

## Pupil premium strategy statement

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   | The Bellbird PS                        |
| Number of pupils in school  | 405                                    |
| Proportion (%) of pupil premium eligible pupils                         | 17%                                    |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025                 |
| Date this statement was published                                       | December 2021                          |
| Date on which it will be reviewed                                       | July 2022                              |
| Statement authorised by   | Rebecca Pentney,<br>Headteacher        |
| Pupil premium lead  | Katie Kendall,<br>Headteacher          |
| Governor / Trustee lead   | Elizabeth Taylor/<br>Florence Roegiers |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £72,525 |
| Recovery premium funding allocation this academic year  | £7,685  |
| Pupil premium funding carried forward from previous years   | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £80,210 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all of our pupils make good and better progress to achieve highly across all subjects.

We will focus particularly on disadvantaged pupils, regardless of current attainment levels, recognising, acknowledging and addressing the many and varied barriers to their learning and subsequent progress, particularly brought about by school closures due to the pandemic.

Through use of rigorous diagnostic assessment, observations and discussions we will identify specific weaknesses in the children's learning/ emotional wellbeing and seek to address and fill these gaps through a variety of support interventions for both cognition & learning and emotional wellbeing.

Regular reviews of progress for these pupils will ensure that intervention/ support is appropriate, timely and responsive to individual needs.

To address the wider issue of education recovery due to the impact of the pandemic and school closures, we are engaging with resources from the National Tutoring Programme for pupils who have been worst affected, including non - disadvantaged pupils.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by the school closures to a greater extent than for other pupils. |
| 2                | Assessments, observations indicate that disadvantaged pupils have greater difficulties with phonics than non-disadvantaged pupils  |
| 3                | Discussions with parents and teachers indicate that disadvantaged pupils suffered from social and emotional issues due to lack of enrichment opportunities during school closures                |

|   |   |
|---|---|
| 4 | Assessments and observations indicate that development of oral language skills and vocabulary gaps are greater in disadvantaged pupils compared to non-disadvantaged pupils |
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## 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 end of KS2                            | KS2 maths outcome in 2024/25 show that > than 60 % of disadvantaged pupils meet age related expectations.   |
| Improved reading skills and attainment amongst disadvantaged pupils                         | Reading attainment at end of 2024/25 for KS1 and KS2 show that 60 % of disadvantaged pupils reach age related expectations  |
| To improve wellbeing for all of our pupils, including disadvantaged pupils                  | <p>Sustained high levels of wellbeing and emotional resilience from 2024/25 identified by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from teacher and wellbeing lead and student voice</li> <li>• Reduction in referrals for outside support for SEMH</li> <li>• Reduction in logs on My Concern for mental wellbeing issues</li> </ul> |
| Improved oral language skills and reduction in vocabulary gaps amongst disadvantaged pupils | Assessments and observations indicate significantly improved oral language among disadvantaged pupils   |

## 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: £ 67,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Group / 1:1 Support from TAs for cognition & learning                                    | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a><br><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><br><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> | 1,2                           |
| Group/ 1:1 support from trained HLTA for social and emotional wellbeing                  | <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><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>  | 3                             |
| Purchase of standardised diagnostic assessments for maths                                | Standardised tests/ assessing and monitoring pupil progress/ EEF  | 1                             |
| Training for tutors for school led tutoring  | <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>   | 1,2                           |
| Purchase of 'Walk Thru' resource to support and enhance quality of teaching and learning | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>   | 1,2                           |
| Training of staff responsible for delivery of  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a><br><a href="https://www.elklan.co.uk/NELI/">https://www.elklan.co.uk/NELI/</a>  | 4                             |

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

Budgeted cost: £ 8,210

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional phonic sessions targeted at disadvantaged pupils who require further phonics support                                 | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  | 2                             |
| Engaging with the National Tuition Programme - school led tutoring for pupils whose education has been impacted by the pandemic | The tutoring is based on gaps in pupils knowledge established through diagnostic and through discussion with class teachers<br><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                           |

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

Budgeted cost: £ 4,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on therapeutic approach to behaviour management - <b>Steps</b> | Therapeutic approach to behaviour challenges has positive impact on outcomes<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> | 1,3                           |
| Financial support for pupils to attend trips/                                       | <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>   | 3                             |

|   |   |         |
|---|---|---------|
| after school opportunities                    |   |         |
| Resources for newly established wellbeing hub | <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> | 3       |
| Contingency funding                           | Based on our experiences, we have identified a need to set aside a small amount of funding to respond quickly to unpredictable needs that arise that  | 1,2,3,4 |

**Total budgeted cost: £ 80,210**

## 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.

The previous PP strategy plan spanned 2 summers impacted by the pandemic and results for all pupils reflect this.

Internal assessments during this 2 year period, suggested that the performance of disadvantaged pupils was lower than in previous years in reading writing and maths.

The outcomes of our previous strategy were therefore not fully implemented and hence successful.

During this period we redirected our funding by ensuring that our disadvantaged pupils had access to appropriate support (ICT, resources, staffing etc) in order to mitigate the negative impact brought about by the pandemic, and consequent disruption to learning.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils.

During school closures, we encouraged families to take up the offer of a place in school so that they could access high quality teacher led learning and focussed teacher assistant support.

### Service pupil premium funding

*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? | <ul style="list-style-type: none"><li>• the provision of a trained Teaching assistant to provide pastoral support and guidance for families where appropriate throughout the school day</li><li>• monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress</li><li>• intervention strategies and support are put into place to support their</li></ul> |

|  |   |
|--|---|
|  | learning where appropriate and according to need  |
| What was the impact of that spending on service pupil premium eligible pupils? | <ul style="list-style-type: none"><li>• Positive impact on self esteem and self confidence</li><li>• Learning outcomes in line with age related expectations for reading 100%, writing 80% &amp; maths 100%</li></ul> |

