

# Pupil Premium Strategy Statement – Bilston CE Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£334,650
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£33,350
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£368,000

## 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, disadvantaged pupils have achieved well at Bilston CE Primary, making rapid progress, from low starting points and achieving largely in line with their non-disadvantaged peers. We have robust systems in place to ensure that academic progress and attainment are tracked and monitored for all disadvantaged 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. Our Pastoral Manager has an integral role in developing links with families and external agencies in order to support the wider well-being of our children.

As is the case with schools nationally, we are still seeing the impact of the Covid-19 school closures, with the greatest impact evident for our disadvantaged pupils. The gap that we had worked tirelessly to successfully close between disadvantaged and non-disadvantaged pupils widened throughout 2020-21. Closing this gap has since been a whole school priority.

Our intention is clear; we strive for all pupils, regardless of their socioeconomic background, to make good progress and achieve their full potential, this includes ensuring that our higher attainers also achieve in line with their ability. The focus of our Pupil Premium Strategy is to identify the challenges faced by our disadvantaged pupils and put in place necessary and appropriate actions to address them.

In 2022-23, we have seen promising outcomes with attainment gaps narrowing in the majority of year groups. Our end of key stage data is positive and our disadvantaged pupils are achieving well and in many cases better than disadvantaged pupils nationally and locally.

We are very aware that the pandemic has left long lasting effects on children and families. Historically, starting points for many of our children have been lower than the national expectations with Communication and Language, Literacy and Understanding the World being areas of particular concern. In addition to this, we are also seeing a much higher number of children with social, emotional and mental health needs, requiring pastoral care or additional

family support. The number of children with complex special educational needs has also risen significantly.

We also recognise as a school that there are many children who are not currently eligible for Pupil Premium but are vulnerable. The Pupil Premium and Pastoral Leads have worked closely together to identify these children and they will also be given priority when considering the spending of the Pupil Premium Grant to ensure that we fulfil our vision that ‘no child gets left behind’.

As always, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that through the actions identified in this strategy, that all of our pupils will benefit.

For those pupils where high quality first wave teaching isn’t having the necessary impact, carefully chosen intervention strategies will be used to ensure rapid progress and the narrowing of gaps. The National Tutoring Programme will form part of this.

The challenges faced by our disadvantaged pupils are identified by robust diagnostic assessment. They are reflective of our current cohort and we, as a whole school community, understand and work together to address them.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Baseline assessments in EYFS show that our pupils start Reception with typically low starting points, often ‘well below’ national expectations.</b></p> <p>Trends in judgements show:</p> <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> <p>These are particularly prevalent for our disadvantaged pupils.</p>
2	<p><b>Social, Emotional and Mental Health needs</b></p> <p>We have seen a rise in the number of children and families requiring additional support from our pastoral team. Many children are presenting with Social,</p>

	Emotional and Mental Health needs, requiring additional support from external agencies. With lengthy waiting times for paediatric services, school support is imperative in supporting these pupils and their families.
3	<b>Attainment gap at Lower Key Stage Two</b> Data over time shows gaps narrowing in the majority of year groups. This wasn't the case last academic year for our current Year 4 cohort. This is something that needs further investigation to ensure that it is not a repeated trend as children move from Key Stage One into Key Stage Two.
4	<b>Attainment gap between disadvantaged and non-disadvantaged pupils</b> Data over time shows gaps narrowing in the majority of year groups although it still exists and therefore remains a priority.
5	<b>Attendance gap</b> Whilst attendance rates overall are good and above the national average, there is a gap between our disadvantaged and our non-disadvantaged pupils. The persistent absence rate for our disadvantaged pupils is much higher than for our non-disadvantaged pupils. We recognise that attendance is crucial in our drive to close the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

## 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
Accelerated progress from baseline judgements for disadvantaged pupils in EYFS.	<ul style="list-style-type: none"> <li>• High quality EYFS provision rooted in the development of communication, language and literacy skills as well as a wealth of opportunities for children to develop in all areas of learning.</li> <li>• Robust phonics teaching through the RWI programme. Early Reading Lead to work alongside EYFS staff, providing effective modelling and internal CPD and moving children on rapidly.</li> <li>• Additional and appropriate support in place for disadvantaged children with additional needs.</li> <li>• A strong school/parent partnership in place to support children's learning beyond the classroom.</li> <li>• At least good progress for all children, especially disadvantaged pupils.</li> </ul>
To continue to make pupil well being and mental health a	Sustained high levels of wellbeing by 2024/25 demonstrated by:

