

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bleak Hill Primary School
Number of pupils in school	556
Proportion (%) of pupil premium eligible pupils	6.3% (2022-23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-23
Date this statement was published	November 2022
Date on which it will be reviewed	Termly
Statement authorised by	Mrs D Kenny, Chair of Governors
Pupil premium lead	Mr T McCoy and Mr C Dagnall
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£2000 instead of £2345 due to LA) (21 FSM, 2F6, 13 PLAC & 1 Service)	£58835
Recovery premium funding allocation this academic year (£162 per child)	£4495

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	£63330

# Part A: Pupil premium strategy plan

## Statement of intent

Bleak Hill Primary School aims to provide every member of our school community with an environment which enables them to be happy, healthy and safe, in order to be highly motivated lifelong learners.

We will work together to enable our children to:

- feel valued and have their strengths recognised
- achieve success now and in their future lives
- have high self - esteem , respecting themselves, others and the environment
- set high expectations of themselves
- work in a cooperative, open and honest way
- be a proud member of their family, School and community
- choose to follow a healthy, safe lifestyle.

We believe that each child will succeed through experiencing quality in:

- a broad, challenging, adaptable and inclusive curriculum which meets the needs of every child
- an enriching programme of extra – curricular activities and visits
- a stimulating learning environment
- innovative teaching and an investigative approach to learning
- an ethos of support, challenge and encouragement to succeed
- learning partnerships between school, home and the community

We demonstrate our commitment to working as a learning community by:

- striving for continuous improvement in all that we do
- working collaboratively towards common goals
- providing carefully planned programmes of continued professional development
- enabling effective and open communication for all stakeholder

We understand that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. As we have continued throughout this COVID pandemic to focus on overcoming any impact on our vulnerable and disadvantaged pupils, carefully monitoring individual progress.

Our focus for 2022-23 is on further developing staff expertise in the key areas of language development and phonics; as the precursor to reading. We have invested in CPD for all staff, deployed high experienced staff to support targeted interventions, conducted a whole school review of phonics and reading, from this implementing and embedding our new Phonics scheme, Read Write Inc. As well as making the enriching experiences provided prior to the Covid pandemic a focus, with the aim to build cultural

capital of our disadvantaged pupils whilst also improving their physical and mental wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	The number of disadvantaged children that have delayed speech and language skills potentially due to a lack of social engagement. Without effectively developed language skills, pupils will struggle to access the full Bleak Hill curriculum.
2	The number of disadvantaged children attaining age related writing expectations is lower than their peers.
3	Areas for improvement within phonics and reading, including early reading. The number of disadvantaged pupils achieving the Phonics Screening Check
4	Social, emotional and mental wellbeing (including self-regulation and resilience) is lower following COVID 19 pandemic. <ul style="list-style-type: none"><li>• Discussions with pupils and families</li><li>• Pastoral lead meetings</li></ul>
5	Disadvantaged children have had limited access to wider activities and enrichment.
6	Attendance of disadvantaged pupils is lower than the expected average.

## 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
1. From Early Years upwards, children will receive age-appropriate support to further develop speech and language skills.	<p>Toolkit used as a screening tool to identify children needing support and ensure support is effectively targeted.</p> <p>Assessment and intervention tool to help further develop language skills.</p> <p>There will be a reduction of children below the age-appropriate standards for language.</p> <p>Children are using wide, varied and rich vocabulary across school.</p>

	<p>The number of disadvantaged children achieving their ELG's for speech and language is in line with the rest of the pupils showing impact and individual progress for each child.</p>
<p>2. Improve outcomes in Writing for disadvantaged pupils.</p>	<p>The school timetable will be adapted to teaching a one hour daily English lesson, daily half an hour Whole Class Reading lesson and a further 15-minute class novel session to promote reading for pleasure. This will ensure children have good opportunities for writing including extended writing to boost writing stamina.</p> <p>CPD on writing including staff meetings that ensure consistency across the school.</p> <p>Focussed learning support time to provide writing intervention for disadvantaged pupils using teacher judgements. Pupils are given the opportunity for repetition, rehearsal and practising writing.</p> <p>High quality texts sought and bought to aid high quality writing.</p> <p>Where necessary a bespoke curriculum is designed for disadvantaged pupils.</p> <p>Children have a specific purpose for writing.</p> <p>Writing outcomes improve each year so that by 2023/24, disadvantaged pupils writing attainment at the end of each key stage is in line with all other children.</p> <p>Writing is measured by moderated teacher assessments against national expectations.</p>
<p>3. Improve outcomes for phonics and reading for disadvantaged pupils across school. The number of disadvantaged pupils achieving the Phonics Screening Check is in line with the rest of the pupils.</p>	<p>Phonics lessons will be taught 5 times per week at EYFS and KS1. Additional members of staff used in EYFS and KS1 to reduce size of groups.</p> <p>KS2 children have access to Accelerated Reader. They read their books daily and quiz regularly, in turn this will improve outcomes for disadvantaged pupils.</p> <p>Invest in additional high quality RWI resources.</p>

