

Pupil premium strategy statement – Bordesley Village 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	334
Proportion (%) of pupil premium eligible pupils	53.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	31.12.23
Date on which it will be reviewed	30.09.24
Statement authorised by	Rubina Darr – Senior Executive Leader
Pupil premium lead	Jennie Clarke
Governor / Trustee lead	John Orchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,035.00
Recovery premium funding allocation this academic year	£20,445.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£223,480.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Bordesley Village is that the Pupil Premium grant is used to ensure our disadvantaged pupils have the opportunity to overcome any one of a range of barriers that can impact on individual learning. We believe that with appropriate support all pupils can realise their full potential and broaden their horizons.

Our approach will be responsive to common challenges and individual needs and will complement each other to help pupils excel. To ensure its effectiveness we will ensure practitioners have high expectations of all pupils and they challenge disadvantaged pupils across all areas of the curriculum, alongside their peers. In this way, needs and interventions, will be identified at an early stage, inclusive of those attaining age-related expectations but having the potential to progress further.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts, both within school and nationally
- Develop confidence in pupils' ability to communicate effectively in a wide range of contexts
- Ensure all pupils are able to read fluently, and with good understanding, to enable them to access the breadth of the curriculum, but also to affect their proficiency as writers themselves
- Enable pupils to look after their social and emotional well-being and to further develop their resilience
- Secure their access to a wide range of opportunities that will develop pupils' knowledge and understanding of the world and prepare them for citizenship

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning through the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, workshops and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture to support pupils in their emotional and social development

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify and implement specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils with social, emotional and mental health needs will access high quality provision from appropriately trained adults within school and/or via external agencies.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments (Wellcomm data / SALT), observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. <i>Evidence will be gathered through book looks, learning walks, lesson observations and formative assessment.</i></p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts negatively, on their development as fluent, independent readers. <i>Evidence will be gathered through formative assessments.</i></p>
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by historical school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in continued knowledge gaps, leading to pupils making slow progress and/or falling behind age-related expectations, in core subjects, but especially in English and particularly in writing. <i>Evidence will be gathered through book looks, learning walks, lesson observations and formative assessment.</i></p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to limited socialisation and a lack of enrichment opportunities during historical school closures and current cost of living challenges. These challenges particularly affect disadvantaged pupils, including their attainment. <i>Evidence will be gathered through pupil voice discussions (e.g. pupil/parent questionnaires) as well as teacher observations.</i></p>
5	<p>Our assessments and observations indicate that 'persistent absence' is negatively impacting on disadvantaged pupils' progress and/or level of attainment. There are identified families for whom punctuality is an issue, resulting in the pupils missing important components of the core curriculum taught at the start of the school day. <i>Whole school pupil absence to be under 5% and persistent absence to be more in line with national averages.</i></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
To improve oral language and communication skills for pupils eligible for Pupil Premium	<p>Pupil Premium children perform as well as others in their oracy skills.</p> <p>Evidence that interventions like Wellcomm and training via Speech & Language Therapists impact on children's articulation.</p>
To improve pupils' attainment in phonics and development of early reading skills.	<p>RWInc and Development Day monitoring is maintained and benefits pupils in terms of progress and attainment.</p> <p>Embedded reading and writing strategies close gaps rapidly.</p> <p>Disadvantaged pupils make accelerated progress from low baselines and apply learning to independent reading.</p>
To improve the progress made by Pupil Premium children and reduce the attainment gap between disadvantaged pupils and their peers in core curriculum subjects.	<p>Disadvantaged pupils close the gap with non-disadvantaged in reading, writing and maths.</p> <p>Attainment of non-mobile significant groups at EYFS and KS2 are in line with national averages.</p>
To continue to improve pupils' social and emotional well-being.	<p>In house and external pastoral input provides therapeutic support and improves pupils' social, emotional and mental health.</p> <p>Data from pupil voice and teacher observations identify individual's high levels of well-being.</p> <p>Attendance data demonstrates improvement for identified / disadvantaged pupils.</p>
Continue to provide pupils eligible for Premium with an engaging and motivating curriculum / school life.	<p>Educational visits and experiences inspire pupils and extend learning.</p> <p>Enrichment and aspirational activities improve attendance rates, especially for disadvantaged pupils.</p>
To improve attendance and improve punctuality of disadvantaged pupils.	<p>Attendance of disadvantaged pupils is increased to 96% and persistent absence is reduced.</p> <p>Punctuality of pupils is improved.</p> <p>Disadvantaged pupils make better progress because of improved punctuality and attendance.</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: £107,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school training focusing on an adaptive curriculum, metacognition and the deployment of additional staff to deliver targeted academic support.</p> <p>EYFS staff training in drama and young children’s articulatory followed up with observations and ongoing CPD.</p>	<p>Sonia Thompson Headteacher / Director St. Matthews Research School facilitates training for staff in developing pupils thinking about their own learning and use of TAs to supplement the teaching from teachers.</p> <p>EEF – The average impact of metacognition and self-regulation strategies is an additional 7 months over the course of a year. They can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>EEF – Research focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>Eleni Kanira – Senior Lecturer in Early Childhood Education – supports EYFS staff in their use of drama as an impetus for children’s meaning-making in play / across the curriculum.</p> <p>EEF Toolkit – On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p>	<p>1 & 3</p>
<p>A positive reading culture established across all curriculum areas with high quality texts and reading materials in place for all year groups.</p> <p>Reading for pleasure developed through stimulating reading corners / texts within classrooms and identified story time sessions within the timetable (KS1).</p> <p>Pupils on the SEND register continue to access computer-based reading programme</p>	<p>Profile of fluency in reading is raised through INSET sessions, and knowledge organisers updated to identify expected outcomes / age related expectations.</p> <p>EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children’s language and communication skills.</p> <p>[With this in place] Improvements are also seen in reading and writing.</p> <p>Key findings of research - Children and Young Peoples Reading in 2023 - National Literacy Trust (September 2023) has shown just 2 in 5 (43.4%) children and young people aged 8 to 18 said they enjoyed reading in their free time - the lowest level since 2005. Fewer children and young people who receive school meals said they enjoyed reading compared with their peers who do not receive free school meals 39.5% v 43.8%.</p> <p>Children offered Lexia made the equivalent of two additional months’ progress in reading, on average, compared to other children.</p>	<p>1 & 3</p>

