

## Byerley Park Primary School Pupil Premium Strategy Statement

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	Byerley Park Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	January 2021
Statement authorised by	Mrs R Pattison
Pupil premium lead	Mrs R Pattison
Governor / Trustee lead	Mrs J Mawson and Mr J Moffat

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 73,440
Recovery premium funding allocation this academic year	£7830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81270

## Part A: Pupil premium strategy plan

### Statement of intent

At Byerley Park Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes, based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

This strategy runs alongside our School Improvement Plan.

### Challenges

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

Challenge number	Detail of challenge
1	The outcomes for pupils in receipt of PP were not as strong in Y6 for 2019 (when the pupils were last formally assessed), in comparison to 2018, particularly in reading. All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
2	The highest concentration of disadvantaged pupils are in our Y2 and Y3 cohorts. Similar to the national trend, these pupils have been more affected by the disrupted learning over the past eighteen months than their peers. We are particularly concerned about their attainment in reading.
3	Some Year 1 and Year 2 disadvantaged pupils will struggle to meet the phonics standard in 2021/2022). This is due to low starting points in verbal communication and language and gaps in learning due to Covid 19. This slows their progress in all curriculum areas that demand effective reading strategies.
4	The resilience of some pupils receiving PP funding can be poor.
5	Lack of experiences and opportunities for children eligible for PP leads to lack of cultural capital. This has been exacerbated by Covid-19 restrictions. Families have faced financial hardships due to the pandemic and may not be able to afford the enrichment opportunities offered by school (day trips, residential trips, music lessons, after school clubs). This impacts on the emotional well-being of the children and their ability to access the same as their peers.

6.	Partial school closures have significantly affected the maturity of the Y1 and Y2 cohorts. Time away from school has affected the behaviour of some of the pupils.
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## 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
To improve the outcomes of PP children in EYFS, KS1 and KS2 to bring attainment in line with age related expectations and to challenge identified PP children to reach exceeding.	PP children achieve in line with their peers. PP children achieve at least age related expectations.
Pupils in receipt of PP funding in Y2 and Y3 achieve in line with their peers by the end of the academic year.	Interventions focus on Maths, Reading, Phonics and Writing. Pupils achieve at least in line with their peers.
To narrow gaps between PP and non PP pupils in Y1 and Y2 in Phonics.	% of PP children achieving PSC is within 15% of non PP at the end of 2022.
To improve the resilience of pupils in receipt of PP funding.	PP pupils are more willing to keep trying and have strategies to cope if things do not go right the first time. Pupils are more able to work independently and for longer periods of time.
To improve the cultural capital of pupils by ensuring they have the access to the same experiences as those not in receipt of PP funding.	The following are paid for pupils in receipt of PP: <ul style="list-style-type: none"> <li>• Music lessons</li> <li>• Day trips</li> <li>• Residential visits</li> </ul> PP pupils able to access all opportunities in school in line with non PP pupils.
To use a variety of strategies to improve the maturity and therefore behaviour of PP pupils in Y1 and Y2.	Improved behaviour in the classroom (Y1). Improved behaviour at lunchtimes.

## 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: £ 55,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff to complete training on concrete, pictorial and abstract representations and bar modelling to ensure greater understanding of the White Rose Maths teaching	<p>Study to support using visual representations in the classroom.</p> <p><a href="https://www.nuffieldfoundation.org/maths/developing-the-use-of-visual-representations-in-the-primary-classroom">Microsoft Word - Developing the use of visual representations in the primary classroom (nuffieldfoundation.org)</a></p>	1
EYFS and KS1 staff to attend training and complete work with the Maths Hub to take part in Mastering Number programme with NCETM.	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p><b>EEF Toolkit: Early Numeracy Approaches - additional 6 months progress</b></p>	1
KS2 staff to complete training to implement daily KIRFs sessions to ensure pupils have improved rapid recall of number facts.	<p>Non statutory guidance aims to:</p> <p>bring greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6 and summarise the most important knowledge and understanding within each year group and important connections between these mathematical topics.</p>	1

