

# Pupil premium strategy statement – The Bellbird Primary School: September 2024

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	412
Proportion (%) of pupil premium eligible pupils	14%
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> )	2024-2025 2025-2026 2026-2027
Date this statement was published	January 2025
Date on which it will be reviewed	Sept 2025
Statement authorised by	James Puxley, Headteacher
Pupil premium lead	James Puxley, Headteacher
Governor / Trustee lead	Tim Wreghitt (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,160
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>	£2175 in July 2024
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£92,335

## Part A: Pupil premium strategy plan

### Statement of intent

At The Bellbird Primary School our overall aim is to ensure that disadvantaged pupils close the gap between themselves and their peers in all aspects of life at school. We want to ensure that all pupils, regardless of their background, enjoy coming to school; are engaged in their learning and make good progress. We have high expectations for all children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy plan works towards this through the three main areas laid out by the EEF: high quality teaching, targeted academic support and wider strategies. Disadvantaged children are kept at the forefront of our work through pupil progress meeting discussions, prioritising them (where needed) for interventions, all monitoring that is completed includes looking specifically at this group of children and individualised approaches to what is best for the children in our care when necessary.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all monitoring and conversations about learning considers disadvantaged children as a priority.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The achievement gap in phonics and early reading between those children in receipt of Pupil Premium and those who are not</p> <p>Y1 Phonics school average <b>88.1%</b>  <b>PP-67%</b>  <b>Not PP-91%</b></p> <p>End of KS1 school average-<b>95%</b>  <b>PP-75%</b>  <b>Not PP-96%</b></p>
2	<p>The achievement gap in reading, writing and maths between those children in receipt of Pupil Premium and those who are not</p> <p><b>KS1 Reading</b>  PP-0%  Not PP-76%</p> <p><b>Writing</b>  PP-0%  Not PP-64%</p> <p><b>Maths</b>  PP-20%  Not PP-70%</p> <p><b>Combined RWM</b>  PP-0%  Not PP—60%</p> <p><b>KS2 Reading</b>  PP-67%  Not PP-83%</p> <p><b>Writing</b>  PP-17%  Not PP-58%</p> <p><b>Maths</b>  PP-20%  Not PP-70%</p> <p><b>Combined RWM</b>  PP-17%  Not PP—58%</p>

3	Linked to the above, a greater proportion of children eligible for PP funding have SEND – 41% are on the SEND register (compared to 12% of the whole cohort). The type of SEND is variable with the main needs being Cognition and Learning (MLD) and Communication and Interaction.
4	Several of the children in our school are eligible for pupil premium funding have some trauma in their early lives. This includes 2 children from Ukraine. For others, their social, emotional and mental health [SEMH] impacting readiness for learning for some pupils
5	Attendance for pupils eligible for pupil premium funding is below that of other pupils. For the academic year 2023-24 FSM6 attendance was 93% compared to non-FSM which was 96%. ? out of the 10% persistent absentees for 2023-24 were disadvantaged.

## 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
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>
Children in receipt of pupil premium grant make good progress in reading, writing and maths.	<ul style="list-style-type: none"> <li>The gap between this group and their peers is narrowed in all three areas of learning.</li> <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>
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>Attendance for pupils eligible for the pupil premium grant is equal to that of their peers.</li> <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>

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• improved attendance.</li> </ul>
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## 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
We ensure that all children receive high quality teaching through regular professional development and monitoring.	<p><a href="https://www.educationendowmentfoundation.org.uk/1-high-quality-teaching-eeef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development-eeef">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
CPD for teachers with LA Adviser, Liz Holmes [staff training, moderation and PPA support], with a focus upon writing 3 days £1440	Step 4 of EEF recommendations 'Teach writing composition strategies through modelling and supported practice': Step 5 of EEF recommendations 'Develop pupils' transcription and sentence construction skills through extensive practice' <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2-report-second-edition-pdf">EEF-Improving-literacy-in-key-stage-2-reportSecond-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2
Maths CPD for 4 members of staff [4 x twilight] £1000	Step 1 of EEF's recommendations 'Develop practitioners' understanding of how children learn mathematics': <a href="https://www.educationendowmentfoundation.org.uk/eeef-maths-ey-ks1-guidance-report-pdf">EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2
CPD for all teachers in APDR process and ADHD £1000	Step 2 of EEF recommendations 'Build an ongoing, holistic understanding of your pupils and their needs': <a href="https://www.educationendowmentfoundation.org.uk/eeef-special-educational-needs-in-mainstream-schools-recommendations-poster-pdf">EEF Special Educational Needs in Mainstream Schools Recommendations Poster.pdf (bellbird.internal)</a>	3
Release time for teachers to undertake LW assessments to ensure accurate teaching and grouping	Step 7 of EEF's recommendations 'Use high quality information about pupils' current capabilities to select the best next steps for teaching': <a href="https://www.educationendowmentfoundation.org.uk/literacy-ks1-guidance-report-2020-pdf">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1

for reading sessions – EYFS / Y1 4 class teachers, 6 times a year – 24 x £200 = £4,800		
Purchase of additional resources for Little Wandle, including books to take home to reinforce learning £3,800	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   EEF (educationendowmentfoundation.org.uk)</a>	1
Curriculum release for subject leads and year groups to review the curriculum and its coverage, to ensure progression in skills, knowledge, understanding and vocabulary £4000 [20 days @ £200]	Paragraph 443: Good 'The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.' <a href="#">School inspection handbook - GOV.UK (www.gov.uk)</a>	1,2
Resources to be bought following Local Authority KS2 Reading Deep Dive to improve HQT £2000	Step 3 of EEF recommendations 'Teach reading comprehension strategies through modelling and supported practice' <a href="#">EEF-Improving-literacy-in-key-stage-2-reportSecond-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2
Wellbeing intervention: Wellbeing check ins allow us to monitor and improve the mental health of all pupils now and in the future. £1,000	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)</a>	5 & 6

