

# Pupil Premium Strategy Statement

## December 2021

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	Bell Lane Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	141 children– 35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Curriculum Committee

Pupil premium lead	Janice Doherty
Pupil premium link governor	Olusegun Akande

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 186,955
Recovery premium funding allocation this academic year	£11,382.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£198,337.50

## Part A: Pupil premium strategy plan

### Statement of intent

At Bell Lane Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations and aspirations for all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG). We recognise that not all disadvantaged pupils will be in receipt of the PPG and support will be allocated to any pupil or group the school identifies as being socially disadvantaged.

Pupils from disadvantaged backgrounds make up 35% of the whole school. We intend for all pupils to leave Bell Lane as confident individuals who are life-long learners, equipped to reach their full potential.

By the time our children leave Bell Lane they will:

- have read widely and fluently, forming opinions on books and authors.
- solve mathematical problems fluently.
- gain a wider knowledge of the world around them.
- compete in a team / or play a musical instrument.
- be emotionally literate.
- have experience to work collaboratively and develop team building skills.

To achieve this, we will:

- Ensure all teaching is good or better.
- Allocate a 'Catch Up' Teacher to identified pupils, providing small group work (1-1, 1-2 and 1-3) focussed on overcoming gaps in learning.
- Provide additional teaching and learning opportunities through trained support staff.
- Ensure that all our work is aimed at accelerating progress, moving children to at least age-related expectations.

- Ensure that resources are to be used to target children on Free School Meals to achieve Age Related Expectations.
- Support payment for activities, educational visits and residential trips ensuring children have first-hand experiences to use in their learning in the classroom.
- Provide behavioural support.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils' engagement in reading is low due to the lack of engagement from parents, access to reading materials etc.
2	Narrowing the attainment gap across Reading, Writing, Maths and Science.
3	Attainment gap in children achieving greater depth particularly in writing.
4	Attendance and Punctuality.
5	Frequent behaviour difficulties due to the COVID Pandemic.

## 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
<p>Progress in Reading/Phonics</p> <p>Children read regularly; they develop skills and increased vocabulary so that they can read with increasing fluency and improved comprehension across the full curriculum.</p>	<p>School to achieve KS1 and KS2 reading attainment in line with national</p> <p>Instructional coaching applying the whole class reading strategy to develop teachers' skills;</p> <p>Pupils experience high quality teaching because teachers apply agreed sequence of teaching and pedagogy throughout school (no variance).</p> <p>PP pupils make good progress in reading</p>
<p>Progress in Writing</p>	<p>School to achieve KS1 and KS2 writing attainment in line with national</p>

<p>We are using the Jane Considine approach. This allows children to have a scaffolded approach towards writing, enabling the children to develop their writing skills.</p>	
<p>Progress in Mathematics</p>	<p>School to achieve KS1 and KS2 mathematics attainment in line with national</p>
<p>Greater Depth in Reading, Writing and Maths</p>	<p>Achieve national average for greater depth Reading, Writing and Maths</p>
<p>Pupils attend school regularly.</p>	<p>Ensure attendance of disadvantaged pupils is above 96%</p>
<p>Improved attitudes to learning Pupils' self- confidence and aspiration is raised so they participate fully in lessons, experience success and become resilient to challenge.</p>	<p>All staff trauma informed and restorative training organised for CPD (Continuing Professional Development)  Parents are unable to support their children due to language and communication skills in English. Presently 20 families are accessing 'English as an Additional Language' classes in our Children Centre.</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.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Costing
<p><b>HLTA</b> (High Level Teaching Assistant) appointed to work across the school to support the development of Teaching and Learning through monitoring progress</p>	<p><b>EEF</b> (Education, Endowment Foundation) EEF(+3) 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. We have analysed the needs of our year 6 cohort and have identified that 3 small classes under 21 children would allow teachers to increase the amount of attention each child will receive.</p>	2,3	<b>£18,820</b>
<p><b>RWInc</b> (Read, Write Incorporated) Phonic Program Early Morning Interventions</p>	<p>To support reading skills for year 2 children to ensure they are able to read fluently at the end of the school year and close the gap resulted from loss of learning</p>	2	<b>£10,725</b>

