# Pupil premium strategy statement – Bournville Village Primary School

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | 654 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 27 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Amy Cooper |
| Pupil premium lead | Amy Cooper |
| Governor / Trustee lead | Sue Barratt |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £181,630 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £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* | £189,895 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas but particularly in Reading, Writing and Maths. In order to be successful in the next phase of their education, we aim for all our children (but especially our disadvantaged children) to achieve a combined ‘working at’ or greater standard by the time they complete KS2. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our tiered approach begins with ensuring our teaching is as effective as possible. By investing in and focusing on the practice of all teachers in classrooms, we can aim for all children to have effective and highly effective teachers in front of them. Pedagogical strategies that focus on giving our disadvantaged children the most support first, are included in the wider strategies contained in this statement.

In order to ensure our children achieve good outcomes in across the curriculum, but especially in Reading, Writing and Maths, we identify and work with children as soon as they fall out of the ‘combined expected outcomes’ window. This way we are focusing on the outcomes of individual children, not the performance of all children across a subject area. If we see that children are not making expected progress, we use evidence-based interventions to allow children to quickly catch up. This targeted support forms the second tier of our strategy.

We know that nationally and within our own school community, children are requiring a greater level of enhanced and specific support particularly around their social, emotional and mental health needs. As a school we already provide a good level of pastoral support but this needs to increase if we are to meet the needs of this cohort of children and their families (which include a significant and growing number of children entitled to pupil premium). We know the impact of COVID pandemic and the lock-downs had particular impact on the children within our school for the duration of this strategy.

We know that a significant group of our disadvantaged children present with a range of behavioural challenges which have previously led to them receiving a high number of fixed-term exclusions. We have a small group of children (less than 2%) who have very high needs and require a high number of adults to support them. In order to keep these children safe and in school, whilst also ensuring the safety and wellbeing of all pupils and staff, we need to give all round and full-time additional support. Pastoral support that responds to needs arising from children’s challenges in their earliest years before they started school, as well as developing needs during their time at BVP, are included in the third tier of our strategy.

The activities we have outlined in this statement are intended to support all children’s needs, regardless of whether they are disadvantaged or not.

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Our number of days lost to fixed term exclusions have risen over the last year and the majority of children who are excluded are entitled to Pupil Premium. We know that Fixed Term Exclusions have a negative impact on children, and we need to work on how we use early identification and more robust engagement with families to reduce the chance of exclusion. We have a growing number of children with SEMH needs and these can also be a factor in whether a child is at risk of exclusion. We need to develop our support and provision for these children, so that needs are met early, preventing an escalation of behaviours that may lead to exclusion. |
| 2 | Academic Achievement- by the end of KS2 our disadvantaged pupils in Summer 2024 made less progress and did not achieve as well as disadvantaged children nationally, nor as well as all pupils in our school. This applies to Reading, Writing and Maths. Our disadvantaged pupils did not achieve as well in Phonics (Year 1) as all pupils in our school or in the Multiplication Times Tables Check in Y4.  Some children are doubly disadvantaged in that they have SEND as well as an entitlement to pupil premium. We want all of our children to achieve and make progress as well as all other children, regardless of background or need. |
| 3 | Attendance – We know from the analysis of our attendance data that children entitled to pupil premium have higher rates of persistent absence and lateness. We want all of our children to be in school regularly and on time so that they every opportunity to achieve and make progress. |
| 4 | Some parents of children entitled to PP are harder to reach which means that they are less involved in school life and less up to date with their children's curricular activity, including progress, strategies for support, support from other families or other internal and external networks and agencies, (e.g., parent networks, workshops in school, parents’ evenings, etc.) |

## 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.

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| Intended outcome | Success criteria |
| For our disadvantaged children to achieve broadly in line with national data (for individual subjects as well as combined outcomes) and also in line with our school cohort; for our disadvantaged children to make progress in line with all children against internal school measures. | Our disadvantaged children’s outcome data for attainment for Year 1 Phonics, Year 4 MTC and Year 6 end of KS assessments is broadly in line all children’s outcomes. Our disadvantaged children’s combined outcomes (Reading, Writing and Maths) are in line with the combined outcomes of all children.  Our disadvantaged children’s outcome data for progress for Years 2,3 and 5 in Reading, Writing and Maths is broadly in line all children’s outcomes. |
| To provide more effective and targeted support to our disadvantaged children which reduces the risk of exclusion – meaning our disadvantaged children are not more likely to be excluded in comparison to our non-disadvantaged children. | The rate of exclusion for our disadvantaged children is no more than the rate for all children.  Boxall profile measurements indicate improvements for those children receiving targeted support. |
| For the attendance/persistent absence, and punctuality rates of our disadvantaged children to be in line with all children. | Attendance/persistent absence and punctuality for our disadvantaged children improves and is in line with all children nationally. |
| For our parents of children entitled to Pupil Premium to be more involved with school life. | Parents of disadvantaged children are more engaged with school life and are accessing more workshops, networks and other parent events. |

## 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: £89,023

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| We will engage in the EEF MITA programme to develop and increase the effectiveness and impact of our Teaching Assistants in the classroom. | This is an evidence-based programme developed by the EEF.  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants> | 2 |
| We will engage in WalkThru training to develop a consistent core of teaching strategies in line with our Teaching and Learning Policy. This will improve and develop the impact of teaching on learning in the classroom, leading to improved outcomes for children. | This is an evidence-based programme developed by Tom Sherrington and other national and international educational professionals.  <https://walkthrus.co.uk/> | 2 |

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

Budgeted cost: £26,539

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| We will deliver Precision Teaching training to all class-based staff from Pupil and School Support. | Precision Teaching Intervention is a focused, data-driven, and deeply child-centric approach that allows you to 'pinpoint' specific skills that each child needs to master. It consists of short, highly-focused sessions to memorise key learning facts several times a day. <https://www.edpsyched.co.uk/blog/precision-teaching-first-steps-guide-and-faq> | 2 |

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

Budgeted cost: £86,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To introduce a more enhanced programme of support through our Pastoral Team for our disadvantaged children – including nurture sessions, group activities and revised curriculum offer. | Evidence of the effectiveness of the Nurture Group approach can be found through the Nurture Networks: <https://www.nurtureuk.org/>  Improvements will be shown in individual Boxall Profile assessment/scores. | 1 |
| We are introducing a wider range and frequency of Parent Voice groups and engagement opportunities, across a variety of school-based activities and subject matter. We are doing this to focus on engagement and interaction of all parents and families but want to increase engagement of families of children who are disadvantaged. | Evidence presented through Parent Kind suggests that; the effect of parental engagement over a student’s school career is equivalent to adding two or three years to that student’s education. These positive effects include:   * Better behaviour * More confidence and greater self-esteem * Higher attendance rates * A lower risk of exclusion * More enthusiasm about learning * Better results | 4 |
| We are focusing on improving the attendance of our pupil premium children through our Attendance Ambassador and targeted support and activities within school. | Evidence sourced through the EEF shows that the below strategies have had successes in improving attendance:   * **Responsive interventions**   Interventions that address the specific needs of pupils and barriers to attendance can be effective. For example, one program used a team to monitor attendance, parental communication, and motivation systems.   * **School-pupil relationships**   Effective relationships that prioritize caring and friendliness can help schools understand individual motivators and barriers to attendance. | 3 |

**Total budgeted cost: £202,062**

# Part B: Review of the previous academic year (23-24)

## Outcomes for disadvantaged pupils compared to non-disadvantaged pupils