<p>priority, recovering from the long term effects of the Covid-19 pandemic on pupils and their families.</p>	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• high engagement in the range of extra curricular activities available to children, including:</li> <li>• extra-curricular clubs (60% of disadvantaged pupils attended an extra-curricular club in 2022-23, target for 2023-24 will be 65%)</li> <li>• musical instrument tuition (57% of Pupil Premium eligible pupils learned to play a musical instrument in 2022-23, target for 2023-24 will be 60%)</li> <li>• continued work with external agencies to strengthen our SEMH provision for pupils and families who need it, including the introduction of new interventions</li> <li>• high quality provision offered by our pastoral team, ensuring that children are happy and feel safe</li> <li>• All children will have the opportunity to attend 3 off site educational visits per year with part of the cost subsidised for disadvantaged pupils.</li> </ul>
<p>Improved outcomes for disadvantaged pupils at lower KS2 in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> <li>• Pupil Progress meetings between staff from neighbouring year groups to discuss particular needs of a cohort to ensure that gaps in learning are filled promptly.</li> <li>• Regular monitoring of disadvantaged pupils in Year 3 and Year 4 to ensure that appropriate provisions are in place to close the attainment gap.</li> <li>• Accelerated progress for disadvantaged pupils</li> <li>• Narrowing attainment gap between disadvantaged pupils and their non-disadvantaged peers.</li> </ul>
<p>Improved outcomes for all disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Accelerated progress for disadvantaged pupils</li> <li>• Narrowing attainment gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• Our disadvantaged pupils will perform in line or better than local and national data in end of key stage assessments and phonics screen.</li> </ul>
<p>Improved attendance rates for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Persistent absence rate for disadvantaged pupils will decrease - persistence absence gap between disadvantaged and non-disadvantaged pupil will narrow.</li> <li>• Case studies of all disadvantaged pupils whose attendance falls below 95% to ensure that appropriate measures can be put in place to support before they fall into the category of 'persistently absent'.</li> </ul>

	<ul style="list-style-type: none"> <li>• Education Welfare Officer and Attendance Officer will work closely with parents to address issues with attendance.</li> <li>• Minibus/Out of school care provision offered to children where this would improve attendance.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £177,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc Used as a systematic approach to teaching of early reading.</i>	RWI is a DfE validated systematic synthetic phonics programme.  EEF Toolkit: <i>+5 months. 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i>	1,4
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>	1,3,4
CPD for all teaching staff	EEF Pupil Premium guidance – <i>'Access to quality first teaching is the first</i>	1,3,4

	<p><i>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>	
Early Language CPD	<p>EEF Toolkit</p> <p>+6 months – Communication and Language Approaches</p> <p><i>Evidence consistently shows that communication and language approaches benefit young children's learning.</i></p> <p><i>Using multiple approaches will support the development of children's communication and language.</i></p>	1,4
Mastering Number Programme	<p>EEF Teaching and Learning Toolkit: +5 months</p> <p><i>'Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.'</i></p>	1,3,4
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>	1,2,3,4,5
Smaller group sizes for Core subjects – use of third teachers and HLTAs	<p>EEF Toolkit (+3 months) <i>'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</i></p>	1,3,4

	<i>will receive will increase, improving outcomes for pupils.'</i>	
Number Sense (Key Stage One)	EEF Toolkit: +6 months - Early Numeracy approaches	1,3,4
Number Sense Times Tables	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	3,4

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

Budgeted cost: £97,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teach Right	EEF Toolkit – ‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’ +4 months	3,4
National Tutoring Programme	EEF Toolkit - <i>The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</i> +3 months	3,4
Switch On Reading	EEF Toolkit: +5 months - One:one tuition +6 months - Reading comprehension strategies	3,4
Fresh Start	EEF Toolkit: +5 months - One:one tuition +6 months - Reading comprehension strategies +4 months -Teaching Assistant led interventions	4
Power Maths interventions	EEF Toolkit:	1,3,4

	+4 months -Teaching Assistant led interventions	
RWI 1:1	EEF Toolkit: +5 months - One:one tuition	1,4
SENDCo out of class	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. 62% of children currently on our SEND register are eligible for Pupil Premium.	1,2,3,4
Speech and Language Full time Elkan trained teaching assistant to work with identified pupils.	EEF Toolkit +6 months – Communication and Language Approaches	1,3,4
Lexia	EEF Toolkit +6 months - Reading comprehension strategies	1,3,4
Continuum	EEF Toolkit +4 months – Teaching Assistant interventions	3,4
Education City	EEF Toolkit +5 months - Homework	1,3,4
White Rose	+6 months - Early Numeracy approaches EEF Teaching and Learning Toolkit: +5 months <i>'Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next</i>	1,3,4

	<i>topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.'</i>	
TTRockstars	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	3,4

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

Budgeted cost: £93,850

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>	5
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 +3 months – Social and Emotional Learning	2,5
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</i>	2

