

Pupil Premium Strategy Statement – Bleak Hill 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	547
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2023 – September 2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Tony McCoy
Pupil premium lead	Tony McCoy/Callum Dagnall
Governor / Trustee lead	Rebecca Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60441.00
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>	£4494.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£64935.00

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 during the COVID pandemic and aim to ensure that any attainment gap is reduced with the support of funding.

Our focus for 2023-26 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 Phonics scheme, Read Write Inc. As well as making experiences in school a focus for enriching our curriculum, there is an aim to build cultural capital for 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, or limited 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	Social, emotional and mental wellbeing (including self-regulation and resilience) is generally lower in disadvantaged children.
4	Disadvantaged children have had limited access to wider activities and enrichment.
5	Attendance of disadvantaged pupils is lower than the expected average.
6	The number of disadvantaged children attaining greater depth expectations in Maths is lower than their 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
1. Improve the development of early language by providing age appropriate support and intervention.	Children have screened and identified for support / intervention. Children then access interventions and their language development allows them full access to the curriculum. Percentage of children achieving the ELG for speech and language is in line with their peers. Staff will have worked closely with the speech and language team.
2. Increase the number of disadvantaged children achieving expected standard in writing at the end of KS2. Increase the number of disadvantaged children achieving greater depth standard in writing at the end of KS2.	Increase percentage from 2023 (71%). Increase percentage from 2023 (0%).

3. Disadvantaged children accessing social, emotional and well-being support from the pastoral team. Staff will complete Pastoral Support Forms for identified pupils.	Pupil voice indicates that children accessing support feel well supported by the pastoral team.
4. Disadvantaged children have access to the full range of activities offered at school.	Extra-curricular tracker shows that PPG children are accessing a variety of clubs. PPG children access all educational trips and visits. PP children have had access to breakfast and after school club. Y6 PPG attend the residential, with support from school.
5. Increase the attendance of PPG children. Meeting held to support parents with punctuality and attendance. PPG children targeted through external providers to improve attendance. Whole school attendance reward system in place to incentivise children to attend. Graduated support to attendance.	Percentage is above 93.5% at the end of the academic year.
6. Increase the number/percentage of disadvantaged children attaining greater depth in Maths at the end of KS2	Improve on previous year 14% (1 out of 7).

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: £ 49567.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate staff time for targeted phonics and language interventions.	School intervention monitoring template.	1
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

Talk 4 Writing CPD	Writing remains one of the key priority areas	1, 2
Teaching of Jigsaw linked to PSHE	Teaching supports the social, emotional and well-being of the children.	3
Staff receive up-to-date training on the delivery and teaching of Read, Write, Inc	Lesson observations show that training is being implemented into lesson, to impact on outcomes.	1, 2
<p><i>Development of maths teaching at Bleak Hill.</i></p> <ul style="list-style-type: none"> - <i>Funding used to release teachers to access local Maths Hub training.</i> - <i>Access additional CPD around sustaining and improving Maths Mastery.</i> <p><i>Purchase of updated resources that support the delivery of maths – including time telling watches.</i></p>	<p>Working with local Maths Hubs and applying good practice from bodies such as the NCETM has a positive effect on Maths teaching.</p> <p>Maths Guidance at KS1 and 2 NCETM and Government</p> <p>Improving Maths at KS2 and 3 EEF</p>	6
<p><i>Development of writing teaching at Bleak Hill.</i></p> <ul style="list-style-type: none"> - <i>Funding used to release teachers to access local support for writing.</i> - <i>Release time for professionals to monitor and develop strategy moving forwards.</i> - <i>Access to additional CPD around writing.</i> <p><i>Purchase of resources and updates writing books to support handwriting.</i></p>	<p>Recent monitoring shows the need to improve the effectiveness of writing teaching at Bleak Hill. Allowing time for staff to engage with research and put long terms plans for developing a personalised scheme of writing is essential to this.</p> <p>Improving Literacy at KS2 EEF</p>	2,

