

Pupil premium strategy statement – Bill Quay Primary School (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	200
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2024
Date on which it will be reviewed	Annually
Statement authorised by	Toni Devine
Pupil premium lead	Toni Devine
Governor / Trustee lead	Jon Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,015
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£1,881
Total budget for this academic year <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>	£59,896

Part A: Pupil premium strategy plan

Statement of intent

At Bill Quay Primary School, our pupil premium strategy is founded on the following principles:

- Using a tiered approach to spending through improving teaching, providing targeted support and employing wider strategies.
- Ensuring effective implementation by focusing on a small number of priorities in areas that are likely to make the biggest difference.
- Choosing approaches that are founded on the basis of strong external evidence.

We aim to:

- Provide high quality teaching for all our pupils;
- Address the needs of individual pupils, enabling them to reach their potential;
- Deploy staff effectively;
- Provide strong social and emotional support to pupils and their families.

Our intent is to ensure that our pupils make good progress across all subjects in order for them to fulfil their potential and be ready for the next stage in their education. The focus of our pupil premium strategy therefore, is to support our disadvantaged children to reach this goal by overcoming barriers to learning, including progress for those who are already high attainers.

Central to our approach is high quality teaching. We know that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils at Bill Quay. 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.

Challenges

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

Challenge number	Detail of challenge
1	A number of children in Year 1 do not meet the expected standard in the phonics screening check at the end of the year. In 2019, only 20% of children eligible for Pupil Premium passed the check. This hinders pupil progress in reading as they progress through KS1, resulting in less than

	average reading scores at the end of Year 2. Some older children have still not acquired sufficient phonic knowledge to support their reading. As a result, their fluency is poor.
2	For a number of children eligible for Pupil Premium, emotional resilience is lower than that of their peers. This can affect their concentration, especially when working with others or when tasks are challenging.
3	Class assessments show that a number of children lack fluency in their acquisition of number skills. This affects their ability to recall maths facts and impacts their reasoning and problem-solving skills.
4	On entry observations indicate that children in reception class struggle with self-regulation and building relationships.
5	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge. Teachers need to use formative assessment strategies to help them identify next steps in their teaching, misconceptions and pupils needing further support.
6	Attendance data for pupils eligible for pupil premium funding indicates that it is lower than that of pupils who are not eligible.

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
The teaching of phonics in EYFS and KS1 has improved. Parents are able to support their pupils at home. Targeted interventions help pupils make rapid progress in order to catch up, including older pupils in Years 4-6.	At least 80% of pupils meet end of year expectations in the Read, Write, Inc (RWI) scheme. The number of children meeting Year 1 phonic expectations and end of KS1 reading standards is at least in line with national averages.
Improved emotional resilience for all pupils through use of TA support, staff training and intervention	Lesson observations and discussions with staff and pupils will demonstrate pupils' positive attitudes to learning and good behaviours.
Children are more fluent in their number skills.	Key Stage 1 and Key Stage 2 results in maths show that children eligible for PP are at least in line with national averages.
Improved self-regulation skills of reception pupils.	Children are able to self-manage their feelings, take initiative and self-direct their learning.
Staff use evidence-based teaching and learning strategies effectively. There are	Observations, pupil interviews and work scrutiny indicates that pupils know and

clear assessment strategies for each subject. Subject leads have a good understanding of standards in their subject.	remember more about the topics they have studied.
Increased attendance rates for PP children.	Attendance rates for PP children are at least in line with National Averages

Activity in this academic year (24/25)

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train new staff to be able to deliver RWI in KS1. This will include coaching and access to the RWI portal.	EEF research shows that: 'phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress'	1, 5
Review the current maths scheme of work and identify gaps in provision for the teaching of mental maths strategies. Set time outside of maths lesson for each class to teach mental maths. CPD to develop staff understanding of teaching mental maths strategies. Use Great North Maths Hub to support key staff in developing their understanding of maths.	Efficiency in calculation requires having a number of mental calculation strategies. (NCETM)	3, 5
Review the schemes and policies linked to	The personal development programme is clearly defined. It	2, 5