	<p><i>as much quality learning beyond the classroom as those families for whom there are fewer barriers.'</i></p> <p>The State of The Nation Evidence and impact of the importance of learning beyond the classroom in 2021, Published by the Children's University.</p>	
Family Learning	EEF Toolkit: +4 months - Parental engagement	1,2,5
Outdoor Learning	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +3 months – Social and Emotional Learning	2
Extra-curricular clubs	EEF Toolkit +3 months – Extending school time +1 months – physical activity	2,5
Music school SLA - Music tuition for pupils in KS2	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>	2,5
School Visits/Residential	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +3 months – Social and Emotional Learning +3 months – Extending school time	2,5
Animal led therapy – Huggle Pets	EEF toolkit: <i>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional</i>	2

	<p><i>progress on academic outcomes over the course of a year.'</i></p> <p>+4 months – Behavioural interventions +3 months – Social and Emotional Learning</p>	
Mindfulness and Martial Arts (MAMA)	<p>EEF toolkit: <i>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year.'</i></p> <p>+4 months – Behavioural interventions +3 months – Social and Emotional Learning</p>	2
Art therapy	<p>EEF toolkit: <i>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year.'</i></p> <p>+4 months – Behavioural interventions +3 months – Social and Emotional Learning Arts Participation +3 months.</p>	2

**Total budgeted cost: £368,450**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Development of 'Great Teaching and Learning'

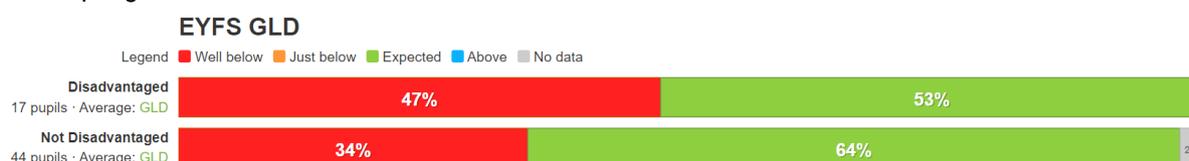
Teaching and learning will be judged as at least 'good' across the school with strengths and areas for development identified and measures in place to support where appropriate.

- Robust monitoring shows that the quality and delivery of the curriculum is good. This is evident through performance data for Reading, Writing and Maths (particularly at the end of KS2).
- Progress data for all children in EYFS is good with a progress measure of +0.6 from low starting points. 55% of pupils made better than expected progress.
- Leaders have been undertaking a curriculum review of foundation subjects to ensure that they are appropriately tailored to meet the needs of our pupils.

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.

- EYFS – the gap between the percentage of PP and xPP pupils achieving a Good Level of Development at the end of EYFS is -11%. Of the 17 pupils in EYFS eligible for the PPG, 53% made better than expected progress with all children making at least expected progress.



- Reading – the attainment gap has narrowed between PP and xPP pupils in Year 2, Year 4, Year 5 and Year 6. The gap has widened slightly (although remains very small) in Year 1 as a result of new children joining the cohort and not currently meeting the expected standard. The gap has widened in Year 3 although the PP cohort have made accelerated progress with 23% more children at age related standards by the end of Year 3 than at the end of Year 2. In Reception, the gap increased as baseline judgements for all were low for Reading with xPP pupils making faster progress towards the Early Learning Goals.

Reading	Summer/Entry 2022			Autumn 2022			Spring 2023			Summer 2023		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y1	62%	59%	+3%	36%	42%	-6%	54%	60%	-6%	64%	66%	-2%

Y2	30%	83%	-53%	50%	85%	-35%	50%	91%	-39%	57%	84%	-27%
Y3	49%	54%	-5%	48%	63%	-15%	51%	70%	-19%	57%	77%	-20%
Y4	47%	70%	-23%	45%	82%	-37%	57%	76%	-19%	72%	86%	-14%
Y5	54%	65%	-11%	68%	63%	+5%	59%	68%	-9%	62%	70%	-8%
Y6	56%	72%	-16%	59%	65%	-6%	70%	65%	+5%	75%	76%	-1%

- Writing – the attainment gap has narrowed between PP and xPP pupils in Year 2, Year 4, Year 5 and Year 6. The gap has widened in Year 1 as a result of new children joining the cohort and not currently meeting the expected standard and a couple of children not quite meeting the expected standard by the end of Year 1 – these pupils have been identified for further support. In Year 3, there is the same pattern as with Reading, the gap has widened and is significant. 10% more PP pupils are reaching age related expectations at the end of Year 3 than at the end of Year 2. The attainment gap in Year 3 (Year 4 2023-24) will be a focus for monitoring.

