structure – Third teachers and HLTAs in all year groups to allow for smaller class sizes in core lessons. ✓ Gaps in learning will be quickly identified and children's work will show rapid progress over time. ✓ Intervention strategies used within class to accelerate learning – evidence based interventions in PM sessions to support and extend. ✓ More able pupils challenged within class – mastery approach.

	<ul style="list-style-type: none"> ✓ Less able/pupils with SEND will be less reliant on adult input and more independent in choosing manipulatives to support their own learning. ✓ Narrowing attainment gap between PP and xPP pupils. ✓ Attainment of our PP pupils will be comparable to LA data for PP in Reading, Writing and Maths. ✓ Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally
Support learning in school and at home	<ul style="list-style-type: none"> ✓ Parental workshops made available throughout the year (face to face or virtual) to offer guidance to parents on how to support their children at home. ✓ Family Learning sessions to restart. ✓ Homework set weekly on Dojo/Teams – staff to provide timely feedback. ✓ Parental engagement through Marvellous Me, Dojo, Facebook, Twitter, school website, text system. ✓ Children will have access to resources necessary to complete weekly tasks ✓ Parents are challenged when absence and punctuality affect the education of their children.
Provide a broad and balanced curriculum	<ul style="list-style-type: none"> ✓ A wide range of extracurricular clubs available for all pupils ✓ Successful Children’s University year - attendance at Graduation Ceremony at Wolverhampton University to celebrate involvement in extra-curricular activities

	<ul style="list-style-type: none">✓ All Key Stage Two pupils given the opportunity to learn an instrument (as a club or lesson delivered by a peripatetic teacher)✓ Behaviour and learning behaviours are positive.✓ Pupils enjoy coming to school, all children feel that they can succeed regardless of their academic ability. (Pupil voice)
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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

Budgeted cost: £180,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Power Maths – Scheme of work to further develop the maths mastery work we have already started.</i>	Power Maths is a DfE approved programme for teaching maths mastery, written in collaboration with White Rose Maths.	1, 3
<i>Pathways to Write – introducing a greater mastery approach to writing.</i>	EEF Toolkit suggests that mastery learning can have an impact of an additional 5 months progress, with particular benefits seen for disadvantaged pupils.	1, 3
<i>Read Write Inc Used as a systematic approach to teaching of early reading.</i>	RWI is a DfE validated systematic synthetic phonics programme.	1, 3
Teach Right	EEF Toolkit states: <i>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’</i>	3
DHT/AHT role – supporting and modelling, raising standards in teaching/supporting	EEF Pupil Premium guidance – <i>‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’</i>	1, 3

less experienced staff.		
CPD for all teaching staff	<p>EEF Pupil Premium guidance – <i>‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’</i></p> <p>Carefully chosen CPD will ensure that all staff are up to date with any changes in their curriculum area whilst also refreshing their ideas on teaching and learning. All CPD will be disseminated to other staff.</p>	1, 3
Pupil Premium Lead to monitor and manage spending of the grant	<p>According to the EEF ‘Putting Evidence to Work – A School’s Guide to Implementation’ document, schools should develop a team of leaders to monitor and support areas of improvement throughout the school. Having a PP Lead, allows the large number of eligible pupils to be tracked and monitored with appropriate support allocated to those who need it. The PP Lead is responsible for identifying the impact of the allocation in raising attainment and requirements for future spending.</p>	1,2,3,4
Smaller group sizes for Core subjects – use of third teachers and HLTAs	<p>EEF Toolkit (+3 months) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	1,3

Targeted academic support

Budgeted cost: £ 54,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller group sizes for Core subjects – use of third teachers and HLTAs	EEF Toolkit (+3 months) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1,3
Switch On Reading	EEF Toolkit: +5 months - One:one tuition +6 months - Reading comprehension strategies	1,3
Fresh Start	EEF Toolkit: +5 months - One:one tuition +6 months - Reading comprehension strategies +4 months -Teaching Assistant led interventions	3
Power Maths interventions	EEF Toolkit: +4 months -Teaching Assistant led interventions	1,3
RWI 1:1	EEF Toolkit: +5 months - One:one tuition	1,3
SENDCo out of class	According to the EEF 'Putting Evidence to Work – A School's Guide to Implementation' document, schools should	1,3,4

	<p>develop a team of leaders to monitor and support areas of improvement throughout the school. Having a SENDCo out of class, enables her to work more closely with pupils identified as having Special Educational Needs, target setting with staff, working in small groups with pupils, offering support and guidance to staff, alongside professionals, in relation to the individual needs of pupils.</p>	
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Wider strategies

Budgeted cost: £ 69,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO	EEF guidance for Using Pupil Premium funding effectively: <i>'You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.'</i>	2
Pastoral Manager – working with pupils and families. Building positive relationships,	EEF Toolkit: +4 months - Parental engagement +4 months – Behavioural interventions	2, 4

addressing needs for support, SEMH.	+4 months – Social and Emotional Learning	
Sports Health Officer	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +4 months – Social and Emotional Learning	2
Children’s University	<i>‘All children must be given the same opportunity and freedom of choice to actively shape their own learning beyond the classroom. By increasing the activities available to all children and removing any barriers they face, children will be encouraged to access and proactively engage in, their own learning journey beyond the classroom.</i> <i>Families and carers of the most socially excluded children must be able to access as much quality learning beyond the classroom as those families for whom there are fewer barriers.’</i> The State of The Nation Evidence and impact of the importance of learning beyond the classroom in 2021, Published by the Children’s University.	2,4
Improving and extending teaching space	Extending teaching space is allowing us to have smaller staff:pupil ratios with the use of third teachers and HLTAs. According to the EEF Toolkit, this can add an extra 3 months progress to a child’s learning. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a	1,3

	teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	
Extra curricular clubs	EEF Toolkit +3 months – Extending school time +1 months – physical activity	2,4
<i>Music school SLA - Music tuition for pupils in KS2</i>	EEF Toolkit – Arts Participation +3 months. <i>‘Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’</i>	2

Total budgeted cost: £303,960

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 2020 to 2021 academic year.

