

# Pupil Premium Strategy Statement The Bellbird Primary School 2023-24



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	417
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Clayton Co-Headteacher
Pupil premium lead	Emma Clayton Co-Headteacher
Governor / Trustee lead	Tim Wreghitt [Chair]

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,994  [5/12 <sup>th</sup> 22-23 funding – £91,305 + 7/12 <sup>th</sup> 23-24 funding £95,915]
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>	£9,243
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£103,237</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At The Bellbird Primary School, we are committed to providing disadvantaged pupils with a high-quality education that ensures they are well-prepared for the next phase of their education.

We understand that wellbeing, achievement and opportunity in life are inextricably linked and any barriers to this are reflected in our strategy.

We aim to ensure that disadvantaged pupils:

- make strong progress from their relative starting points through high-quality teaching, targeted feedback and careful tracking, monitoring and intervention;
- have good social, emotional and mental health;
- acquire the cultural capital needed to make strong progress across the curriculum in preparation for the next stage of learning.

To ensure efficacy in our approach, we make sure that any curriculum and pedagogical decisions are evidence informed, using the EEF toolkit. We understand that high-quality teaching is the most effective tool for ensuring excellent outcomes for all pupils. For this reason, the ongoing development of teachers' subject and pedagogical knowledge is a key priority in our school development plan.

Through careful tracking and monitoring of disadvantaged pupils and vulnerable groups, we aim to ensure that any gaps in learning or challenges to progress are quickly addressed.

### Challenges

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

Challenge number	Detail of challenge
1	The achievement gap in phonics and early reading between those children in receipt of Pupil Premium and those who are not
2	The achievement gap in reading, writing and maths between those children in receipt of Pupil Premium and those who are not
3	The level of disadvantaged pupils who also have a special educational need, whether SEN support or EHCP [6/61 have EHCP / 17/61 SEN Support = 23/61 = <b>37.7% have SEN Support or EHCP</b> ]
4	Social, emotional and mental health [SEMH] impacting readiness for learning for some pupils
5	Analysis of attendance for our disadvantaged pupils shows that a high percentage have below the expected attendance – 2023-24: <b>42.6% have</b>

**below 95% attendance**, 27.9% have below 90% attendance / 2022-23 – **persistent absence rates 39.1%** for PP children versus 10.9% for non-PP

## 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. 100% of disadvantaged pupils are able to read age-appropriate texts with accuracy and fluency.	<ul style="list-style-type: none"> <li>a) 100% of pupils who are disadvantaged pass the PSC in Year 1</li> <li>b) 100% of eligible pupils pass the PSC retake in Year 2</li> <li>c) Disadvantaged pupils make at least expected progress through the Little Wandle Programme</li> </ul>
2. Pupils eligible for PP make strong progress in RWM from their relative starting points. Gaps in knowledge are quickly identified and addressed.	<ul style="list-style-type: none"> <li>a) Gap closes between PP and non-PP across all subjects (RWM) and year groups as evidenced in summative assessments [Book band/TT/maths assessments]</li> <li>b) Pupils identified as high prior attainers [HPA] achieve GDS in RWM</li> <li>c) Improved attitudes to learning identified through pupil voice</li> </ul>
3. Disadvantaged pupils who also have an identified special educational need [SEN Support for EHCP] are supported to ensure at least expected progress is made in RWM	<ul style="list-style-type: none"> <li>a) Pupils make good or better progress in RWM as evidenced in SEND attainment trackers</li> </ul>
4. Pupils with SEMH needs access their learning and make good progress from their relative starting points in reading, writing and maths	<ul style="list-style-type: none"> <li>a) Pupils make strong progress in RWM as evidenced in summative assessments.</li> <li>b) Reduction in disruption to learning evidenced through behaviour records and learning walks.</li> </ul>
5. To improve attendance for all pupils, especially disadvantaged pupils, so that they make the most of their learning, in line with the Attendance Matters agenda.	<ul style="list-style-type: none"> <li>a) 100% of disadvantaged pupils have attendance above 95%, unless a medical need is identified</li> <li>b) 100% of disadvantaged pupils arrive on time</li> </ul>

## 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: £ 18,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers with LA Adviser, Liz Holmes [staff training, moderation and PPA support], with a focus upon writing 3 days <b>£1440</b></p>	<p>Step 4 of EEF recommendations '<i>Teach writing composition strategies through modelling and supported practice</i>': Step 5 of EEF recommendations '<i>Develop pupils' transcription and sentence construction skills through extensive practice</i>' <a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> (<a href="#">d2tic4wvo1iusb.cloudfront.net</a>)</p>	1, 2
<p>Maths CPD for 4 members of staff [4 x twilights] <b>£1000</b></p>	<p>Step 1 of EEF's recommendations '<i>Develop practitioners' understanding of how children learn mathematics</i>': <a href="#">EEF Maths EY KS1 Guidance Report.pdf</a> (<a href="#">d2tic4wvo1iusb.cloudfront.net</a>)</p>	2
<p>CPD for all teachers in APDR process and ADHD <b>£1000</b></p>	<p>Step 2 of EEF recommendations '<i>Build an ongoing, holistic understanding of your pupils and their needs</i>': <a href="#">EEF Special Educational Needs in Mainstream Schools Recommendations Poster.pdf</a> (<a href="#">bellbird.internal</a>)</p>	3
<p>Release time for teachers to undertake LW assessments to ensure accurate teaching and grouping for reading sessions – EYFS / Y1  4 class teachers, 6 times a year – 24 x £200 = <b>£4,800</b></p>	<p>Step 7 of EEF's recommendations '<i>Use high quality information about pupils' current capabilities to select the best next steps for teaching</i>': <a href="#">Literacy KS1 Guidance Report 2020.pdf</a> (<a href="#">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	1
<p>Purchase of additional resources for Little Wandle, including books to take home to reinforce learning <b>£3,800</b></p>	<p><a href="#">Phonics   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	1
<p>Curriculum release for subject leads and year groups to review the curriculum and its coverage, to ensure progression in skills, knowledge, understanding and vocabulary <b>£4000</b> [20 days @ £200]</p>	<p>Paragraph 443: Good '<i>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i>' <a href="#">School inspection handbook - GOV.UK</a> (<a href="#">www.gov.uk</a>)</p>	1, 2