Writing	Summer/Entry 2022			Autumn 2022			Spring 2023			Summer 2023		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y1	62%	59%	+3%	36%	40%	-4%	31%	40%	-9%	47%	57%	-10%
Y2	48%	85%	-37%	41%	69%	-28%	44%	67%	-23%	40%	56%	-16%
Y3	49%	60%	-11%	39%	67%	-28%	39%	67%	-28%	39%	73%	-34%
Y4	53%	74%	-21%	45%	59%	-14%	46%	57%	-11%	59%	76%	-17%
Y5	46%	62%	-16%	38%	50%	-12%	46%	52%	-6%	57%	66%	-9%
Y6	51%	72%	-21%	41%	57%	-16%	61%	67%	-6%	66%	72%	-6%

- Maths – the attainment gap has narrowed between PP and xPP pupils in Year 2, Year 5 and Year 6. The gap has widened in Year 1 as a result of new children joining the cohort and not currently meeting the expected standard, the gap is still relatively small. The gap has widened in Year 3 although this appears to be because of xPP pupils making significant progress which is greater than PP pupils (+32% compared to +14%). The gap has also widened slightly in Year 4, again this appears to due to significant progress made by xPP pupils (+21% compared to +15% of PP pupils). This trend will be more closely examined in 2023-24.

Maths	Summer/Entry 2022			Autumn 2022			Spring 2023			Summer 2023		
	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference	PP	xPP	Difference
Y1	62%	59%	+3%	36%	42%	-6%	37%	51%	-14%	61%	68%	-7%
Y2	27%	74%	-47%	56%	85%	-29%	47%	71%	-24%	60%	72%	-12%

Y3	40%	49%	-9%	52%	70%	-18%	48%	78%	-30%	54%	81%	-27%
Y4	50%	60%	-10%	47%	77%	-30%	49%	76%	-27%	65%	81%	-16%
Y5	35%	57%	-22%	49%	67%	-18%	48%	72%	-24%	57%	74%	-17%
Y6	38%	64%	-26%	54%	65%	-11%	59%	71%	-12%	72%	84%	-12%

### Attainment of our PP pupils will be comparable to LA data for PP in Reading, Writing and Maths.

- **EYFS:** 53.3% of our PP pupils achieved a good level of development at the end of EYFS compared to 54.5% in the Local Authority and 52.1% nationally. We therefore fell slightly short of LA data but outperformed National data for EYFS outcomes.  
Our attainment gap between PP and xPP at the end of EYFS was smaller than the LA and National attainment gap: Bilston: -11.1%, LA: -11.5%, National: -17.8%
- **Key Stage 1:** Our PP pupils underperformed LA and national PP figures for Reading and Writing. Our PP pupils outperformed National figures for Maths but underperformed LA data. This year group has a particularly high proportion of PP/SEND pupils, who despite making good progress towards their targets, are not working near an age related standard. We are confident that this is a cohort specific issue and projections for 2023-24 are much stronger.
- **Key Stage 2:** Our PP outperformed LA and National PP data for Reading and Writing. Our PP outperformed National PP figures for Maths and Combined RWM but slightly underperformed LA PP data with a difference of 1.1%  
More of our PP pupils achieved GDS in Reading, Writing or Maths than LA and National PP data.  
The gap between our PP and xPP pupils is smaller than LA and National data in Reading, Writing, Maths and combined RWM with more PP pupils than xPP pupils reaching the expected standard in Writing.  
The gap between our PP and xPP pupils achieving GDS is smaller than LA and National data with a much higher percentage of PP pupils reaching GDS in Reading, Writing or Maths.

### Phonics Screening – PP pupils achieve roughly in line with PP pupils in Wolverhampton and nationally

- **Year 1:** Our PP pupils outperformed local and national figures for PP pupils by nearly 10%. More of our PP pupils achieved a score of 37-40 compared to local and national figures.  
Our attainment gap between PP and xPP was much smaller than the LA and national attainment gap: Bilston: -3.8%, LA: -12.8%, National: -15.3%
- **Year 2:** 76.9% of our PP pupils retaking their phonics screen passed, 21% higher than LA figures and 24% higher than national figures.  
Our attainment gap between PP and xPP passing the phonics retake has closed with PP outperforming xPP pupils: Bilston: +10.2%, LA: -4.9%, National: -9.5%