independently, in addition to whole class guided reading sessions.		
KS1 staff implement evidence based whole class teaching interventions consistently. e.g. Mastering Number Programme	<p>Staff use evidence based whole class teaching interventions consistently. e.g. Mastering Number to deepen pupils learning and understanding.</p> <p>The Maths Hub Programme (NCETM) brings together professionals in a collaborative national network each locally led by an outstanding school to develop and spread excellent practice, for the benefits of all pupils.</p>	3
Additional leadership in place for SEND to support the teaching and learning of the most vulnerable pupils within the school.	<p>Senior Leaders coach or mentor staff as well as monitor the use of the graduated approach, alongside the Continuum, as both an assessment and planning tool in order to plan appropriately and drive progress.</p> <p>With a well-thought through professional development programme, [based on EEF's 'Five a Day'], SENDCos and SEND leaders can bring teachers closer to the evidence, developing the teaching practice of colleagues, and ultimately improving the outcomes of children and young people with SEND.</p>	1 & 3
Additional leadership for EAL supports staff in the induction of newly arrived pupils and their inclusion in whole class teaching and learning.	<p>Senior leader oversees initial assessments (in line with the Bell Foundation) and supports staff in the provision of an appropriate curriculum for pupils in the early stages of English language acquisition and their transition to mainstream schooling in the UK.</p> <p>Bell Foundation - Through this on-going cycle of formative assessment, leading to individual target-setting and tailored support, learners can develop their English language skills, fully access the curriculum and fulfil their academic potential.</p>	1 & 3
Senior leaders released each week to coach and/or mentor staff across the school to ensure quality first teaching.	<p>Coaching and/or mentoring of staff raises standards in core subjects, and improves progress and attainment of all pupils, but particularly the disadvantaged.</p> <p>GOV.UK Special educational needs and disability code of practice: 0 to 25 years. High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.</p>	3