Resources to be bought following Local Authority KS2 Reading Deep Dive to improve HQT <b>£2000</b>	Step 3 of EEF recommendations 'Teach reading comprehension strategies through modelling and supported practice' <a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> ( <a href="#">d2tic4wvo1iusb.cloudfront.net</a> )	1, 2
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£ 59,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover for all teachers to attend Pupil Progress Meetings each term [14 teachers x 3 x £200 = <b>£8,400</b> ]	Step 6 of EEF recommendations 'Target teaching and support by accurately assessing pupil needs' <a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> ( <a href="#">d2tic4wvo1iusb.cloudfront.net</a> )  Step 5 of EEF recommendations 'Use high quality targeted support to help all children learn mathematics' <a href="#">EEF Maths EY KS1 Guidance Report.pdf</a> ( <a href="#">d2tic4wvo1iusb.cloudfront.net</a> )	1, 2
Cover for class teachers to lead booster classes [NTP] [KH - £511 for 4 pms pw – x 39 = £19,929 [TC - £170 for 1 pm pm – x 39 = £6,630] <b>£26,559</b>	From 'What are the most effective ways to support disadvantaged pupils' achievement' NFER/DfE 2015 'considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy' <a href="#">What are the most effective ways to support disadvantaged pupils' achievement?</a> ( <a href="#">publishing.service.gov.uk</a> )	1, 2
Teaching Assistant to lead group and 1:1 keep up/catch up in KS 1 [5 hours a week - <b>£4071</b> ]	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1

	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	
<i>CPD for TAs and HLTAs in Little Wandle SEND</i> <b>£500</b>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 3
<i>Purchase of Little Wandle SEND resources for across the school</i> <b>£2000</b>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 3
<i>Year 6 teacher-pupil conference release</i> <b>£500</b>	<a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a>	2, 4
<i>Intervention resources to be bought for KS2 following recommendations for Local Authority Reading Deep Dive – Jan 24.</i> <b>£2,000</b>	Step 7 from EEF recommendations: <a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2
<i>Recruitment of Pastoral Lead/Family Worker to join SMT and lead on SEMH, attendance,</i> <b>£15,000 [Summer term only]</b>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4, 5

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

Budgeted cost: **£ 35,346**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Purchase of Studybugs bundle to monitor attendance more easily and track lateness etc – weekly meetings between SBM and HT</i></p> <p><i>This will support us in embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</i></p> <p><b>£1,109</b></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p><i>Wellbeing TA work – 11 of our disadvantaged children accessing</i></p> <p><b>£16,106</b></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>4</p>
<p><i>Bespoke training in conflict resolution for midday supervisor team to support behaviour at lunchtimes</i></p> <p><i>[2.5 hours x 11 MDS @ £11ph - £300]</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>4</p>
<p><i>Counselling and Play Therapy funding support to support the Mental Health and Wellbeing of children (who do not meet thresholds for external support from CAMHS or Younited).</i></p> <p><b>£2,531</b></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>4</p>
<p><i>Premier lunchtime clubs [sports clubs x 3 a week - £45 per session]</i></p> <p><b>£5,300</b></p>	<p>EEF Guide to the Pupil Premium: Menu of Approaches</p> <p><i>'Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.'</i> See EEF</p>	<p>4</p>
<p><i>Attendance at enrichment activities [clubs, trips, enrichment events in school]</i></p> <p><b>£10,000</b></p>	<p>Teaching and Learning Toolkit strands on arts participation and physical activity.'</p> <p><a href="#">Pupil-Premium-resource-evidence-brief.pdf (bellbird.internal)</a></p>	<p>1-5</p>

**Total budgeted cost: £ 112, 416**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

See separate document on website - [Pupil-Premium-document-2022-23.pdf](https://thebellbird.cambs.sch.uk/Pupil-Premium-document-2022-23.pdf)  
([thebellbird.cambs.sch.uk](https://thebellbird.cambs.sch.uk))

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)
- EBacc entry data for secondary schools
- Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

### 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



## Service pupil premium funding (optional)

*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***

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**The impact of that spending on service pupil premium eligible pupils**

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## 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.

<i>CPD for SMT, SMB, teachers in new data systems to support more effective tracking and identification of children whose achievement gap is not closing</i> <b>£1,000</b>		2
<i>Purchase of upgraded data system [Juniper Sonar] for tracking progress</i> <b>£2,000</b>		2