

Pupil premium strategy statement – Bloemfontein Primary School

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	Bloemfontein Primary
Number of pupils in school	189 (including Nursery) 174 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	14 December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Liddell Headteacher
Pupil premium lead	Laura Liddell Headteacher
Governor / Trustee lead	Tracy Davinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138, 535
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£146, 800

Part A: Pupil premium strategy plan

Statement of intent

At Bloemfontein Primary School we are passionate about ensuring that all pupils receive a high quality, enriched curriculum that is inclusive to all. We identify potential barriers and put interventions, resources and strategies in place in order to reduce inequalities.

We strive to ensure all children achieve their potential, irrespective of background and firmly believe that education is the route out of poverty.

As part of our commitment to help children achieve their full potential we provide:

1. High quality first teaching and staff deployed to implement timely interventions through both group and 1:1 support.
2. Focused assessments to identify both academic and emotional needs.
3. A whole school nurturing approach with essential pastoral support and effective links with external services
4. Rich cultural curriculum enabling children to have a wide range of experiences and learning opportunities

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, pupil questionnaires, staff observations and parental responses, demonstrate that lockdown has impacted significantly on pupils. The wellbeing of disadvantaged pupils has been particularly impacted through lockdown with heightened anxiety and lessened resilience.
3	Phonics assessments indicate that children from disadvantaged families are lower on entry and have made less impact than other groups of children. Levels of engagement during lockdown and with home reading activities are lower, with significantly less parental support.

4	Maths attainment is lower for pupil premium than non-pupil premium in specific year groups. Once again levels of engagement were lower during lockdown with less parental intervention.
5	High levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading, writing and an overall understanding of the world
6	Low attendance rates for some pupil premium children impacts on their learning and a widened gap between peers

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 oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Observations and walkthroughs demonstrate a vocabulary rich learning environment • Pupil assessments show progress with a reduced word gap. Assessments from both in school staff and external specialists demonstrate progress • Evidence of vocabulary being an integral part of the everyday lesson through PSHCE, discussions, books and first-hand experiences
Improved wellbeing, levels of anxiety and resilience among disadvantaged pupils	<ul style="list-style-type: none"> • Staff, pupil and parental questionnaires demonstrate improved wellbeing • Observations during lessons/activities show greater levels of resilience and a more 'can do attitude' • Reports and meetings with outside agencies e.g. school counsellor, show progress and a more positive outlook • Reduced numbers of CPOMS reports around mental health, behaviour and resilience • A higher percentage of disadvantaged pupils engaging in extra-curricular activities
Improved phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Regular assessments demonstrate progress and targeted interventions evidence impact • Increased percentage of disadvantaged pupils achieving the phonics screening • Increased percentage of disadvantaged pupils achieving Age Related Expectations (ARE) at the end of Reception, Year 2 and Year 6

	<ul style="list-style-type: none"> • Higher levels of parental engagement both through phonics sessions and reading workshops
Improved maths attainment for disadvantaged pupils at the end of Reception, Key Stage 1 and Key Stage 2	<ul style="list-style-type: none"> • Regular assessments demonstrate progress and targeted interventions evidence impact • Increased percentage of disadvantaged pupils achieving Age Related Expectations (ARE) at the end of Reception, Year 2 and Year 6 • Higher levels of parental engagement through homework workshops
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Overall school attendance of 96% or above • Increased attendance rates for Pupil Premium children • Low levels of unauthorised absences, persistent absentees or lateness • Positive relationships between parents, staff and attendance officer with parents making immediate contact if child is absent • High percentage of pupils rewarded for 100% half termly attendance

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: **£64, 000**

Please note where 'EEF' is referenced, this relates to the Education Endowment Foundation and their 'Teaching and Learning Toolkit'

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of teacher and two Teaching Assistants to ensure no requirement for mixed age Key Stage classes and to keep class sizes low with small groups for interventions.</p> <p>This also ensures there is opportunity for both 1:1 Teaching Assistant release and small group activities</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Purchase of standardised diagnostic assessments – NFER</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Termly assessments to evidence progress, gaps in learning and inform interventions</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 3, 4
<p>To fully embed Read, Write Inc phonics throughout school.</p> <p>Purchase additional resources and provide training – both for new staff and as a refresher to more established staff members</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3

	DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	
<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 with our own Maths Lead – NCETM lead practitioner</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4

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

Budgeted cost: **£42,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
To provide vocabulary rich small group interventions through additional Teaching Assistant support	Short, regular sessions (about 30 minutes, 3 times plus per week) appear to result in optimum impact. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
<p>Targeted 1:1 and group support through various interventions including toe by toe</p> <p>Additional subscriptions to lexia, mathletics and</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	2, 4

reading plus to enhance both in school learning and homework activities	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Purchase of Now Press Play programme to improve listening, narrative and vocabulary skills for all pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two, show positive impact on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Purchase additional reading material for new 'reading bus'	Children will all participate in activities to identify the types of books they would like within the new 'reading bus' in order to further promote a love of reading. This will be a range of both fiction and non-fiction books.	1, 2 and 3

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour and pupil wellbeing/resilience/anxiety	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2 and 5
External support provided to pupils who require this through relax kids, school counsellor, nurture group, yoga, sensory circuits, Lego therapy and listening matters	Effective Social and Emotional Learning (SEL) and have positive overall impact: EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2 and 5
Develop a restorative approach to behaviour, through staff training and implementation of zones of regulation	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2 and 6

<p>Pastoral work with attendance office, SLT and parents to establish positive attendance routines and support.</p> <p>Reward systems also re-established to celebrate positive attendance</p>		5
<p>Parental support workshops and information sessions to sign post to services, support with behaviour and any further pastoral support (parental engagement approaches)</p> <p>This includes parental support around online safety and keeping children safe from potential anti-social behaviour risks/</p>	<p>Positive parental engagement has an impact on pupil progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning/toolkit/parental-engagement</p>	2 and 5
<p>Pupils to have access to a broad and balanced curriculum and wider experiences including visits/visitors, musical instruments, sporting opportunities, forest schools and residential.</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £146, 800

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track, with the majority of year groups, during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes 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 targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, other online subscriptions and a paper-based approach. Parents who did not have access to laptops were provided with equipment, however, for some groups of disadvantaged pupils the uptake for remote learning was still low.

Parents requested high levels of both pastoral and emotional support and the school provided weekly food hampers, activity packs and telephone support.

Attendance has been heavily impacted on through COVID. Previously good established attendance routines (September 2018 – January 2020) need to be re-established as a result of lockdown and a general parental apathy.

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 premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. There are currently heightened numbers of families who have witnessed domestic abuse, financial difficulties and emotional strain during lockdown. School are now witnessing first hand the impact this has had on pupils and implementing interventions and whole class strategies. Additional concerns around use of social media and access to group chats which is having a detrimental effect on our pupils.

Pupils receive regular updates in internet safety and there is a scheduled session for parents delivered by the police.

Externally provided programmes

Programme	Provider
Relax Kids	Roger Banks – Low Fell
School Counsellor	Magaret Netzler