	<p>Pupil voice used to highlight popular book choices for our accelerated reader library.</p> <p>Year 2 children will implement Accelerated Reader at the appropriate point in the year.</p> <p>Whole Class Reading will be implemented in Year 2 and further developed across KS2. English subject leader to provide further CPD for staff new to teaching Whole Class Reading.</p> <p>Learning assistants to provide targeted support for intervention with a particular emphasis on improving reading fluency for disadvantaged pupils.</p> <p>Lowest 20% of readers are identified and targeted, carefully considering those that are also disadvantaged. Progress is closely tracked by teachers and overseen by the senior leadership team.</p>
4. Children feel safe, secure and happy in school.	<p>Senior leaders to attend Mental Health Lead training and cascade to the rest of the staff team.</p> <p>Teachers identifying and monitoring children that require pastoral support. Daily support from teachers and learning assistants, specific support required is identified and picked up by pastoral lead and agencies.</p> <p>Improve mental health and wellbeing to enable children to engage fully with the curriculum in school and make good progress over time.</p> <p>Support and resources to be reviewed for impact and shared within school.</p> <p>Encouraging cooperation and teamwork through team sports.</p> <p>Provide a termly wellbeing newsletter with signposts to resources, information and offer within school and beyond for children and families.</p>
5. Children will have greater access to cultural and sporting experiences beyond the classroom. Children's increased participation in cultural and sporting experiences will develop a positive mindset and healthy lifestyles.	<p>Cultural capital and sporting opportunities to be given to disadvantaged children.</p> <ul style="list-style-type: none"> <li>• Prioritise school trips</li> <li>• Extra-curricular clubs for physical activities and the arts</li> </ul>

	<ul style="list-style-type: none"> <li>• Sports Premium funding used to develop access to sporting opportunities</li> </ul> <p>Use parent and child voice to gather positive responses.</p> <p>The curriculum offer at Bleak Hill will be enriching and will enable pupils to develop their cultural capital to make better progress and be ready for life in the 21<sup>st</sup> century.</p> <p>Pupils will be able access a range of experiences which will enable them to make better links and to have a more positive attitude to learning and personal development will be at least good if not outstanding.</p> <p>Pupils raise their aspirations and continue areas of interest.</p> <p>Strong focus on mental wellbeing and ensuring there are no lasting effects following the COVID lockdown and its impact on the most vulnerable children.</p> <p>Raising aspirations for children who face the most challenges and helping them to see what they can achieve against the odds.</p>
6. Attendance of disadvantaged of pupils is line with the school expectation and national figures.	<p>Attendance tracking and reports for pupils in receipt of pupil premium funding including sub-division groups to make improvement.</p> <p>Works with parents to engage children to value their education ensuring tracking of disadvantaged pupils is consistent.</p> <p>Use reward systems to improve any attendance concerns for disadvantaged pupils.</p> <p>Supporting families to build a wider support network for our disadvantaged pupils. Develop targeted strategies to individual families to improve attendance.</p> <p>Ensuring consistent approaches to dealing with attendance and developed and refined to have the maximum impact possible.</p> <p>Developing strategies to support families in improving punctuality at the start of the day.</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)