<b>HLTA</b> (Higher Level Teaching Assistant) working with groups of pupils to develop identified needs and bridge the gap	To bridge identified gaps in learning. Adult to work in small groups therefore the amount of attention for each student will increase and improve outcomes.	2,3	<b>£32,280</b>
Additional Adult to support	To support child with identified learning needs	1,2,4,5,	<b>£16,425</b>
Additional Adult to support S & L development	Speech and Language support in Nursery	1	<b>£12,654</b>
Additional Adult to support	To support a Child looked After (CLA)/Pupil Premium (PP)Child with specific learning difficulties	1,2,4,5,	<b>£20,512</b>
Deputy Head (DH) to deliver high quality CPD which supports mentoring and coaching others	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff who have less experience	2,3	<b>£5,783</b>
Talk Boost (Speaking and understanding Intervention)	Early years interventions EEF T & L toolkit Training sessions for parents	1, 2	<b>£6,813</b>
<b>Phonics:</b> RWI (Read, Write Inc Consultant/Phase Leader) phonics training for those staff new to school/new to phase Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, to plan appropriate remedial actions, monitor impact.	<ul style="list-style-type: none"> <li>● The Rose report.</li> <li>● Department For Education (DFE) reading framework.</li> <li>● Phonics toolkit EEF DfE accredited phonics programmes</li> </ul> Phonics strategies, EEF Teaching & Learning toolkit	1, 2 and 3	<b>£2,638</b>

Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch-up through the tiered vocabulary intervention	<ul style="list-style-type: none"> <li>• Research from EEF, T &amp; L toolkit</li> <li>• Closing the gap</li> </ul>	1, 2, and 3	<b>£8,663</b>
Reading: Whole class reading (Key stage 2)	<p>Action research through impact cycles, drawing on research from Comprehension,</p> <ul style="list-style-type: none"> <li>• EEF T&amp; L toolkit</li> <li>• Primary reading</li> <li>• EEF whole class reading</li> </ul>	1, 2 and 3.	<b>£4,290</b>
Beanstalk Readers	<ul style="list-style-type: none"> <li>• Supporting the development and fluency of year 2 and year 3 readers</li> </ul>	1 and 2	<b>£2,081</b>
Maths: Fluency in Number (Years R, 1 and 2)	<ul style="list-style-type: none"> <li>• Teachers to engage with the most up to date thinking from the Maths hub, utilising the in- house expertise of Maths hub lead and EY/KS1 lead.</li> </ul>	2, 3 and 4	<b>£1,429</b>
Projected spending			<b>£143,113</b>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Costing
Led Tutoring	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to</p>	1, 2, 3,	<b>£7,000</b>

20 children to receive 1:1 catch up provision from NTP	<p>ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 5 cohort need support to address gaps in Maths/English. Due to Covid we have identified that Science and Writing within Year 6 has some gaps that could be effectively addressed through intensive tuition</p> <p>We have also identified the Year 4 cohort as needing intervention and therefore will access NTP tutoring for Maths and English with SEN children accessing 1:1 provision to narrow the gaps</p> <p>Year 2 are a year group who have been identified as needing support with reading, writing and maths. Reading fluency is a main focus.</p>	1,2,3	
Projected cost			£7,000

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	
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<p>HLTA / Pastoral Care to work with vulnerable families and improve parental engagement (ESOL groups, community events etc, family learning projects , Grieving Families, Save the Children etc.)</p> <p>Increase EWO hours from once monthly to twice monthly ½ day a week to analyse attendance and contact low attenders.</p> <p>Identified Staff to complete First Day Call and support families to raise attendance / punctuality. (£2,750 per annum)</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis. (Afghanistan Families etc)</li> </ul>	<p>1, 4, 5</p>	<p><b>£18.820</b></p>
<p>Breakfast in Class and breakfast club staffing notes</p>	<ul style="list-style-type: none"> <li>• Children who are hungry do not perform as well. A free breakfast in class ensures that children are able to come to school and be fed, allowing them to have the best possible start to the day.</li> </ul>	<p>1,2,3 and 5</p>	<p><b>£3,770</b></p>
<p>Music Teacher</p>	<ul style="list-style-type: none"> <li>• Weekly sessions to develop confidence, self esteem , pride and unity.</li> </ul>	<p>1,2,3 and 5</p>	<p><b>£6,300</b></p>