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

Budgeted cost: £63,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School maintains daily RWI synthetic phonics sessions for pupils across KS1. Subsequent 'development days' look to ensure pupils make at least expected progress and realise their full potential.</p>	<p>Pupils continue to access high quality synthetic phonics sessions on a daily basis and develop their ability to apply letter knowledge / decoding skills, independently to the reading and understanding of simple texts.</p> <p>EEF Toolkit - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2</p>
<p>Additional staff for booster in Yrs. 2 & 6 employed to support pupils in KS1 (optional) & KS2 SATs.</p> <p>Additional teaching assistants in place, enable each year group to implement daily interventions to accelerate pupil progress.</p>	<p>Additional adults allow for the provision of small group work / one to one tuition addressing gaps in learning and/or misconceptions through immediate feedback.</p> <p>EEF Toolkit - Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's Pupil Premium strategy.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>1 & 3</p>
<p>Integration assistants are deployed to support disadvantaged SEND pupils with complex needs.</p>	<p>Integrations assistants implement a personalised curriculum to meet the social and emotional needs of a pupil, alongside their learning needs.</p> <p>EEF - The strategic deployment of Teaching Assistants (TAs) will also be important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.</p>	<p>1,2,3,4 & 5</p>
<p>Home learning is developed through the purchase of the online learning platforms – Atom Prime (KS2) and Education City (KS1).</p>	<p>Home learning via the online learning platforms is more accessible to pupils and parents alike. Learning can be personalised and incorporate immediate feedback. Additional programmes can be accessed for SEND and EAL pupils (Lexia, & Flash Academy) as well as specific subjects</p>	<p>3</p>

	<p>e.g. multiplication via TTRS making them more appropriate to individual needs.</p> <p>EEF evidence suggests parents play a crucial role in supporting their children’s learning and levels of parental engagement are consistently associated with better academic outcomes.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In house (Drawing & Talking Therapy, Social Skills & Nurture Grp) and external agencies (School Nurse, Take a Step - Counselling Therapy Services) work across the school delivering pastoral support in class and therapeutic work with small groups and/or one to one sessions to improve disadvantaged pupils’ social, emotional health and mental well-being.</p> <p>Continuation of Magic Breakfast ensures provision of classroom bagels at the beginning of the day so no pupil starts the day hungry and unable to concentrate on their learning.</p>	<p>For pupils to learn and engage successfully with the curriculum it is important that any underlying social, emotional and mental well-being issues are addressed.</p> <p>EEF - Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p>	4
<p>All pupils given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences through the subsidising of workshops, visits and music sessions.</p>	<p>Research has shown that providing pupils with additional opportunities increases pupil engagement and attendance. In turn this improves attainment and works to close the disadvantaged gap.</p> <p>EEF states that all children deserve a well-rounded, culturally rich, education. As such, enrichment approaches can directly improve pupils’ attainment.</p> <p>The average impact of successful enrichment interventions is an additional four months’ progress over the course of a year.</p>	4

<p>Senior leaders facilitate in-depth learning reviews and set agreed targets between pupils, parents and teachers.</p>	<p>Pupil progress meetings take place with staff and targets are shared with pupils and also discussed in parent consultations.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF’s Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>3 & 5</p>
<p>Senior Leader(s) highlight importance of attendance, monitoring and liaising with parents to implement programme of intervention to ensure pupils who are disadvantaged achieve at least 96% over the academic year.</p> <p>Rewards increased for improved attendance.</p>	<p>Evidence and research suggest that good attendance in school significantly improves attainment in all children including those who are disadvantaged and their life chances.</p> <p>FFT Oct. '23 - Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>Gov.UK – May'22 Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent.</p>	<p>3 & 5</p>

Total budgeted cost: £228,000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments and observations in the academic year indicated that pupil behaviour, well being and mental health continued to be significantly impacted by historic school closures and the current cost of living challenges. The impact was particularly acute for our disadvantaged pupils. Pupil Premium funding has been used to provide well-being support for all of our pupils and therapeutic targeted group or one to one intervention where required.

