

## Pupil premium strategy statement: 2021-2022

This statement details Ball Green Primary 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	Ball Green Primary
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	61.6% [202]
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	14 <sup>th</sup> October 2021
Date on which it will be reviewed	28 <sup>th</sup> January 2022 29 <sup>th</sup> April 2022 15 <sup>th</sup> July 2022
Statement authorised by	Jon Hankey
Pupil premium lead	Jon Hankey
Governor / Trustee lead	Steve Cato

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240 755.00
Recovery premium funding allocation this academic year	£26 390.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£285 559.00
<b>School-Led Tutoring</b>	£19 642.00

## Part A: Pupil premium strategy plan

### Statement of intent

- **What are your ultimate objectives for your disadvantaged pupils?**

- ✓ To narrow/close the attainment gap between children in receipt of Pupil Premium and their peers by ensuring that the conditions for learning maximise progress for all and especially those in receipt of Pupil Premium.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

*The current, 2021-2022, Pupil Premium strategy combines an evaluative review of the research review conducted by the Education Endowment Foundation and the strategies identified in the Teaching & Learning Toolkit. The strategies are considered with reference to the school context and demographics in order to create the Pupil Premium Strategy for 2021-2022.*

*The Pupil Premium strategy is intended to address for priorities for our school community:*

1. Quality of Teaching and Learning, i.e. financing of additional staff to reduce class sizes [+3] and therefore, facilitate other research based approaches to maximise the impact of intervention, e.g. embedding consistently effective feedback [+8]; implementing a consistent, frequent and rigorous programme of reading comprehension strategies [+6]; promoting inclusive and collaborative approaches to learning [+5]; embedding a consistent approach to mastery learning derived from the 6-part lesson in mathematics [+5]; implementing and closely monitoring the impact of a whole school approach to systematic; synthetic phonics in order to bridge the gaps between decoding, prosody and reading comprehension [+4]; staff training in Assessment for Learning [+8], staff training in collaborative assessment [+8], etc.
2. Inclusion, i.e. implementing swift baseline assessments in order identify gaps in learning and providing personalised learning programmes, e.g. Dough-Disco, MotorSkills United, SHINE GPS, Reading, Maths, etc. [+5]; Oral Language Interventions e.g. NELI, Early Talk Boost, Key Stage 1 & 2 Talk Boost, Phonics 'Keep-Up' [+5]; Small group tuition through 'Pre-teach,' 'Post-teach,' 'Boosters,' etc. [+4]; and 1:1 Tuition in English through 'Switch On Literacy,' 'Social Stories,' 'Mentoring,' etc. [+5]; extending the school day to offer a phased start between 8:30am and 9:00am to target additional support equalling an additional 4 weeks of learning per year [+2].
3. High Expectations, Stretch and Challenge, i.e. the use of interactive communication technologies to support school-based and home-learning, e.g. ShowBie Pro, Doodle English, Doodle Spellings, Doodle Maths, Doodle Tables, TTRS, etc [+4].; improving home/school relationships through increased adult education opportunities on-site, e.g. Little Wandle Phonics workshops, reading workshops, calculation workshops, growth mindset workshops, etc. [+3]; metacognitive approaches CPD and approaches, e.g. knowledge organisers, talk tasks, etc. [+7]
4. Enrichment, i.e. supporting development in the Arts through peripatetic music lessons [+2]; Academic, physical and creative after school clubs; engagement in inter- and intra-school competitions [+2]; educational visits [+4]; Holiday Activity & Food programmes [+2] etc.

- **What are the key principles of your strategy plan?**

The key principles to the strategy aim to improve pedagogical knowledge and skills through high quality CPD so that the quality of teaching is ‘at least’ consistently good. If teaching is ‘at least’ consistently good then a positive correlation should be established with learning, thus increasing rates of progress and narrowing, or ideally closing, the attainment gap between children in receipt of Pupil Premium and their peers.

