

# Pupil premium strategy statement 2021 - 24

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   | Bournville Village Primary School                                  |
| Number of pupils in school  | 654  |
| Proportion (%) of pupil premium eligible pupils                         | 16.9% (111 children)   |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 2024  |
| Date this statement was published                                       | November 2021  |
| Date on which it will be reviewed                                       | November 2024  |
| Statement authorised by   | Claire Williams - previous HT<br>Amy Cooper - HT from January 2023 |
| Pupil premium lead  | Amanda Carter  |
| Governor / Trustee lead   | Anne Cull  |

## Funding overview

| Detail   | Amount             |
|--|--------------------|
| Pupil premium funding allocation this academic year    | £170 055.00        |
| Recovery premium funding allocation this academic year | £16 530.00         |
| Pupil premium funding carried forward from 2020/2021   | £15 500.00         |
| <b>Total budget for this academic year</b>             | <b>£202 085.00</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

We intend for children to make good progress and achieve highly across all subject areas, regardless of background or other challenges. The cohorts of leavers from 2021 – 2024 have all been impacted on by two years of disrupted education. We intend to use our pupil premium strategy to focus on support for these children, including those who are already attaining well.

Quality First Teaching is the lynchpin of our strategy, as this is proven to be the most effective way of closing the attainment gap between disadvantaged and non-disadvantaged children. All children, whether disadvantaged or not, benefit from great teaching. It is intended that all children will sustain and improve their attainment as part of this strategy.

Our strategy is closely linked to wider school plans for education recovery, including the use of a range of carefully selected interventions, which will focus on children whose education has been worst affected, including non-disadvantaged pupils. Where disadvantaged children need most support in closing the attainment gap, we will be utilising the school-led tutoring funding to target support.

We use analysis of data and our knowledge of our children to target support appropriately and effectively. This includes non-academic support, as well as subject specific intervention. This includes those who face additional challenges where non-academic support is in place, such as those with a social worker.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  |
| 2                | Assessments, observations, and reading sessions with pupils suggest disadvantaged pupils with SEND generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |

|   |   |
|---|---|
| 3 | <p>Assessment and observation of, as well as discussions with individual children, indicates that there is underdevelopment of language and communication skills, including breadth of vocabulary, which then impacts on the reading skills of our children.</p> <p>There is an evidence base which demonstrates that poor vocabulary development impacts on achievement in reading and maths which affects our most disadvantaged children.</p> <p>In the UK, there is a twenty-month gap in vocabulary at school entry between the wealthiest and the poorest (<i>Waldfogel and Washbrook, 2012</i>).</p> <p>‘Language skills, and in particular vocabulary skills, may play a key role in the contributing drive to reduce the gap in educational attainment between groups from differing socio-economic backgrounds’. (<i>Spencer at al, 2017</i>)</p> |
| 4 | <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified emotional well-being concerns for many pupils, including an impact on their mental health. This in turn impacts on readiness to learn, which affects academic achievement. Our records show that this particularly affects our disadvantaged children.</p> <p>Teacher referrals for emotional well-being support for children have markedly increased during the pandemic.</p>   |
| 5 | <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths</p>   |
| 6 | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.98 – 4.3 percentage points lower than for non-disadvantaged pupils.</p> <p>During the period September – November 2021, with the return to school with no restrictions, 25.5% of disadvantaged pupils have been ‘persistently absent’ compared to 11% of their non-disadvantaged peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>   |

## 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   |
|---|--|
| Improved maths attainment for disadvantaged pupils at the end of KS2.   | KS2 maths outcomes in 2023/24 show that disadvantaged pupils are at least in line with national standards.   |
| Improved phonics attainment among disadvantaged pupils with SEND.   | KS1 phonics outcomes in 2023/24 show that doubly disadvantaged pupils are at least in line with national standards.  |
| Improved oral language skills and vocabulary among disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  | Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| Improved academic outcomes in reading, writing, grammar, punctuation and spelling at KS2, in the Y4 times tables check and in the Y1 phonics check                                    | KS2 English outcomes and Y1 phonic check in 2023/24 show that disadvantaged pupils remain at least in line with national standards.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.<br><br>(This target is being set in the context of the ongoing pandemic conditions) | Sustained high attendance by 2023/24 being inline or above national measures for children entitled to PP.  |

## 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: £11 815

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Leaders have identified a set of 10 core 'Walk Thru's' to support consistent teaching and learning across the school.</p> <p>'Say it Again Better' supports the development of oral language skills and comprehension.</p>   | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Evidence base indicates that use of meta-cognition strategies will support learning in core subjects, with a focus on maths</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> | 1, 5                          |
| <p>The English policy and writing process have been re-designed with the aim of improving writing outcomes</p>  | <p>A consistent approach to the writing process and the teaching of grammar within context provides familiar structure for children. This reduces the cognitive load and enables the writing to be the focus for learners. The success of this approach has been observed and evidenced by another local school, whom we are working with closely.</p>   | 5                             |
| <p>Additional leadership time to drive forward standards in teaching and learning in maths</p>  | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>   | 1                             |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>   | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>   | 1                             |
| <p>Delivery and implementation of the MITA training for Teaching Assistants</p>   | <p>The EEF Toolkit provides evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>  | 5                             |
| <p>Two Communication Champions have now been trained to use Speech Sounds screening and follow up with a programme of intervention; Staff are trained to use Wellcom screening and follow up with a programme of intervention.</p> <p>School has engaged with the Balanced Approach for Speech and Language Therapy has staff are supported regularly by the link SALT worker</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 2,3,5                         |