Given the restrictions experienced during the pandemic, all pupils were given the opportunity to participate in activities which enhanced and broadened the curriculum and developed their cultural capital. Pupil Premium subsequently funded workshops, the uptake of educational visits and individual music sessions.

Senior Leaders have supported families to develop effective home routines that promote regular attendance. In September of this year a Department for Education adviser on behaviour policy said that the pandemic lockdowns “broke the spell” of children and parents building their lives and habits around going to school, and this is particularly relevant to Bordesley Village. Attendance and punctuality will again, be a focus in the next academic year.

Focused use of teaching assistants allowed same day intervention in order to address identified gaps in learning in all year groups.

End of year data has been analysed and aspects of our findings will be addressed within the academic year 2024 – 2025.

Provision was developed across **EYFS** (57 pupils) to provide high quality child led learning with a focus on early language skills. 63% of all pupils reached a Good Level of Development (GLD) with 61.1% of pupils eligible for FSM achieving this standard in comparison to 64.1% of non-FSM pupils. Aspects of the curriculum need to be developed further to increase the attainment of pupils eligible for FSM including Physical Development (-5.1), Personal, Social & Emotional Development (-10.2) and Literacy (-5.6). Overall attainment is below national and this needs to increase given the link with outcomes in later life. Data shows a significant difference between genders and highlights the importance of increasing the level of attainment for boys. Attainment, in relation to disadvantaged performance is not published nationally, however in the majority of cases, outcomes will be the same as the ones for free school meals. Focus then needs to fall on closing gaps in learning/ improving the performance/end of year outcomes of pupils eligible for FSM, as non-FSM are currently outperforming their peers.

Within the Yr.1 **Phonic Screening Check** 78% of the pupils (59) met the expected standard with disadvantaged pupils outperforming non-disadvantaged - 88% in comparison to 73.8% respectively. There was a gap of -13.3 in relation to gender performance with girls outperforming boys in meeting expected outcomes. Though the overall attainment was in line with national, figures need to increase given the link with reading outcomes at KS1. Similarly, while attainment at EXS is positive in relation to disadvantaged performance, the focus needs to fall on increasing the number of boys meeting the expected standard within the Phonic Screening Check.

In Yr.2, class sizes were significantly reduced and **end of key stage one** performance showed 70% of the cohort (40 pupils) achieving the expected standard in reading, 65% in writing, 72.5% in mathematics and 65% in reading, writing and mathematics combined. Girls outperformed boys in maths. Disadvantaged pupils outperformed non-disadvantaged pupils in reading, writing and reading, writing and maths combined. This trend was reversed in maths however, and this will be a focus of the next academic year. Reading and writing attainment at EXS is positive in relation to gender and disadvantaged performance. Focus needs to fall on increasing the number of boys achieving a higher level of attainment in reading in particular, alongside the number of disadvantaged pupils achieving higher level of attainment in writing. Maths results are bucking the national trend of boys outperforming girls at EXS & GD. Future focus is to fall on boys' gaps in learning, and accelerated progress/improved performance at end of key stage.

An additional teacher allowed smaller sets in **Year 6** (55 pupils) in order to accelerate progress and prepare children for secondary school. Unvalidated data shows 67.3% of the cohort achieved the expected standard in reading, 76.4% in writing (TA), 76.4% in maths and 60% in reading, writing (TA) and mathematics combined. The percentage of pupils achieving a higher standard in reading and maths / greater depth in writing (TA) was lower than national however, and will be an area of development in 2023 – 2024. Disadvantaged pupils consistently outperformed non-disadvantaged pupils in achieving age related expectations in reading, writing, maths and reading, writing and maths combined. This is reflected at the higher levels for each core subject too, though the figure for that of combined shows the two groups to be on a par with one another.

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
RWInc	Ruth Miskin
Lexia Core 5 reading	Lexia Learning Systems
Times Table Rockstars & Numbots	Maths Circle Ltd
Flash Academy	N/A
Take a Step Counselling & Coaching	Independent