Inclusion safeguards all children and groups of children, from the risk of being ‘left behind.’ This includes children in receipt of Pupil Premium. Through the implementation of effective, frequent and regular formative assessments, children are supported to ‘keep up’ so that no child is left behind. Targeted interventions based on gap analyses support children in the development of a cohesive knowledge, skill and vocabulary base. Interventions can be one-to-one, in pairs or in small groups. Interventions can take place during the staggered start to the school day, [8:30am-9:00am], as a pre-teach, as a post-teach, as a booster or during an after school session. Interventions can be based on identified needs, programme driven, specialist recommended or through e-learning platforms.

Stretch and challenge form the basis of our high expectations for all children and groups of children, including those in receipt of Pupil Premium. A growth mindset approach is implemented to ensure that all children embrace challenge, take risks and learn from their mistakes. Discussion and self-talk underpin peer- and self-assessment so that children know and understand their strengths and what they need to do to improve even further. Children are held accountable for their efforts to improve while teachers plan and prepare opportunities to stretch and challenge all groups of children, including those in receipt of Pupil Premium. The intended curriculum is enriched by learning experiences that enable connections to be made to broader areas of learning. These include educational visits to reinforce learning; opportunities to further develop interests, talents, knowledge and skills through after school clubs and service level agreements with external agencies to provide peripatetic music sessions, enrichment sports such as ‘laser-tag.’

## Challenges

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

Challenge number	Detail of challenge
1	Reduced school attendance and/or access to remote education during the national response to COVID-19, including National Lockdowns 1.0 and 3.0.
2	Significant communication delay
3	Reduced phonic, decoding, prosody and reading comprehension skills inhibit independent learning across a broad and balanced curriculum
4	A greater need for increased amounts of support/feedback due to challenges identified above and their detrimental impact on independence, levels of self-esteem, etc.

5	Children in receipt of Pupil Premium are more likely than their peers to be identified as having a Special Educational Need and/or Disability [75.9%, 41/54, of the SEND population are in receipt of PP].
6	Need to raise aspirations broaden opportunities.

### 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
Children in receipt of Pupil Premium will regularly attend school or access remote education, thus increasing their opportunities to learn and progress.	Gaps in attendance, including in remote education registers, between children in receipt of Pupil Premium and their peers will close.
Children in receipt of Pupil Premium will be able to effectively listen and speak using language that reinforces understanding and enables communication.	Gaps between children in receipt of Pupil Premium and their peers will narrow, and ideally close, in communication screens. Children in receipt of Pupil Premium will make greater than expected progress in the communication screen.
Children in receipt of Pupil Premium will access a broad and balanced curriculum because they have the decoding and comprehension skills to learn independently.	Gaps between children in receipt of Pupil Premium and their peers will at least narrow, and ideally close, in related tests and assessments, including the Phonics Screen, Key Stage 1 and 2 Reading.
Children in receipt of Pupil Premium will be supported to explore and learn strategies that promote independence, including those of engaging in self-assessment and peer-assessment.	Children in receipt of Pupil Premium will demonstrate a growth mindset through surveys and pupil conferences; Children in receipt of Pupil Premium will demonstrate a growth in independence and the ability to engage in assessment as measured during Pupil Book Studies and through case studies.
Due to the positive impact of timely, frequent and regular feedback, support and interventions, the proportion of children in receipt of Pupil Premium who are identified as SEND will decline.	Children in receipt of Pupil Premium will demonstrate progress as measured in baseline and post-support assessments.
Enrichment experiences beyond the school curriculum will provide children in receipt of Pupil Premium with opportunities to explore hidden talents and abilities.	Children in receipt of Pupil Premium will attend enrichment experiences at the same rate or in the same proportion as their peers.

