

## Bilston CE Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding (2022-23) 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	435
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
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	£311, 625 (225 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£32,625 (225 pupils)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£311, 625

## 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 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. Despite careful planning and monitoring over the past 12 months, these gaps still exist. We have now made the attainment of Pupil Premium pupils a key priority of school improvement for this academic year and we will work closely with all stakeholders and the Local Authority to ensure that we see the outcomes that we had previously celebrated for our most disadvantaged pupils. As in previous years, our strategy is centred around published research and the EEF's tiered approach which identifies 3 tiers for spending:

1. Teaching
2. Targeted academic support
3. Wider Strategies

### Challenges

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

Challenge number	Detail of challenge
1	<b>Low starting points:</b> Our children start in Reception from a variety of nursery settings with starting points 'well below' national expectations. These are characterised by:

	<ul style="list-style-type: none"> <li>➤ Poor language and communication skills</li> <li>➤ Limited prior learning</li> <li>➤ Lack of phonic awareness</li> <li>➤ Poor numerical understanding</li> </ul>
2	<p><b>Limited life experiences:</b></p> <p>Many of our children lack wider life experiences, this can hinder their knowledge and understanding of the world around them, it can impact on their social interactions with others and their communication and language. Limited life experiences can also be linked to social, emotional and mental health needs of our pupils and their families.</p>
3	<p><b>Attainment gap:</b></p> <p>Our Pupil Premium eligible pupils are currently outperforming national Pupil Premium data. However, the attainment gap that occurred as a result of the Covid-19 school closures between our PP pupils and xPP pupils is still present. In contrast to pre-covid times, our non-eligible pupils are currently outperforming their eligible peers in reading, writing and maths in most year groups. Eligible pupils with multiple indicators are not making enough progress.</p>
4	<p><b>Low aspirations:</b></p> <p>For some of our pupils, low aspirations impact on their progress and attainment. A lack of parental involvement and/or parental ability can mean that learning is limited to the time a child spends in school and is not extended beyond this. Poor attendance for these pupils can also be typical leading to gaps in their education.</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
Development of 'Great Teaching and Learning'	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Staff will have attended a range of CPD and this will be evident in their daily practice.</li> <li>✓ Narrowing attainment gap between PP and xPP pupils.</li> <li>✓ Attainment of our PP pupils will be comparable to LA data for PP in Reading, Writing and Maths.</li> <li>✓ Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally</li> </ul>

<p>Accelerated progress for PP eligible pupils – narrowing the gap between PP and non PP pupils.</p>	<ul style="list-style-type: none"> <li>✓ Staffing structure – Third teachers and HLTAs to allow for smaller class sizes in core lessons.</li> <li>✓ Half termly monitoring of PP pupils with multiple indicators.</li> <li>✓ Gaps in learning will be quickly identified and children’s work will show rapid progress over time.</li> <li>✓ Intervention strategies used within class to accelerate learning – evidence based interventions in PM sessions to support and extend.</li> <li>✓ More able pupils challenged within class – mastery approach.</li> <li>✓ Less able/pupils with SEND will be less reliant on adult input and more independent in choosing manipulatives to support their own learning.</li> <li>✓ Narrowing attainment gap between PP and xPP pupils.</li> <li>✓ Attainment of our PP pupils will be comparable to LA data for PP in Reading, Writing and Maths.</li> <li>✓ Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally</li> </ul>
<p>Support learning in school and at home</p>	<ul style="list-style-type: none"> <li>✓ Parental workshops made available throughout the year to offer guidance to parents on how to support their children at home - PP engagement will be in line with xPP engagement.</li> <li>✓ Family Learning sessions to restart – target PP eligible parents – 50% of EYFS PP parents to engage.</li> <li>✓ Homework set weekly on Dojo/Teams – PP engagement will be in line with xPP engagement.</li> <li>✓ Parental engagement through Marvellous Me, Dojo, Facebook, Twitter, school website, text system.</li> <li>✓ Children will have access to resources necessary to complete weekly tasks</li> <li>✓ Parents are challenged when absence and punctuality affect the education of their children – attendance of PP pupils will be roughly in line with national attendance target (95%+)</li> </ul>
<p>Provide a broad and balanced curriculum</p>	<ul style="list-style-type: none"> <li>✓ A wide range of extracurricular clubs available for all pupils – during academic year 2021-22, 52% of PP pupils attended an extracurricular club. In 2022-23, a target of 60%+ PP pupils will attend an extracurricular club.</li> <li>✓ Successful Children’s University year -All PP eligible pupils are enrolled onto the Children’s University programme. In academic year 2021-22, 12 pupils (8%) attended a CU Graduation Ceremony. A target of at least 25% of pupils will attend a Graduation Ceremony at Wolverhampton</li> </ul>

	<p>University to celebrate involvement in extra-curricular activities in 2022-23.</p> <ul style="list-style-type: none"><li>✓ All Key Stage Two pupils given the opportunity to learn an instrument (as a club or lesson delivered by a peripatetic teacher). In academic year 2021-22, 52 PP pupils played an instrument, a target of 60+ will be set for 2022-23.</li><li>✓ Behaviour and learning behaviours are positive.</li><li>✓ Pupils enjoy coming to school, all children feel that they can succeed regardless of their academic ability. (Pupil voice)</li></ul>
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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: £137,047**

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
Phase Leader role – supporting and modelling, raising standards in teaching/supporting less experienced staff.	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
CPD for all teaching staff	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> 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	1, 3

	and learning. All CPD will be disseminated to other staff.	
Pupil Premium Lead to monitor and manage spending of the grant	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.	1,2,3,4
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