personal development and resources used. Produce an overall plan that reflects our school values.	states what knowledge will be taught when and why. It is reflected in the school's values, expectations, culture and ethos.(Ofsted curriculum insights 2023)	4
Continue to provide free access to our breakfast club for pupils eligible for funding.	Breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour, as our research has shown which looked at the benefits of the scheme in disadvantaged areas. (Ofsted)	4
Review the attendance policy in line with new national guidelines. Inform parents of new changes, such as lateness and codes.. Signpost parents for support.	There is evidence to suggest that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes. Schools can facilitate positive peer relationships, which is a contributes to better mental health and wellbeing.(DfE)	6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to teach phonics in small groups across both Reception class and KS1.	EEF: Reducing class size appears to result in around three months' additional progress for pupils.	1, 5
Continue to provide 1:1 and small group targeted support for lowest 20% of readers. Include peer reading support for pupils in Years 2 and 3.	One to one tuition EEF (educationendowmentfoundation.org.uk) 'Peer tutoring approaches appear to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.	1, 5
Use Numbers Counts programme	Children with the greatest needs are supported by the most experienced	3, 5

to target pupils falling behind in maths in Years 2 and 3. HT to support daily maths lesson in Year 2 class.	staff. (EEF 'Improving maths in the Early Years and KS1')	
Subscribe to Accelerated Reader and Reading Plus to support key pupils in developing their comprehension and fluency skills.	Accelerated Reader has a strong evidence base that indicates a positive impact on the progress of reading of disadvantaged pupils.	1
1:1 tuition for Year 6 pupils in maths using Third Space learning.	'High quality targeted support can provide effective extra support for children'(EEF Improving Mathematics Report)	3
Extra TA in school to support SEN pupils.	Effective deployment of Teaching Assistants is critical. (EEF: Special Educational Needs in mainstream schools).	2, 5

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Make better use of the new DfE attendance tool to analyse attendance data on a weekly basis, identifying patterns and those pupils who are at risk of becoming persistent absentees. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>Continue to organise a range of nurture groups for targeted children to support their emotional well-being, including Angela's Ark.</p> <p>Train new staff to support pupils in mental health and well being strategies. E.g. ELSA</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>	2
<p>Subscribe to Commando Jo's Character-led programme to support SEL.</p>	<p>EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	2
<p>Continue to resource the Opal playground programme, including a TA who can support the PE lead over lunchtime.</p>	<p>The play process enables children to create an infinite variety of scenarios where these life skills can be experimented with, tested and honed.</p>	2

Total budgeted cost: £ 58,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All staff are now trained to deliver the phonics scheme, Read, Write, Inc. Subscribing to this scheme and the associated training has meant that we now have a consistent approach to teaching phonics and reading across Early Years and KS1. New staff have been able to work alongside experienced staff for a period of time until they are confident in teaching. Teaching of phonics is monitored regularly and feedback given to staff. More experienced staff deliver small group and 1:1 interventions to targeted pupils in danger of falling behind. This year, 87% of pupils achieved the phonic pass in Year 1 class which demonstrates the good improvements made so far.

Participation in the NCETM mastering number programme has developed staff knowledge and confidence in teaching number to younger pupils. There is now more emphasis on securing early number within these year groups. Observations and staff discussion indicate that CPD focusing on teaching and learning strategies, in particular, the activation of prior knowledge at the beginning of lessons and the 'I do, we do, you do' model has impacted positively on teaching and learning, and this is something we will continue to develop. A short assessment takes place at the end of each unit of maths. Teachers then identify gaps and time is set aside in the long term curriculum plan for any further learning/consolidation that is needed.

Within the Early Years, staff professional development focused on developing pupils sustained shared thinking through creating an enabling environment. The implementation of Plan, Do, Review has helped to develop pupils' oracy skills as well as their ability to manage their learning.

Small group tuition through the National Tutoring Programme and 1:1 tuition through Third Space Learning has enabled key pupils in KS2 to benefit from extra maths tuition, helping them to keep up with their peers. 83% of pupils eligible for the pupil premium grant achieved the expected standard in the end of KS2 maths tests compared to 80% of the full cohort.

The nurture group provision has continued to provide key support for a number of pupils throughout the school. This is evident in discussions we have with them and parents/carers. This academic year, has seen some movement in staffing, particularly staff who were trained to support mental health and wellbeing. With this in mind, we are training new staff to be mental health first aiders through programmes such as ELSA. Our new Opal programme has impacted positively on pupil behaviour at lunchtimes. Pupils across the school enjoy playing and learning together in the different zones of play.

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
1:1 maths tuition	Third Space Learning
Read, Write Inc phonics	Ruth Miskin
Commando Jo's	CJ's Education Services