	Non-statutory guidance for the national curriculum in England – June 2020	
EYFS and KS1 staff trained to lead NELI and BLAST so that these can both run in EYFS and NELI can be completed in Y1.	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p><b>EEF Toolkit: Communication and language approaches - additional 6 months progress</b> <b>NELI - additional 10 months progress</b></p>	1
EYFS and KS1 staff to attend training on new phonics scheme to ensure consistency in phonics teaching. Extra resources purchased to support pupils.	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p><b>EEF Toolkit: Phonics - additional 4 month progress.</b></p>	1
Additional TAs funded to provide support to pupils to provide interventions.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p><b>EEF Toolkit: Phonics - additional 4 month progress.</b></p>	1
IDL purchased and staff trained on its use to improve the reading	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the	2

speed and understanding of pupils.	engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.  <b>EEF Toolkit: Small group tuition - additional 4 month progress.</b>	
Phonics lead to be released to work with Y3 staff to support with phonics interventions.	While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.  <b>EEF Toolkit: Phonics - additional 5 month progress.</b>	2
English Lead to attend courses (Jan 2022) to focus on teaching of Reading in KS2. Lead then given time to disseminate to colleagues.	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.  <b>EEF Toolkit: Reading comprehension strategies – additional 6 months</b>	2
Number Stack resource purchased and TAs trained to carry out intervention with pupils in KS2. Resource targets where pupils are struggling, then gives them work to support this area. Pupils move on once they understand. Aim is to remove any gaps in learning for LA learners.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.  <b>EEF Toolkit: Small group tuition - additional 4 month progress.</b>	

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

Budgeted cost: £ 9700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff member to provide one to one targeted interventions to pupils in Y1 and Y2 at risk of not passing the PSC.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><b>EEF Toolkit: Small group tuition - additional 4 month progress.</b></p>	3
<p>Supply teacher known to our school to be asked to provide small group support to Y6 in the lead up to SATs (January to May 2022, 3 mornings a week).</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><b>EEF Toolkit: Small group tuition - additional 4 month progress.</b></p>	3
<p>MHST to provide small group support to boost resilience of pupils (TA to be released to observe).</p>	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 5 months progress</b></p>	4

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

Budgeted cost: £ 16956



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Give pupils a breadth of wider opportunities within and outside of school to increase cultural capital and to ensure disadvantaged children have the same experiences as non-disadvantaged children:</p> <p>Poet visit Farm visit Residential visits paid for PP pupils School visits paid for all Music lessons paid for PP pupils Pantomime in school 3 x yearly Opera in school for EYFS and KS1</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><b>EEF Teaching and Learning Toolkit: Arts participation - additional 3 months progress</b></p>	5
<p>Seek support from external agencies as a full staff or individual staff member and disseminate around the areas of:</p> <p>ASC Attachment and Trauma Engage in external agencies in providing support for: Bereavement Anxiety</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b></p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 5 months progress</b></p>	6



<p>Employ an extra LSA for lunchtimes.</p>	<p>After reading the below article, we felt that extra staff would enable us to have lunch time supervisors playing games and other activities with the pupils.</p> <p><a href="http://beaconschoolsupport.co.uk">How to improve behaviour on the playground at lunchtimes (beaconschoolsupport.co.uk)</a></p>	<p>6</p>
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**Total budgeted cost: £ 81,856**

## 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.

#### **Reading gaps.**

TAs were used to lead interventions when possible, working within Covid regulations. Progress was monitored regularly after formal assessments. Further interventions in place using the data. Catch up premium used to target Y5 and Y1 pupils in English and Maths and Phonics respectively.

#### **Starting points.**

Due to the pandemic and increasing rates of infection in the area, it was varied as to whether staff could meet the new pupils at the nurseries. Some nurseries offered emote visits and EYFS staff from school were able to visit specific children with a high level of need within the nursery setting. DB was able to speak to staff from all nurseries and detailed handovers were able to happen. Tapestry was set up before the summer holidays and contact made with all parents during this time. DB was able to set activities for the children over the holidays and start to build positive relationships with parents. We were not able to hold taster sessions in July due to the pandemic so we held them in September when the children started. This helped staff get to know the new pupils really well before they started full time.

#### **Communication and Language.**

When pupils have been in school, BLAST has taken place with positive results. NELI has also been run (no cost) and will continue to be run in the future. NELI showed good results but was costly in terms of time for training and preparation.

#### **Maths gaps.**

Times Tables Rockstars was useful during lockdowns as work could be set for the pupils at home. Interventions took place as and when they could happen during the day as no assemblies were taking place.

**Parental engagement.**

These activities were unable to take place due to Covid. Our learning platform, Seesaw, took on the role of helping us engage parents with their child's learning by enabling us to send photographs home easily at a time when they were unable to come into school due to the pandemic. We held virtual parents' evenings, which had the same effect. Awards were still given using a revised rewards system in the academic year 2020-2021 and this was shared with parents using Seesaw.

**Knowledge of the world.**

Where we have managed to have visitors into school, this has been vital, especially with what the pupils have missed over the past 18 months. Music lessons continued throughout lockdowns on Zoom, Live Eggs came into school when the children were back from lockdown. Staff were trained to use Byerley Outback before the first lockdown so have been able to use that area for outdoor experiences for the pupils.