## Accelerated progress for PP eligible pupils – narrowing the gap between PP and non PP pupils.

### **Staffing structure – Third teachers and HLTAs to allow for smaller class sizes in core lessons.**

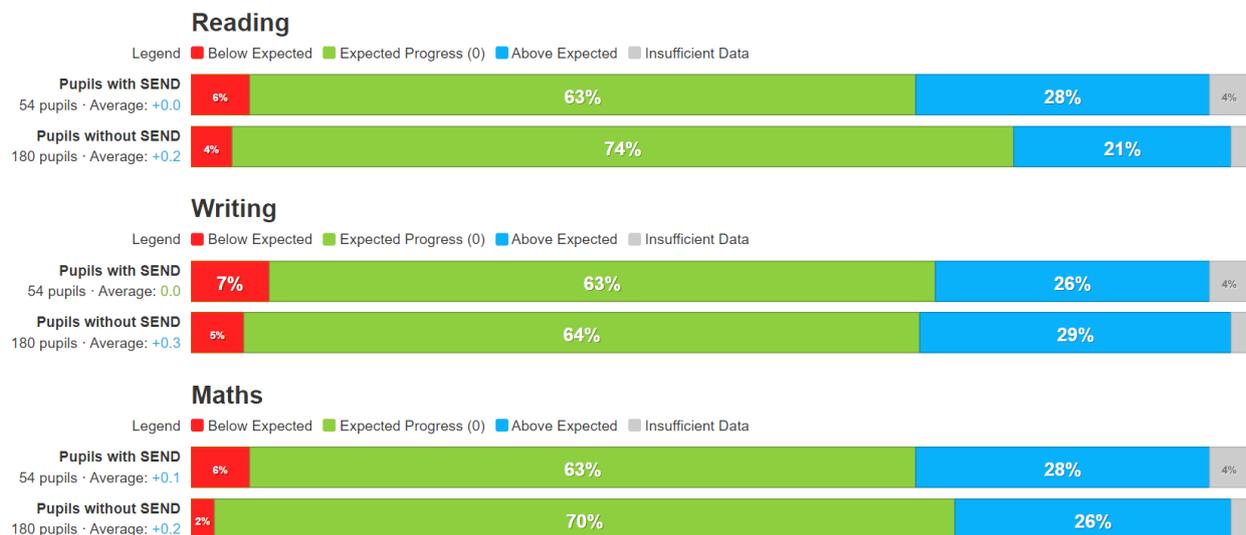
Children have benefitted from a high staff to child ratio during core subjects. This allows for more individualised support and for misconceptions in learning to be addressed quickly.

### **Half termly monitoring of PP pupils with multiple indicators.**

Half termly conversations have taken place with PP Lead and staff to identify and discuss PP children with multiple indicators, looking at progress and strategies in place to support individual needs to ensure that children make accelerated progress.

Graphs below show progress measures for PP pupils with additional indicators.

PP/SEND – 91% of pupils are making at least expected progress in Reading and Maths with 28% making better than expected progress. 89% of pupils are making at least expected progress in Writing with 26% making better than expected progress.

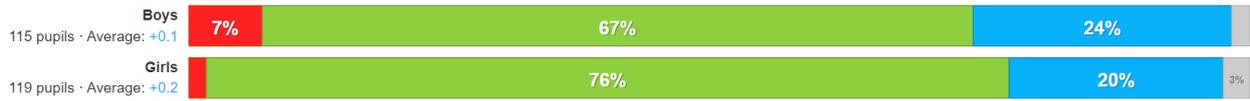


PP/Boys – 91% of PP boys are making at least expected progress in Reading with 24% making better than expected progress. 96% of PP boys are making at least expected progress in Writing with 20% making better than expected progress. 94% of boys are making at least expected progress in Writing with 30% making better than expected progress.

PP/Girls – 96% of PP girls are making at least expected progress in Reading with 20% making better than expected progress. 95% of PP girls are making at least expected progress in Writing with 28% making better than expected progress. 95% of PP girls are making at least expected progress in Maths with 23% making better than expected progress.

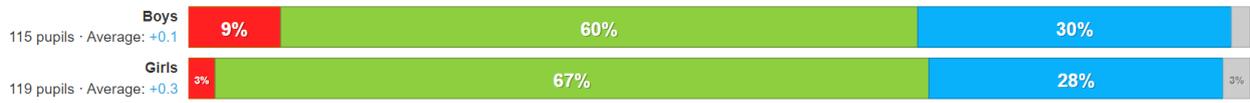
### Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



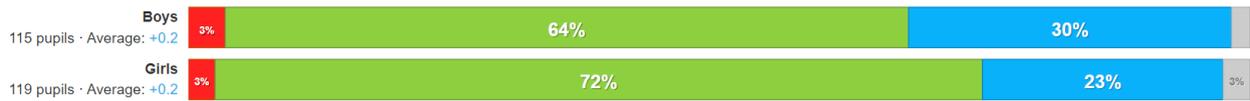
### Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



### Maths

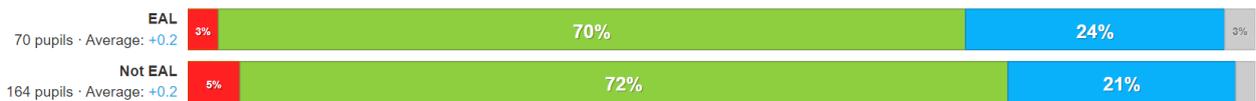
Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



PP/EAL – 94% of pupils are making at least expected progress in Reading with 24% making better than expected progress. 92% of pupils are making at least expected progress in Writing with 31% making better than expected progress. 94% of pupils are making at least expected progress in Maths with 23% making better than expected progress.