### Targeted academic support

**Budgeted cost: £ 92,279**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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 (AMs)	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 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.	1,3,4
Number Sense (Key Stage One)	EEF Toolkit: +6 months - Early Numeracy approaches	1,3
Speech and Language Full time Elkan trained teaching assistant to work with identified pupils.	EEF Toolkit +6 months – Communication and Language Approaches	1,3

## Wider strategies

Budgeted cost: £ 94,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO/School Attendance Officer	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, addressing needs for support, SEMH.	EEF Toolkit: +4 months - Parental engagement +4 months – Behavioural interventions +4 months – Social and Emotional Learning	2, 4
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. 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 teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1,3
Family Learning	EEF Toolkit: +4 months - Parental engagement	2,4
Forest Schools	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +4 months – Social and Emotional Learning	2
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
School Visits/Residentials	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions	2,4

	+4 months – Social and Emotional Learning +3 months – Extending school time	
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**Total budgeted cost: £323,788**

## 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 2021 to 2022 academic year.

<p>Development of 'Great Teaching and Learning'</p> <p>Accelerated learning – recover from Covid-19 closures</p>	<ul style="list-style-type: none"> <li>➤ <b>EYFS outcomes</b> – Positive outcomes for PP pupils in EYFS 2021/22 with 62% of PP pupils achieving GLD compared to 59% of xPP pupils.</li> <li>➤ <b>Phonics scores</b> – 52% of PP pupils (including Y2 retakes) achieved the pass mark compared to 88% of xPP pupils. <i>National PP outcomes – 62%</i></li> <li>➤ <b>KS1 outcomes</b> – 53% of PP pupils achieved at least ARE in Reading at the end of KS1 compared to 57% of xPP pupils. 47% of PP achieved at least ARE in Writing compared to 57% of xPP pupils. 53% of PP pupils achieved at least ARE in Maths compared to 61% of xPP pupils. <i>National PP outcomes – Reading – 51% (-2%), Writing – 41% (-6%), Maths – 52% (-1%)</i></li> <li>➤ <b>KS2 outcomes</b> – 77% of PP pupils achieved at least ARE in Reading at the end of KS2 compared to 86% of xPP pupils. 63% of PP pupils achieved at least ARE in Writing compared to 68% of xPP pupils. 66% of PP pupils achieved at least ARE in Maths compared to 86% of xPP pupils. <i>National PP outcomes – Reading – 62% (-15%), Writing – 55% (-8%), Maths – 56% (-10%)</i></li> <li>• Our PP pupils outperformed PP pupils nationally in KS1 and KS2 at the end of academic year 2021-22.</li> <li>• An area of concern is Year 1 phonics data (implications for KS1 outcomes) although this is cohort specific and those who are not meeting ARE have been identified and are receiving additional support in order to accelerate progress.</li> <li>• Whilst attainment gaps between PP and xPP pupils have narrowed in some year groups for some subjects, xPP pupils are still outperforming PP pupils in the majority of year groups and the gaps that appeared as a result of Covid-19 closures still exist.</li> </ul>
<p>Support learning in school and at home</p>	<ul style="list-style-type: none"> <li>➤ Regular opportunities for parents to attend school – assemblies, workshops, craft sessions (Covid permitting)</li> <li>➤ 3 face to face parents evenings and 3 termly reports sent to parents – engagement positive from parents, parents who did not attend were contacted.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Weekly homework set on Teams and Class Dojo – successful with parents.</li> <li>➤ Successful parental engagement through Marvellous Me, Dojo, Facebook, Twitter, school website, text system.</li> <li>➤ Devices are available for all families.</li> <li>➤ Parents are challenged when absence and punctuality affect the education of their children – parental contracts/EWO. Attendance of PP pupils was 91.9% compared to 94.2% of xPP pupils in 2021-22.</li> </ul>
Provide a broad and balanced curriculum	<ul style="list-style-type: none"> <li>➤ We have been able to offer a wide range of extracurricular clubs available for all pupils: 52% of our PP pupils attended an extracurricular club during academic year 2021-22.</li> <li>➤ Successful Children’s University year – attendance at Graduation Ceremony at Wolverhampton University to celebrate involvement in extra-curricular activities for some KS2 children. 12 children (8%) attended a CU Graduation Ceremony in 2021-22. This was the first year we had attended this event due to Covid, we are hopeful that now children have seen what is involved, there will be higher levels of engagement next year.</li> <li>➤ All Key Stage Two pupils are given the opportunity to learn an instrument (as a club or lesson delivered by a peripatetic teacher) - 52 PP pupils learned to play an instrument during 2021-22.</li> <li>➤ Behaviour and learning behaviours are positive.</li> <li>➤ Pupil voice – speaking to PP pupils - Pupils enjoy coming to school, all children feel that they can succeed regardless of their academic ability. (Pupil voice)</li> </ul>

### 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

<p><i>For schools that receive this funding, you may wish to provide the following information:</i></p> <p><b>How our service pupil premium allocation was spent last academic year</b></p> <ul style="list-style-type: none"> <li>➤ High quality first wave teaching within smaller group sizes (use of HLTA/3<sup>rd</sup> teacher)</li> <li>➤ Extra curricular activities</li> </ul>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p> <ul style="list-style-type: none"> <li>➤ Both eligible pupils had an attendance of 100%</li> <li>➤ Both pupils engaged in extra curricular activities</li> <li>➤ Both pupils making at least expected progress in Reading and Maths</li> <li>➤ 1 pupil achieving ARE in Reading and Maths</li> </ul>