### 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: £191 328.21**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics &amp; Early Reading</i> [53% / 107 Children]	EEF Teaching & Learning Toolkit [+4] £6 079.43 Resources £11 533.40 CPD [3 days whole schools + 2hr PDM] <b>TOTAL: £17 612.83</b>	1 & 3
<i>Reading Comprehension Strategy</i> [100% / 202 Children]	EEF Teaching & Learning Toolkit [+6] Reading Skills 4hrs per week / 39 weeks per annum <b>TOTAL: £83 684.64</b>	1 & 3
<i>Mastery Learning</i> [70% / 142 Children] <i>Metacognition &amp; Self Regulation</i> [60% / 121 Children]	EEF Teaching & Learning Toolkit [+5] Study Skills 1.5 hrs per week / 58.5 hrs per annum <b>TOTAL: £13 381.74</b>	1 & 4
<i>Collaborative Learning</i> [100% / 202 Children]	EEF Teaching & Learning Toolkit [+5]	1 & 4
<i>Feedback</i> [100% / 202 Children]	EEF Teaching & Learning Toolkit [+8] Intervention Marking / AfL / AwL	1 & 4
<i>Reduced Class Sizes</i> [33% / 66 Children]	EEF Teaching & Learning Toolkit [+3] EYFS & KS1 increased from 4 classes to 6 <b>TOTAL: £76 649.00</b>	1, 2, 3, 4 & 5

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

**Budgeted cost: £63 403.77**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition [EEF+4] [30% / 60 Children]	Y3 Recruitment funded by Recovery Premium <b>£2 973.00</b>	1, 2, 3, 4 & 5

<i>Small Group [EEF+4]</i> <i>1:1 Tuition [EEF+5]</i> <i>Early Years Interventions [EEF+5]</i> <i>Oral Language Interventions [EEF+5]</i> <i>[100% / 202 Children]</i>	Pre-Teach; Post-Teach; Keep Up; GAP Analysis Boosters; ‘Switch On’ 1:1 Literacy Sessions ‘NELI; EY Talk Boost; KS1 Talk Boost’ <b>£60 430.77</b>	1, 2, 3, 4 & 5
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £10 437.00**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Social &amp; Emotional Learning [EEF+4]</i> <i>[100% / 202 Children]</i>	Home School Link Worker <b>£9 437.00</b>	1 & 6
<i>Digital Technology [EEF+4]</i>	Shine Reading, EGPS and Maths Interventions <b>£1 000.00</b>	1, 2, 3, 4, 5 & 6

**Total budgeted cost: £265 168.98**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

In the **Nursery**, 100% of children, including those in receipt of Pupil Premium, made 'at least' expected progress [3 steps] in 11 of the 17 areas of learning. 95% of children, including those in receipt of Pupil Premium, made 'at least' expected progress [3 steps] in Health & Self-Care, Making Relationships, Writing, The World and Technology. The 5% [1 child] who did not make 'at least' expected progress in these areas was both in receipt of Pupil Premium and identified as SEND [EHC]. The 10% [2 children] who did not make 'at least' expected progress in People & Communities were in receipt of Pupil Premium and identified as SEND.

In **Reception**, 100% of children, including those in receipt of Pupil Premium, made 'at least' expected progress [3 steps] in 13 of the 17 areas of learning. 96.9% of children, including those in receipt of Pupil Premium, made 'at least' expected progress [3 steps] in Listening & Attention, Moving & Handling, Self-Care & Self-Awareness and Writing. The 3.1% [1 child] who did not make 'at least' expected progress in these areas was both in receipt of Pupil Premium and identified as SEND.

In **Year 1**, 100% of children, including those in receipt of Pupil Premium, made 'at least' expected progress [3 steps] in Maths. 91.2% of children, including those in receipt of Pupil Premium, made 'at least' expected progress [3 steps] in Reading & Writing. In Reading, the 8.8% [3 children] who did not make 'at least' expected progress in this area were in receipt of Pupil Premium and identified as SEND. In Writing, the 2.9% [1 child] who did not make 'at least' expected progress in this area was both in receipt of Pupil Premium and identified as SEND.

In **Years 2-6**, 100% of children, including those in receipt of Pupil Premium, made 'at least' expected progress [3 steps] in Reading, Writing & Maths..

### 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
Pupil mentoring	The Port Vale Foundation
Peripatetic music	Stoke on Trent Music School

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a