Aim	Outcome
Teaching and Learning judged as at least 'good' for all pupils.	<p>Summer data has shown that in all year groups, more non-PP pupils are achieving ARE than PP pupils. The gap is more significant in some year groups than others and whilst there are other factors to consider for many of the PP pupils, this is something that will need to be addressed throughout the next academic year, ensuring that the gap is narrowed as it was following the closure in 2020. This is not necessarily a reflection on the quality of teaching and learning, rather a reflection on time lost for some of our pupils due to Covid.</p> <p>New schemes for Maths and English are being trialled ready for September. Efficient Curriculum for English and NCETM Maths Guidance have been used this academic year to support staff in tailoring lessons to meet the needs of pupils in light of the school closures. This has given staff clear and achievable objectives to follow in order to give pupils the best opportunities to 'catch up' and achieve end of year goals.</p>
Improved outcomes for early reading	<p>Reception – PP 24% working at ARE in reading compared to 59% of xPP. This gap has widened throughout the year and will need to be addressed as a matter of urgency in the new academic year with RWI as the primary resource to promote early reading with also a focus on daily reading at home and in school.</p> <p>Year 1 – PP 37% working at ARE in reading compared to 51% of xPP. There remains a significant gap between PP and xPP although this has narrowed since baseline data.</p>

	<p>Year 2 - PP 63% working at ARE in reading compared to 70% of xPP. There remains a gap between PP and xPP although this has narrowed since baseline data.</p> <p><i>Research funded by the DfE has revealed that disadvantaged pupils have been disproportionately affected by the school closures compared to their more affluent peers. The picture shown by our data resembles that in schools across the country.</i></p>																
<p>Evidence of extra-curricular provision to widen 'cultural capital' for PP eligible pupils.</p>	<p>Clubs restarted in the Summer term, below is a table identifying attendance of eligible pupils at these clubs. A push on Children's University in the new academic year will be used to promote extra-curricular activities with the children in light of the easing of restrictions.</p> <table border="1" data-bbox="496 958 1150 1778"> <thead> <tr> <th>Class</th> <th>PP/FSM Engagement in Extra Curricular Clubs Spring/Summer 2021</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>14/25 = 56%</td> </tr> <tr> <td>Year 1</td> <td>15/29 = 52%</td> </tr> <tr> <td>Year 2</td> <td>23/34 = 65%</td> </tr> <tr> <td>Year 3</td> <td>22/35 = 63%</td> </tr> <tr> <td>Year 4</td> <td>24/38 = 63%</td> </tr> <tr> <td>Year 5</td> <td>21/36 = 58%</td> </tr> <tr> <td>Year 6</td> <td>9/34 = 26%</td> </tr> </tbody> </table>	Class	PP/FSM Engagement in Extra Curricular Clubs Spring/Summer 2021	Reception	14/25 = 56%	Year 1	15/29 = 52%	Year 2	23/34 = 65%	Year 3	22/35 = 63%	Year 4	24/38 = 63%	Year 5	21/36 = 58%	Year 6	9/34 = 26%
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<p>Address the 'Digital Divide'</p>	<p>School has worked closely with families and the DfE as well as the council to provide Laptops and Dongles to the families. JB/DR have kept in close contact with families to offer support and to monitor online engagement.</p>																

<p>All PP eligible families were offered a device with an uptake of 31%. Online engagement was recorded and monitored weekly with those not engaging, being contacted via phone call, text message, Marvellous Me or in case of no contact, home visit.</p> <p>The table below shows the levels of online engagement during the two school closures.</p>		
	Some/Good engagement March-July 2020	Some/Good engagement/In school January-March 2021
Reception		74%
Year 1	60%	84%
Year 2	58%	85%
Year 3	63%	87%
Year 4	57%	77%
Year 5	60%	83%
Year 6	47%	82%

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
Power Maths	Pearson
RWI	Ruth Miskin
Pathways to Write	The Literacy Company
Lexia	Lexia Learning

Freshstart	Ruth Miskin
TTRockstars	Maths Circle Ltd.
Espresso	Discovery Education
Literacy Shed	Literacy Shed
White Rose Maths	White Rose Maths
Collins Online Subscription – Maths and Science	Collins
Oxford Owl	Oxford University Press

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> ➤ High quality first wave teaching within smaller group sizes (use of HLTA/3rd teacher) ➤ Extra curricular activities ➤ Music tuition
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> ➤ All eligible pupils had an attendance >98% ➤ All pupils engaged in extra curricular activities ➤ KS2 pupils receiving instrumental tuition ➤ 2/3 pupils made at least expected progress and are working at or above ARE. The pupil who has not made expected progress has been identified for

	additional support – this will be closely monitored.
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