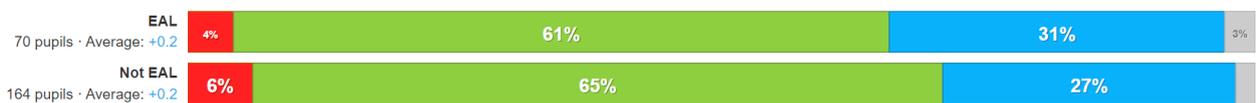
### Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



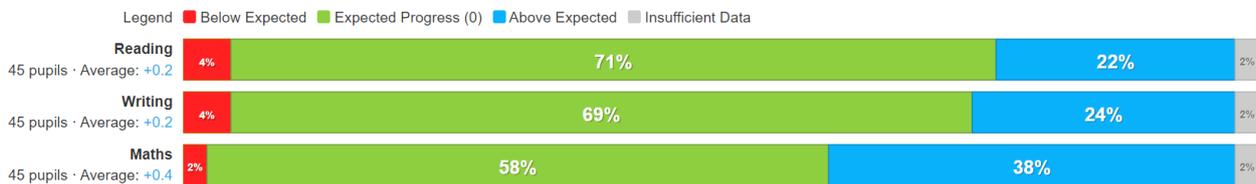
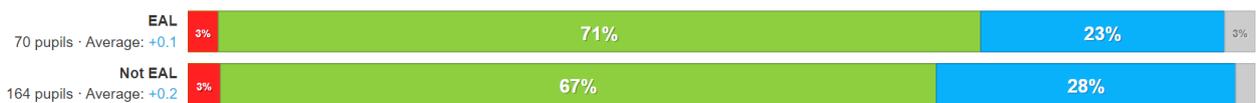
### Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



### Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



**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.**

National Tutoring Programme supported 36 PP pupils through a Summer School programme RWI and Fresh Start used to support children with Early Reading and Reading in Key Stage 2.

Children on the SEND register have Continuum targets to provide smaller step support in order to narrow the gaps in their learning.

### More able pupils challenged within class – mastery approach.

End of KS2 outcomes: More of our PP pupils achieved GDS in Reading, Writing or Maths than LA and National PP data.

NCER KS2 Attainment Summary List DfE (July) DFE (July) 2023

Etab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
			≥Exp	Avg. High SS	<Exp	≥Exp	High	≥Exp	GDS SS	<Exp	≥Exp	Avg. High SS	<Exp	≥Exp	High			
-	NCER National	661,870	59.5%	8.0%	105.1	26.6%	72.6%	29.0%	71.5%	13.3%	104.2	26.3%	72.9%	23.8%	104.9	26.9%	72.3%	30.1%
	Disadvantaged	189,620	44.0%	3.2%	102.5	38.7%	60.2%	17.4%	58.1%	6.6%	101.3	39.9%	58.8%	12.8%	102.1	39.9%	59.0%	18.5%
	Non Disadvantaged	451,590	65.9%	9.9%	106.1	21.6%	77.8%	33.7%	77.0%	16.1%	105.4	20.6%	78.8%	28.4%	106.0	21.6%	77.9%	34.8%
	Unknown	20,650	62.0%	9.5%	105.5	26.0%	73.4%	30.7%	73.3%	15.2%	104.9	24.6%	74.8%	27.0%	105.7	25.6%	73.8%	33.9%
-	LA	3,805	62.5%	8.3%	105.1	24.8%	74.5%	26.9%	73.2%	14.6%	104.5	24.9%	74.2%	24.8%	105.9	23.2%	76.0%	35.3%
	Disadvantaged	1,736	53.9%	4.7%	103.7	30.4%	68.6%	20.3%	66.4%	9.2%	102.6	32.8%	66.0%	17.1%	104.1	29.9%	69.0%	26.2%
	Non Disadvantaged	2,069	69.7%	11.3%	106.2	20.0%	79.4%	32.6%	79.0%	19.2%	106.0	18.3%	81.1%	31.2%	107.4	17.6%	81.8%	43.0%
3024	Bilston Church of England Primary School	61	50.8%	4.9%	105.0	19.7%	78.7%	24.6%	67.2%	19.7%	104.2	27.9%	70.5%	27.9%	104.4	26.2%	72.1%	29.5%
	Disadvantaged	37	45.9%	2.7%	104.5	21.6%	75.7%	24.3%	70.3%	16.2%	103.6	32.4%	64.9%	27.0%	103.5	29.7%	67.6%	18.9%
	Non Disadvantaged	24	58.3%	8.3%	105.7	16.7%	83.3%	25.0%	62.5%	25.0%	105.2	20.8%	79.2%	29.2%	105.8	20.8%	79.2%	45.8%

Teach Right tutoring has also been purchased as an additional support for our more able learners to ensure that they are given every opportunity to achieve their potential.