Budgeted cost: £ 25244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate staff time for targeted phonics and language interventions.	School intervention monitoring template.	2,3
Effective use of learning support assistants during allocated additional hours.	Training for staff to deliver high quality intervention with a focus on speech and language, early reading and writing.	1, 2, 3
Talk 4 Writing CPD	Writing remains one of the key priority areas	1, 2, 3
Senior Leader attending Senior Mental Health Lead training.	Create a plan to develop, implement and sustain a whole-school approach. Put in place strategies to identify and overcome resistance. Evaluate and continually improve the approach at Bleak Hill, working effectively with all support networks. Build stronger links with appropriate local services.	4, 5

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

Budgeted cost: £ 21001

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading fluency interventions	RWI assessments have identified reading fluency as an area of development Using decodable books aids reading fluency.	1, 2, 3
Speech and Language from screening to intervention.	Developed by speech and language therapists. Supported by internal assessments.	1, 2, 3

LSS referrals and assessments.	Early identification displaying dyslexic tendencies to be screened and assessed.	2, 3, 4
Provision.	<p>Pupils experiencing social, emotional and behavioural difficulties have access to a bespoke curriculum led by the SENDCO at Bleak Hill.</p> <p>It creates a safe and secure environment for vulnerable pupils.</p> <p>Well defined range of approaches that help ensure high expectations for all are maintained, next steps are identified and well informed. Disadvantaged pupils thrive.</p>	All areas.
<p>Well-structured programme of transition in place for Year 6 pupils involving child, parents, high school staff and multi-agencies.</p> <p>Well-structured programme of transition in place for Reception pupils involving child, parents, nursery staff and multi-agencies.</p>	<p>High number of Pupil Premium children identified moving into Year 7. In response to this, we are going to increase the level of support both within the primary environment and by strengthening links with transition high schools in an effort to reduce any negative impact during this crucial time for Year 6 pupils.</p> <p>During open evenings, a high number of children identified as requiring further support should their place be allocated at Bleak Hill.</p>	All areas.

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

Budgeted cost: £ 17085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialised days and visits.	Due to COVID19, pupils have not had the opportunities to experience visitors and days out. This will impact on knowledge of the world and culture which in turn will help children with reading comprehension.	4, 5
Increase attendance for identified groups.	<p>Attendance of some pupil premium children is below the expected standard at Bleak Hill. Persistent absence is higher in some pupil premium children than other.</p> <p>Some pupil premium children are missing important teaching time at the start of each day due to punctuality.</p>	6

	Parental support for families when one child is absent due to illness to ensure other siblings attend school if well enough.	
Senior Leader attending Senior Mental Health Lead training.	A cross-curricular approach is found to improve well-being and mental health.	5, 6
Thrive	Improved SEMH pf all pupils, instances of poor behaviour reduced	All areas.
Dedicated pastoral/ attendance lead.	Rewards for good attendance and punctuality. Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnerships with parents/carers. Parents/carers regularly support pupils with home.	All areas
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience. Opportunities for intra and inter sport as part of a team and community.	All areas.
Team Teach training for all members of staff	Numbers of children across school are displaying anxious behaviour, the Team Teach approach aids staff in supporting children before, during and after.	All areas.
Ecolibrium	Children provided with opportunities to access bespoke outdoor learning proven to improve self-confidence, self-efficacy and motivation.	5
Providing electronic equipment to support pupils to learn at home	Children have the opportunity to access learning from home when required including weekly homework and interventions.	5

**Total budgeted cost: £ 63330**

## 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.

#### **Disadvantaged Pupil Progress Scores**

Measure	Score 2020	Score 2021	Score 2022
Reading	-1.0	+6.6	-1.09 (6 children)
Writing	-1.4	-1.2	-2.37 (6 children)
Maths	-2.2	+0.5	+2.42 (6 children)

The progress score is cohort specific and case studies have been created for identified children. School have carefully analysed this progress data and put the necessary actions in place for 2022-23.

National Tutoring Programme funding has been and is being utilised to a high level with tracking carefully monitoring the impact on a weekly basis. Staff have received training and a specific job role has been created.

Bleak Hill has a renewed focus that has been established in relation to the wider aspects of experience for disadvantaged pupils. Sport (using the sports premium) remains a core opportunity and further opportunities have been put in place to further ensure a focus on pupil wellbeing.

Recognising that attendance for disadvantaged pupils was area for improvement, school have employed a Safeguarding and Pastoral Manager whose key responsibility is to monitor, track and improve the attendance of all children, focussing particularly on the disadvantaged group.

### 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*