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

Budgeted cost: £ 5923.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chatty Therapy	Recommended by NHS professionals to support the development of S&L	1,3
Pastoral support	To ensure that children are safe, secure and happy. They can manage their emotions and self-regulate. Strengthen partnerships with parents and careers.	1,3,4,5
Read, Write, Inc Fast Track Tutoring	Follows our phonics programme, and further breaks down the phonics into small incremental steps EEF Research indicates phonics has high outcome for low cost	1,2
Reading Fluency Intervention	Develops individual child's fluency and vocabulary when working 1-2-1 with an adult EEF Research states the positive impact on strategies for developing reading comprehension	1
IDL	Identified strategy to support learners through a multi-sensory system.	1
Toe By Toe	Specific decoding strategies for Y5 & 6 pupils to help develop their vocab	1
60 Second Reads	Develops stamina for reading in upper key stage 2, also supports speed and accuracy.	1,2
Minute Maths	Follows our maths scheme and improves maths fluency	1, 6
Purchase specific watches to support children's acquisition of time skills	Identified gaps in maths tracking	6

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

Budgeted cost: £ 9444.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sunflower Room provision	Children feel settled, safe and secure. Children accessing the curriculum in a supportive environment.	1,2,3,4,5

Outdoor playground marking	Physical activity supports mental health and well-being. Support children to have a healthy and active lifestyle.	3,4
Specialised days and visits.	Enrich children's experiences and supports the development of cultural capital. Attend intra & inter-sport events.	3,4,5
Senior Leader attending Senior Mental Health Lead training.	Up-to-date training on the current research techniques.	3
Ecolibrium	Outdoor provision to enhance mental well-being. Outdoor cooking based around healthy eating.	3,4,5
Y6 Residential	Ensuring that all children receive the same opportunities as their peers.	4
Purchase of physical resources for the curriculum	Ensuring all children experience physical artifacts linked to their topic.	1
Breakfast and After School Club	Ensuring that children are given the same social experiences as their peers/	4,5
Attendance Support	PPG children's attendance is lower than non-PPG, support given to attend school more regularly.	4,5
Well-being and Mental Health Support, including MHST	To improve the opportunities and support for well-being and mental health across school.	3,4

Total budgeted cost: £ 64935.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. **From Early Years upwards, children will receive age-appropriate support to further develop speech and language skills.**

Chatty Words and RWI focused on support for the children in order to make progress with their speech and language in EYFS. The percentage is the number of children who achieved age expected:

	Word Reading	Speech
PP Children	70% (7 out of 10 children)	70% (7 out of 10 children)
Non-PP Children	93%	95%

2. **Improve outcomes in Writing for disadvantaged pupils.**

KS1 outcomes for writing for 2021-22 and 2022-23

	2021-22	2022-23	Gap
PP children	67%	75%	+8%
Non-PP children	85%	86%	+1%

KS2 outcomes for writing for 2021-22 and 2022-23

	2021-22	2022-23	Gap
PP children	56%	71%	+15%
Non-PP children	85%	89%	+4%

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.**

	2021-22	2022-23	Gap
PP children	67%	100%	+33%
Non-PP children	91%	91%	0%

4. Children feel safe, secure and happy in school.

Children in all classes from Y1-6 were asked three questions about the work school does and if they feel safe in school, know who they can speak to, and if they are happy in school. The results are:

	YES	NO
Do you feel safe in school?	98.1%	1.9%
Do you know who to talk to if you are worried or concerned about anything?	97.9%	2.1%
Are you happy in school?	97.1%	2.9%

The overwhelming majority were positive about school.

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.

Children were supported with funding so that were able to access the Y6 residential. PP children received additional funding support in order to access school trips. School uniform purchased to support PP children. PP children accessed music lessons delivered at school. PP funding spreadsheet available for full details.

6. Attendance of disadvantaged of pupils is in line with the school's expectations and national figures.

School attendance improved for the year with both identified groups improving. Strategies put in place benefitted all children at school.

YEAR	PP Pupils	Non-PP Pupils	Difference
2021-22	92.4%	95.3%	-2.9%
2022-23	93.5%	96.4%	-2.9%

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
Chatty Therapy	Chatty Learning
Read, Write, Inc	Ruth Miskin
IDL	IDLS Group

Minute Maths	White Rose
Toe-By-Toe	Toe-By-Toe
Jigsaw	Jigsaw Education Group
Talk 4 Writing	Talk 4 Writing
Maths Mastery	North West Maths Hub

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
5 CHILDREN
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.