### Less able/pupils with SEND will be less reliant on adult input and more independent in choosing manipulatives to support their own learning.

Staff CPD, remodelling the role of support staff to ensure that children aren't over reliant on adult support and adults work with all children in the class.

Monitoring shows effective use of manipulatives, particularly in Maths, allowing all children to keep up, not catch up. Pre-teach also used to support less able pupils.

### 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

See attainment data above

### Support learning in school and at home

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.

Family Learning sessions to restart – target PP eligible parents – 50% of EYFS PP parents to engage.

Family Learning sessions did not restart until September 2023.

**Homework set weekly on Dojo/Teams – PP engagement will be in line with xPP engagement.**

**Parental engagement through Marvellous Me, Dojo, Facebook, Twitter, school website, text system.**

**Children will have access to resources necessary to complete weekly tasks**

Devices available to all children on a weekly basis in order to access home learning tasks.

Lending library – all children able to access this and take home library books.

**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%+)**

Case studies for all children falling into ‘persistently absent’ category.

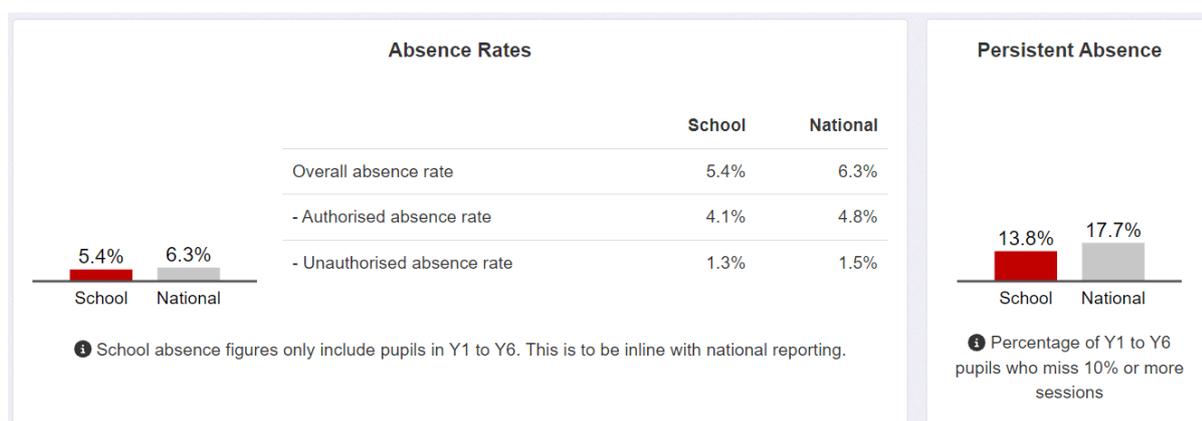
PP Lead working closely with Attendance Officer and Education Welfare Officer.

Letters to parents, parent meetings, pastoral support for families with children with poor attendance.

Minibus service and childcare support offered to certain families where attendance is an issue.

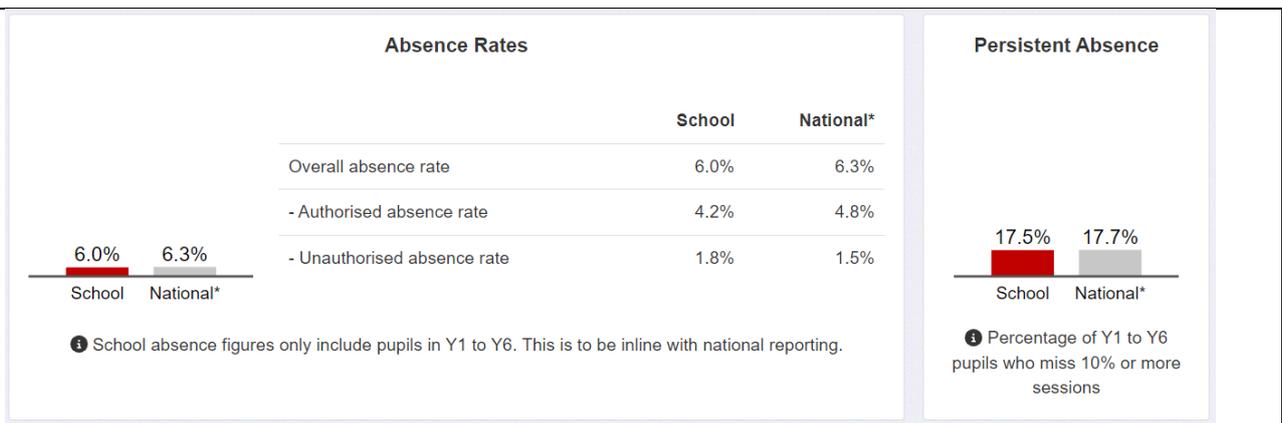
**All children (Y1-6):** Our absence rate for all children is lower than the national picture, including authorised and unauthorised absences.

