

# Pupil premium strategy statement 2021 - 24

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	Bournville Village Primary School
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	19.9% (130 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 2022
Statement authorised by	Claire Williams
Pupil premium lead	Amanda Carter
Governor / Trustee lead	Louisa Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135 845.00
Recovery premium funding allocation this academic year	£15 660.00
Pupil premium funding carried forward from 2020/2021	£10 922.00
<b>Total budget for this academic year</b>	<b>£162 427.00</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 2022 – 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.  (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: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of meta-cognition strategies eg teacher models thought processes; children are given greater responsibility for their learning; children 'learn to learn' and have more independence in their learning. CPD re-visit sessions for staff</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>	<p>1, 5</p>
<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>	<p>1</p>
<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>	<p>1</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Work with consortium speech and language development training and resources, including Word Aware and Communication Champions</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>3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £143 959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with consortium training/ programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. This includes: training of two Communication Champions to use Speech Sounds screening and follow up programme of intervention; training staff to use Wellcom screening and</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>2,3,5</p>

programme of intervention		
Use of pastoral lead to provide support for individual children, ELSA 1:1 support or small group work	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
Additional phonics and/or Lexia online intervention	There is a strong evidence base that explicit teaching of phonics in a systematic way impacts +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3
School-led tutoring: use of data analysis to identify PP children to receive additional support (separate funding for 75% of cost – remaining 25% covered by PP funding for this year)	There is a moderate evidence base which suggests that one-to-one or small group tutoring has impact of upto +5 months over the course of a year: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,5
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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> <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> <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: £ 8468

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Use of Seesaw/ Twitter to promote communication between home and school	EEF evidence base +4 when parental engagement is encouraged through positive dialogue about learning and personalised messages to parents about their child's learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4
Provide cover for staff to provide Early Help to support parents with their child's attendance	EEF evidence base +4 when parental engagement is encouraged through positive dialogue, regular interaction with supportive staff, signposting to appropriate services <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6
Y2 whole class ukulele lessons	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
Subsidy for residential visit	All children benefit from developing their confidence, and independence. There is also research which demonstrates the impact of physical activity on children's ability to learn: <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>	3, 4

**Total budgeted cost: £ 162 427**



## 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 the impact of the Covid 19 pandemic, the government cancelled all exams in England in summer 2021. This included SATs at Y6 and Y2. The Y4 times tables check was also cancelled. Therefore, there are no external data to measure progress against.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in maths and writing. Our maths data falls in line with the national picture which shows that maths and writing achievement was most affected by the school closures.

Our whole school priority focusing on reading for pleasure and pupil engagement in independent reading is reflected in the fact that our PP children's results for reading at expected standard were in line with all pupils.

Our assessment of the reasons for the outcomes in maths and writing (in particular) points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and in targeted interventions to the degree we had intended. The impact for the disadvantaged children who did not attend an offered place in school was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. This was aided by use of online resources, such as online interventions, interventions completed over the phone by familiar adults; regular contact to help with routine and to get children onto their remote learning.

We ensured that DfE laptops were claimed and, together with additional school laptops, a further 42 disadvantaged children were loaned devices to access their remote learning during school closures. Our aim to remove the barrier to learning caused by lack of access to technology was achieved and was enhanced by our offer of technical support to families during this time.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil pre-

mium funding to provide wellbeing support for all pupils, both on and off-site and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

During school closures, some of our capacity in terms of adult resource was spent supporting the emotional well-being and mental health of the adults in the family. Adult capacity also had to manage the increased referral to early help provision and signposting to local authority support.

Bournville Village Primary School had its first full academic year 2019 – 2020, during which attendance was greatly affected by the pandemic, as it was for all schools. The second year, 2020 – 2021, attendance was also affected by unexpected school closure. During 2020-2021, the attendance available for non-PP children was 95.05% and for children entitled to PP, it was 93.16%., a gap of 1.89 percentage points. This data is from September to July and is not representative of the whole school roll for the entire year.

However, it does follow the national pattern. FFT Education Data Lab research shows that nationally disadvantaged children missed more school sessions than their peers: *The disadvantage gap was large, although it was smaller in Spring Term than in Autumn Term – disadvantaged Year 6 pupils missed 12.9% of sessions in Autumn Term, compared with 8.2% of other pupils, a gap of 4.7 percentage points, while in Spring Term, disadvantaged pupils missed 8.7% of sessions and other pupils 4.8%, a gap of just 3.9 percentage points.*

As attendance of disadvantaged children is still lower than that of their peers, attendance remains a focus on our current plan.

## 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>
Lexia	Cambium Learning
First Class @ Number	Edgehill University
Success@Arithmetic	Edgehill University

## 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.