Extended Lunch time provision	<ul style="list-style-type: none"> <li>Lead Lunch time supervisor to support well-being and behaviour</li> </ul>	1,2,3,	<b>£2,145</b>
HLTA / SEND to work strategically with PP/SEND pupils to ensure they access an adapted curriculum	<ul style="list-style-type: none"> <li>Supporting staff to ensure they provide a curriculum which is meeting the learning needs so all children make progress and EHCP targets are met</li> </ul>	1,2 and 3	<b>£4,715</b>
Disadvantaged and cognitive Special Educational Needs ( <b>SEN</b> ) Educational Health Care Plans ( <b>EHCP</b> ) x 6 pupils	<ul style="list-style-type: none"> <li>Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps) • Individual Support Plans (<b>ISP's</b>) shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised</li> </ul> <p>EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND e.g. Scaffolding, Explicit instruction, Cognitive and metacognitive strategies. Flexible grouping and the Use of technology.</p> <ul style="list-style-type: none"> <li></li> </ul>	1,2,3,4,5	<b>£5,658</b>
After school club – Choir, crochet, drama, football, gymnastics, Taekwondo, Times Tables, reading	To develop socialisation skills, well-being and wider life opportunities	1,2,3,4 and	<b>£4,725</b>

Support for children to access school Journey/ trips	Opportunities for wider educational/life experiences	5	<b>£1,375</b>
Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch-up through the Spelling Shed / Jane Considine spelling	<ul style="list-style-type: none"> <li>• Research from EEF, T &amp; L toolkit • Closing the gap, Andrews, Robinson and Hutchinson</li> </ul>	1,2,3	<b>£716</b>
Projected cost			<b>£48,224</b>
<b>Total Cost</b>			<b>£198,337</b>

**Total budgeted cost: £ 198.337.50**

## 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.

Pupil Premium Data 2020-2021							
Year Group	All	Reading	Reading greater depth	Writing	Writing greater depth	Maths	Maths greater depth
<b>Y1</b>							
All pupils	56 (100%)	22 (41%)	9 (17)	18 (33%)	7 (13%)	21 (39%)	9 (17%)
Pupil Premium	19 (34%)	4 (24%)	1 (6%)	2 (12%)	1 (6%)	5 (29%)	1 (6%)
Not pupil premium	37 (66%)	18 (49%)	8 (21%)	16 (43%)	6 (16%)	16 (43%)	8 (22%)
<b>Y2</b>							
All pupils	52 (100%)	23 (45%)	11 (22%)	16 (31%)	1 (2%)	17 (33%)	3 (6%)
Pupil Premium	17 (33%)	8 (47%)	4 (24%)	6 (35%)	1 (6%)	7 (41%)	1 (6%)
Not pupil premium	35 (67%)	15 (44%)	7 (21%)	10 (29%)	0 (0%)	10 (29%)	2 (6%)
<b>Y3</b>							
All pupils	48 (100%)	8 (19%)	0 (0%)	8 (18%)	2 (4%)	13 (29%)	4 (9%)
Pupil Premium	20 (42%)	3 (18%)	0 (0%)	3 (16%)	0 (0%)	4 (21%)	2 (11%)
Not pupil premium	28 (58%)	5 (20%)	0 (0%)	5 (19%)	2 (8%)	9 (35%)	2 (8%)
<b>Y4</b>							
All pupils	61 (100%)	33 (54%)	10 (16%)	32 (69%)	10 (16%)	34 (56%)	11 (18%)
Pupil Premium	26 (43%)	16 (62%)	4 (15%)	14 (54%)	4 (15%)	14 (54%)	2 (8%)
Not pupil premium	35 (57%)	17 (49%)	6 (17%)	18 (51%)	6 (17%)	20 (57%)	9 (26%)
<b>Y5</b>							
All pupils	63 (100%)	21 (34%)	11 (18%)	10 (16%)	4 (7%)	15 (25%)	2 (3%)
Pupil Premium	36 (57%)	12 (33%)	5 (14%)	6 (17%)	1 (3%)	8 (24%)	1 (3%)

Not pupil premium	27 (43%)	9 (35%)	6 (24%)	4 (16%)	3 (12%)	7 (28%)	1 (4%)
<b>Y6</b>							
All pupils	51 (100%)	36 (71%)	13 (26%)	30 (59%)	7 (14%)	34 (67%)	10 (20%)
Pupil Premium		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not pupil premium	51 (100%)	36 (71%)	13 (26%)	30 (59%)	7 (14%)	34 (67%)	10 (20%)

## 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

<b>Programme</b>	<b>Provider</b>
Read Write Inc. Phonics	Oxford Owl (OUP)
Talk Boost	I CAN
White Rose Mathematics	TrinityMAT
Jane Considine (writing)	Jane Considine
Literacy Shed (reading)	Literacy Shed
Letter join	Green and Tempest Ltd
Bug club	Active Learn