Our persistent absence rate is also much lower than the national picture for all children.



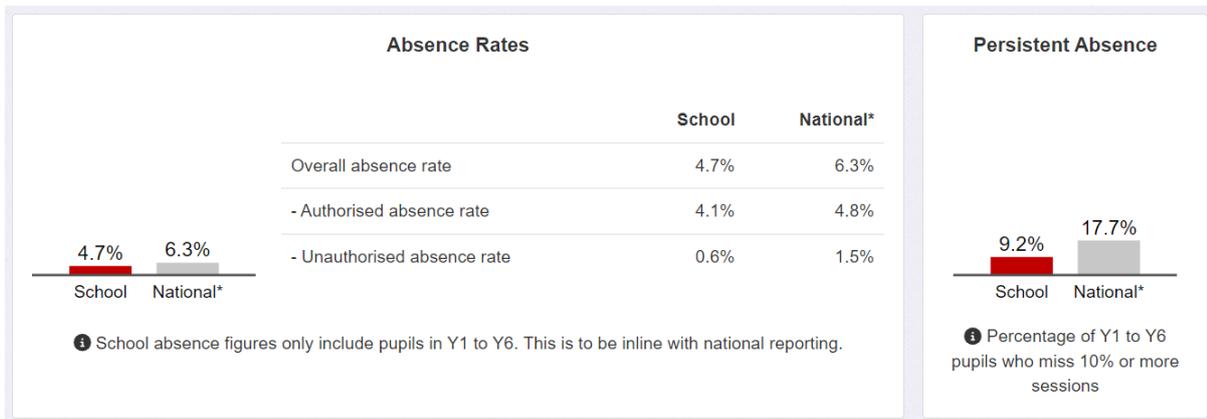
**PP pupils (Y1-6):** The absence rate for PP pupils is higher than for our xPP pupils (+1.3%) but still lower than the National figure for all pupils.

The persistent absence rate is higher for our PP pupils than for our xPP pupils (+8.3%) but still lower than the National figure for all pupils.



**Non PP pupils:** The absence rate for xPP pupils is lower than for our PP pupils (-1.3%) with fewer unauthorised absences. It is also lower than the absence rate for all children (-0.7%) and lower than the National figure for all children.

The persistent absence rate for our xPP pupils is significantly lower than for our PP pupils (-8.3%) and for all children nationally (-8.5%).



### Provide a broad and balanced curriculum

**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.**

60% of PP pupils attended an extracurricular club in 2022-23, a target of 65% will be set for 2023-24

**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 University to celebrate involvement in extra-curricular activities in 2022-23.**

We have had an extremely successful year with the Children’s University.

102 (70%) KS2 PP Pupils attended a Graduation Ceremony at Wolverhampton University .

- 102 Bronze Undergraduate Awards
- 38 Silver Undergraduate Awards

- 22 Gold Undergraduate Awards
- 10 Bronze Undergraduate Certificates
- 2 Silver Undergraduate Certificates
- 1 Gold Undergraduate Certificates
- 1 Bronze Undergraduate Diploma

**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.**

- 83 PP pupils (57% of Key Stage 2 PP Pupils) learned to play an instrument in 2022-23.

**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)**

- Behaviour and learning behaviours are good, demonstrated through the number of behavioural incidents.
- PP children are well represented within key leadership roles within school – Peer Supporters, Digital Ambassadors, School Council, Worship Group.
- Pupil Voice and Parent Questionnaires show that children and their families are happy with behaviour in school and pastoral care is high priority.
- Self regulation boards have been introduced in all classes for all children to support staff in the early identification of children’s social, emotional and mental health needs, allowing early conversations with children to ensure that appropriate support is available to them if necessary.
- We work with a range of external agencies such as Outreach, Education Psychology, Strengthening Families, Women’s Aid, Barnardo’s, Early help police officers, victim support, and the school nursing team to support children’s individual needs.
- High quality pastoral care is offered to children and their families, led by our Pastoral Manager ensuring that barriers to learning and attending school are addressed quickly and efficiently with parents feeling confident to ask school for support where necessary.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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 – Snap Science	Collins
Oxford Owl	Oxford University Press
Teach Right tuition	Teach Right
Hamilton Trust	Hamilton

## Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<p><u>2 pupils eligible for Service Pupil Premium:</u></p> <ul style="list-style-type: none"> <li>• Both children received musical instrument tuition and attended extra curricular activities.</li> <li>• 1 child in receipt of 26 hours of ‘Teach Right’ tuition.</li> </ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<ul style="list-style-type: none"> <li>• Attendance above 96% for both children.</li> <li>• Accelerated progress for 1 child – achieved Age Related Expectations in Maths and GPS.</li> <li>• 1 child working at Age Related Expectations in all subjects.</li> </ul>