

Byerley Park Primary School Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 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	207
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs J Mawson
Pupil premium lead	Mrs R Pattison
Governor / Trustee lead	Mrs J Mawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,090
Recovery premium funding allocation this academic year	£8700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£93,790

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	Using internal and external data sources, the outcomes for pupils in receipt of PP are not as strong in comparison to non PP pupils in the majority of cohorts All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
2	The PP pupils in our Y3 cohort are achieving significantly lower than the non PP pupils. Similar to the national trend, these pupils have been more affected by the disrupted learning during Covid than their peers.
3	Some Year 1 disadvantaged pupils will struggle to meet the phonics standard. 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	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 with the cost of living crisis 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.
5	The resilience of some pupils receiving PP funding can be poor.
6	The proportion of PP children with persistent absence is higher than the proportion of PP children in school (43.38% of persistent absentees are PP

children compared to 28% of PP children making up the numbers of pupils in school).

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 across school 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 Y3 achieve in line with their peers by the end of each 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 in Phonics.	% of PP children achieving PSC is within 15% of non PP children.
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"> • Music lessons • Day trips • Residential visits PP pupils able to access all opportunities in school in line with non PP pupils.
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 reduce the number of PP pupils with persistent absence.	Fewer PA in receipt of PP. Improved attendance for those who have been persistent absentees.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of White Rose Maths throughout school and ensure methods and concrete and pictorial resources are used uniformly throughout the school.	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>EEF Teaching and Learning Toolkit – additional 5 months progress.</p>	1
All EYFS staff trained to deliver Squiggle While You Wiggle programme to develop gross motor skills which in turn will support fine motor skills.	<p>There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.</p> <p>Evidence relating to the general positive impact of physical activity on cognitive outcomes is currently stronger than that related to specific programmes. There are some indications that physical activity, including outdoor play, can support children's learning.</p> <p>EEF Early Years Toolkit: Physical Development Approaches – additional 3 months progress.</p>	1
All classes are having daily basic maths skills lessons to improve rapid recall of number facts. KS2 – KIRFs sessions KS1	<p>Non statutory guidance aims to: 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> <p>Non-statutory guidance for the national curriculum in England – June 2020</p>	1

<p>EYFS and KS1 staff lead NELI and BLAST sessions.</p>	<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>EEF Toolkit: Communication and language approaches - additional 6 months progress NELI - additional 10 months progress</p>	<p>1</p>
<p>English Lead to monitor the delivery of Phonics sessions from all staff leading the sessions. Looking for fidelity to the scheme and high standards of delivery.</p>	<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>EEF Toolkit: Phonics - additional 4 month progress.</p>	<p>1</p>
<p>Additional TAs funded to provide support to pupils to provide interventions.</p>	<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>EEF Toolkit: Phonics - additional 4 month progress.</p>	<p>1</p>
<p>The delivery of teaching reading across school is reviewed and formalised.</p>	<p>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. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow</p>	<p>1</p>

	<p>activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF Teaching and Learning Toolkit – additional 6 months.</p>	
<p>Interventions are used across KS2 to identify areas where pupils have gaps and then to enable the selected pupils to catch up in those areas. (IDL, Number Stacks, Third Space Learning).</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>EEF Toolkit: Small group tuition - additional 4 month progress.</p>	1
<p>Phonics lead to be released to monitor the phonics intervention delivered in Y3 in order that as many pupils as possible pass their PSC in Y3.</p>	<p>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.</p> <p>EEF Toolkit: Phonics - additional 5 month progress.</p>	2
<p>English Lead to attend Closing the Reading Gap course with Chris Quigley.</p>	<p>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.</p> <p>EEF Toolkit: Reading comprehension strategies – additional 6 months</p>	2
<p>Year 3 staff trained to use IDL and Number Stacks resources as soon as possible in the year to begin this intervention with pupils not achieving ARE.</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>EEF Toolkit: Small group tuition - additional 4 month progress.</p>	2

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>EEF Toolkit: Small group tuition - additional 4 month progress.</p>	<p>3</p>
<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 2023, 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>EEF Toolkit: Small group tuition - additional 4 month progress.</p>	<p>1</p>
<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>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 5 months progress</p>	<p>5</p>

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

Budgeted cost: £ 36,002

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>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</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>EEF Teaching and Learning Toolkit: Arts participation - additional 3 months progress</p>	4
<p>Work with children, families and the AIT to improve the attendance of persistent absentees.</p>	<p>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental</p>	6

	health and wellbeing, and effective use of resources, including pupil premium. Working Together to Improve School Attendance: May 2022	
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Total budgeted cost: £ 95,702

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 2021 to 2022 academic year.

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.

2022 KS2 SATs data shows that PP Pupils are achieving better than PP pupils nationally in all areas other than Writing. EYFS and KS1 data shows that PP pupils are making progress, but they are not yet achieving as well as non-PP pupils.

Pupils in receipt of PP funding in Y2 and Y3 achieve in line with their peers by the end of the academic year.

There are still gaps between the achievements of PP pupils and non PP pupils in Y2. As stated earlier, this cohort was heavily impacted by Covid and it is felt that with further intervention and time in school, they will catch up.

From Y3 internal data it is evident that pupils in receipt of PP have achieved in line and often better than their peers.

Maths – PP 87% met ARE Non PP 80% met ARE

Reading – PP 88% met ARE Non PP 80% met ARE

Writing – PP 80% met ARE Non PP 85% met ARE

To narrow gaps between PP and non PP pupils in Y1 and Y2 in Phonics.

Year 1 Phonics: PP 38% Non-PP 70%

Year 2 Phonics: PP 20% Non-PP 50%

Although the gaps are still wide, we are aware that these cohorts have been impacted the most due to Covid. They continue to be monitored in school.

All pupils in Y3 and Y4 achieved the PSC after being tested in their year groups.

To improve the resilience of pupils in receipt of PP funding.

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.

After having a full year in school, PP pupils are happier to try new things as they have had lots of new experiences in school. Lego Therapy groups are running and Forest School sessions are being built into the curriculum. Trips, including residentials, are running again and are paid for using PP funding for those in receipt of FSM. We have visitors in school again like far visits and theatre companies. This has all had a positive impact on the resilience of pupils in receipt of PP funding and has improved the cultural capital of the pupils as they have been able to experience a wider variety of opportunities.

To use a variety of strategies to improve the maturity and therefore behaviour of PP pupils in Y1 and Y2.

All staff have accessed training in ASC, Attachment and Trauma issues and PACE. Key staff have undergone Team Teach training. We have worked with a variety of external agencies to advise us on further strategies we might use in the classroom to support pupils who are struggling to regulate their behaviour. This has meant that staff feel more empowered with how they might address any issues in the classroom and how they might manage their classroom more effectively to fit the changing needs of the children. Fewer pupils spend time with the HT and key classes are calmer and settled.