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

Budgeted cost: £1128 270

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted pastoral support for individual children   | EEF evidence base for mentoring ; +4 for behaviour interventions (use of Beacon360 to tackle low level disruption; use of ELSA for more significant needs)  | 4, 5                          |
| Use of traded services and apportionment of salaries for key staff to provide support and Early Help intervention for individual children or small groups | EEF evidence base suggest that mentoring, physical activity and social and emotional learning all have a positive impact on more than just academic achievement:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> | 1, 4, 5                       |
| Funding for PP children with potential musical talent   | The British Journal of Music Education (BJME) recently published a research article by Professor Susan Hallam and Kevin Rogers on the impact that learning a musical instrument has on core academic progress and attainment. This demonstrated that young people playing an instrument showed greater progress and better academic outcomes than those not playing, with the greatest impact for those playing the longest. (Music Mark)   | 1, 2, 4, 5                    |

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

Budgeted cost: £ 62 000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Employ an Attendance Ambassador to develop relationships with families and remove any barriers to attendance                  | The Children's Commissioner Report (p17) identifies the benefits of multiple agencies working together to remove barriers to attendance. The 'Team Around School' model is a successful strategy to deliver joined up support:<br><a href="https://assets.childrenscommissioner.gov.uk/wpuploads/2023/02/cc-response-to-persistent-absence-inquiry.pdf">https://assets.childrenscommissioner.gov.uk/wpuploads/2023/02/cc-response-to-persistent-absence-inquiry.pdf</a> | 6                             |
| Access to Beacon School Support to support staff to manage behaviour effectively by gaining understanding of children's needs | EEF Toolkit identifies a 4 month increase in achievement where positive whole school approach to behaviour management is effectively implemented:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  |                               |
| Development of our pastoral provision   | The provision of pastoral care in schools, both as a whole school ethos and to support individual children, is supported by a growing bank of evidence as to the benefits and how these are translating into a positive impact on academic achievement.<br><a href="https://www.tandfonline.com/doi/full/10.1080/02643944.2022.2093958">https://www.tandfonline.com/doi/full/10.1080/02643944.2022.2093958</a>  | 4, 6                          |
| Development of extra-curricular clubs   | Funded places support our disadvantaged children to access a variety of clubs which would otherwise have a cost associated with them. This access encourages attendance and supports a sense of wellbeing.  | 4, 5, 6                       |

**Total budgeted cost: £ 202 085**

## 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 academic year 2022 to 2023.

|   |                    |                           |
|---|--------------------|---------------------------|
| <b>Teaching:</b>  |                    |                           |
| <b>KS2 2023 outcomes</b>  |                    |                           |
| Y6 number of disadvantaged children: <b>16</b>  |                    |                           |
| Subject   | Expected Standard  | Greater Depth/ High Score |
| Reading   | 56.3%              | 12.5%                     |
| Writing   | 37.5%              | 0%                        |
| Maths   | 28%                | 0%                        |
| Grammar, Punctuation and Spelling   | 50%                | 25%                       |
| Y4 number of disadvantaged children: <b>19</b>  |                    |                           |
| <b>Y4 tables check</b>  | 79%<br>(20+ score) | 31.5%<br>(24+ score)      |
| <b>Y2 outcomes</b>  |                    |                           |
| Y2 number of disadvantaged children: <b>11</b>  |                    |                           |
| Subject   | Expected Standard  | Greater Depth/ High Score |
| Reading   | 45.5%              | 9.1%                      |
| Writing   | 45.5               | 0%                        |
| Maths   | 36.4%              | 18.2%                     |
| <b>Y1 outcomes</b>  |                    |                           |
| Y1 number of disadvantaged children: <b>9</b>   |                    |                           |
| Y1 phonics check  | 75%                | n/a                       |
| Our doubly disadvantaged children achieved improved their Average Point Score by +3.2 for in the Y1 Phonics Check 2023. |                    |                           |

Wellbeing data – Birmingham Schools Children’s Wellbeing Survey 2023 showed an improvement for children entitled to free school meals from 42.03 in 2022 to 42.63 in 2023. Both of these scores were higher than children with no entitlement to FSM.

Attendance 2022 – 23 Children who are PP eligible achieved 94% attendance across the year, compared to 91.2% in the previous academic year (2021-22). The Attendance Ambassador has worked hard to remove barriers to attendance and work with families.

## 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>                     |
|--------------------|-------------------------------------|
| Precision Teaching | Pupil and School Support Birmingham |
|                    |                                     |
|                    |                                     |



## Further information (optional)

We continue to support disadvantaged children to access school visits and visitors.

Disadvantaged children who demonstrate talent and commitment to learning a musical instrument are supported to access peripatetic teaching, including the loan of an instrument.