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

Budgeted cost: £40,979.71

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 = £8,400]	Step 6 of EEF recommendations 'Target teaching and support by accurately assessing pupil needs' <a href="#">EEF-Improving-literacy-in-key-stage-2-reportSecond-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Step 5 of EEF recommendations 'Use high quality targeted support to help all children learn mathematics'	1,2

	<a href="#">EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
Cover for class teachers to lead booster classes <b>[NTP] [KH - £511 for 4 pms pw – x 39 = £19,929 [TC - £170 for 1 pm pm – x 39 = £6,630] £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? (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 - £4071]	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:  <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>	1
CPD for TAs and HLTAs in Little Wandle SEND £500	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
Renewal of license for Little Wandle SEND resources for across the school <b>£?</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
Intervention resources to be bought for KS2 following recommendations for Local Authority Reading Deep Dive – Jan 24. £2,000	Step 7 from EEF recommendations: <a href="#">EEF-Improving-literacy-in-key-stage-2-reportSecond-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2
Recruitment of Pastoral Lead/Family Worker to join SMT and lead on SEMH,	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	4,5

attendance, £15,000 [Summer term only]	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>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding towards extra-curricular activities such as sports clubs, taking part in sports competitions, forest school, swimming and residential trips. Provide funding towards trips such as to museums or the beach which build cultural capital. £7,500	<a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> +1month <a href="#">A Complete Guide to Cultural Capital in Education - Education Corner</a>	4, 6
Purchase of Studybugs bundle to monitor attendance more easily and track lateness etc – weekly meetings between SBM and HT This will support us in embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance. £1,109	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Wellbeing TA work – 11 of our disadvantaged children accessing £16,106	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>	4
Bespoke training in conflict resolution for midday supervisor team to support behaviour at lunchtimes [2.5 hours x 11 MDS @ £11ph - £300]	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4
Counselling and Play Therapy funding support to support the	There is extensive evidence associating childhood social and emotional skills	4



<p>Mental Health and Wellbeing of children (who do not meet thresholds for external support from CAMHS or Younited). £2,531</p>	<p>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></p>	
<p>Premier lunchtime clubs [sports clubs x 3 a week - £45 per session] £5,300</p>	<p>EEF Guide to the Pupil Premium: Menu of Approaches '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.' See EEF Teaching and Learning Toolkit strands on arts participation and physical activity.'  <a href="#">Pupil-Premium-resource-evidence-brief.pdf (bellbird.internal)</a></p>	<p>4</p>

**Total budgeted cost: £112,417**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At the end of EYFS, the Good Level of Development is shown. Out of 9 children who qualified for PPG (numbers in brackets are for the cohort as a whole):

Good Level of Development: 44% (80%)

Year 1 phonics results: 67% (88%)

Year 2 phonics retake: 67% (91%)

At the end of Key Stage 2 in summer 2024, out of the 6 children who qualified for PPG (numbers in brackets are for the cohort as a whole):

Combined ARE: 17% (53%)

Reading: ARE: 67% (81%)

SPAG: ARE: 50% (81%)

Writing: ARE: 17% (53%)

Maths: ARE: 33% (84%)

Progress data is pulled down by 1 of the 6 children who qualified for pupil premium funding who was disapplied from SATs as he was working well below the level of the test due to learning difficulties. This pupil made lots of progress in many areas throughout their time in our school.

In Years 3-5, we used White Rose assessments and NFER tests to internally assess children. The data from summer 2024 shows that disadvantaged children made better progress than the whole cohort in writing, maths and SPAG in Year 4 and made positive progress in reading. In Year 5 disadvantaged children made positive progress in reading, maths and SPAG. This proves the impact of some of the in-school interventions we were able to deliver.

Whilst we did not meet all our intended outcomes from the previous Pupil Premium Strategy, we have had many of successes. Children who had never been away from home had the opportunity to go on residential visits – raising their self-esteem and improving their independence. Children got to access cultural capital experiences such as museums and theatre visits which they had never previously experienced. Children who had been through emotional trauma were supported, ensuring that school was a safe place for them.

# Externally provided programmes

Programme	Provider
None.	

## Further information (optional)

Further whole school practise which benefits PP children but are not paid for through the funding:

- Termly 1:1 pupil:teacher meetings with class teachers to discuss attainment and attitude.
- Thorough feedback and marking policy. (Feedback: +6months)
- All parents are expected to attend parents evening. If they do not follow up appointments are arranged. (Parental engagement: +4 months)
- Intervention timetables for each year group are collated at the beginning of each term. Intervention record sheets are used to track the effectiveness of these interventions which are then reviewed at pupil progress meetings. (Small group tuition: +4)
- At pupil progress meetings, which happen termly, all disadvantaged children are discussed individually.
- A pupil progress provision map is maintained by the SENCo to ensure that over the course of the year, all children benefit from their entitlement.
- Termly data analysis includes individual analysis of PP progress and attainment. This is also reported to governors.
- The Pupil Premium Governor carries out termly visits to monitor what is happening.
- PP children's books are always included in regular work scrutinies and disadvantaged children are particularly looked at during any learning walks etc.
- School uniform is provided for those that need it on an ad hoc basis.
- Disadvantaged families have access to community support (food parcels, holiday clubs etc) through one of the churches in the village. We help with communication.