



Pupil premium strategy statement 2024-2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	BWI CE Primary School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachel Blake, Executive Headteacher
Pupil premium lead	Auriol Hale Head of School
Governor lead	Pauline Lawlor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67 025
Recovery premium funding allocation this academic year	£2828
Pupil premium funding carried forward from previous years	Nil
Total budget for this academic year Amount available to our school this academic year	£69 583



Glossary of Terms

CIN - Child in Need

CP plan - Child Protection plan

CPD - Continuing Professional Development

DfE - Department for Education

EAL - English as an Additional Language

EEF - Education Endowment Foundation

ESCP - Educational and Social Care Professionals

FFT - Fischer Family Trust

FSM - Free School Meals

FSM6 - Pupils who have been eligible for free school meals at any point in the past 6 years

KS2 - Key Stage 2, the final stage of primary education in England and Wales, for pupils aged 7-11

LA - Local Authority

LSA - Learning Support Assistant

MHST - Mental Health Support Team

Not FSM6 - Pupils who have not been eligible for free school meals at any point in the past 6 years

OT - Occupational Therapy

PP - Pupil Premium

PPG - Pupil Premium Grant

S&L - Speaking and Listening



Part A:

Pupil premium strategy plan Statement of intent

Our vision is 'My Cup Overflows'. For some children this cup is already half-full, three-quarters full or even full to the brim before they reach us. For others this is not the case. Some children arrive at our school with their cup empty or their cup is filled with holes so that what experiences they do have fade away.

We want to make a change for these children. We want them to experience peace, build endurance, learn to be thankful, develop compassion, be able to trust and show humility at the end.

In order to achieve this, it is important that our children become fluent and confident readers and that they develop an appreciation and love of reading whilst gaining knowledge across the curriculum. We also want our pupils to have a wide range of life experiences that enhance their learning. We want to develop their vocabulary and language and communication skills helping the children to succeed.

We believe in maximising the use of the pupil premium grant (PPG) This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring our disadvantaged children are in school and accessing the learning.
- Ensuring our teachers have the training to deliver quality-first teaching
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support and mentoring for pupils who are not making the expected progress
- Helping our children to have the basic skills to succeed and support their learning in all areas
- Helping our children to have high aspirations for their future and self-belief

By ensuring these priorities are met, we will allow every child to leave BWI Primary School with a cup that is overflowing with knowledge, experiences and love.



Challenges

Challenge number	Detail of challenge
1	Some of our children entitled to the pupil premium have concerning attendance and punctuality and this has a negative impact on their learning. Attendance of children in receipt of PP funding is consistently below that of peers across all year groups. Specific targeting is required to ensure that these children are in school and receiving quality-first teaching.
2	<p>Internal and external monitoring show that our PP children lack engagement with completing the work in the class and producing work of the quality of their peers. Some of our children entitled to pupil premium funding find it difficult to manage their emotions and need additional support to develop effective social and emotional relationships and to overcome difficulties they have experienced in their lives. Some children lack confidence and as a result have a low self-esteem, which can impact learning. This is sometimes the case with children who are post looked after children, who may need additional support to work through their family circumstances in order to flourish and achieve.</p> <p>External monitoring shows that there is an average gap of -4.3 points in scaled score between our FSM6 and Not FSM6 pupils at the end of KS2.</p>
3	Some of our children entitled to pupil premium funding have reading levels that are below the expected standard for their age. This could be due to a special educational need or they may not have access to an adult who can support them at home. We know that if a child finds reading difficult this can inhibit their ability to access learning and have a detrimental impact on their future achievement. Many of our children need additional support with phonics and some of our families are unable to support their children with this at home due to a language barrier or lack of knowledge. Many parents did not learn to read through phonics themselves and therefore feel under skilled to effectively help their children learn to read in that way.
4	Observations and Progress Meetings have shown under-developed oral language skills and language gaps in disadvantaged pupils. Some of our children entitled to pupil premium funding also enter school with spoken levels of language that are below the expected level for their age. These children may not have experienced a language rich environment at home. As a result, they often have limited vocabulary; a lesser ability to express themselves and often it is difficult for adult support to be provided in the family.
5	A high proportion of our disadvantaged children are impacted by difficult living situations and over 50% have been or currently are affected by safeguarding concerns and/or are on a CIN (Child in Need) or CP (Child Protection) plan. This has resulted in many of these pupils requiring support in social and emotional skills and opportunities to engage with enrichment activities.



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 achieve and sustain improved attendance for all pupils and particularly our disadvantaged pupils	Whole school pupil absence to be under 5% and persistent absence to be under 15% to be more in line with national averages
Improved engagement in learning which helps close gaps at the end of KS2	Assessment, observation and discussion will show improved oral language among disadvantaged pupils. Evidence will be gathered through book looks, lesson observations and formative assessment.
Improved reading attainment for disadvantaged pupils	The gap between pupil premium pupils and non-pupil premium pupils in the 2024/2025 data will be reduced. Evidence will be gathered using assessments through the FFT, additional internal assessments and end of key stage 2 assessments.
To achieve and sustain improved wellbeing for all pupils and particularly our disadvantaged pupils	Assessment, observation and discussion will show improved wellbeing among all pupils as well as disadvantaged pupils. Evidence will be gathered through student voice discussions (e.g. school council, pupil/parent questionnaires) as well as learning walks
To achieve and sustain improved confidence and pride in all pupils work and particularly our disadvantaged pupils	Assessment, observation and discussion will show improved quality of work among all pupils as well as disadvantaged pupils. Disadvantaged pupils will also have targeted mentoring and coaching from teachers each week.



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: Continuous Professional Development (CPD), recruitment and retention

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the embedded oracy skills across the whole school curriculum. Supporting pupils to articulate themselves and furthering their use of vocabulary and language through targeted quality first teaching.	Average impact of oral language interventions shows an improvement of 6 additional months to S&L ages for minimal spending. Improvements are also seen in reading and writing We will continue to work with the Voices 21 Oracy project through the LA. This will allow us access to more resources and CPD for staff to further develop oracy.	3, 4
Fund teacher CPD embedding Social and Emotional learning across the whole school. Supporting pupils to label and manage emotions.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 5
Continue to fully resource our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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. Twinkl Phonics is the accredited scheme that is used. Training for KS2 staff organised to support older EAL pupils arriving at the school and to ensure strategies outlined in the DfE Reading Framework in regards to helping KS2 children with spelling and decoding are adhered to.	3
Continued purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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	2, 3, 4
High quality first point teaching	This is the most effective way for pupils to make progress. This means we recruit the best teachers and train them constantly to ensure that pupils make the most progress.	All
Enhancement of our writing curriculum in line with DfE and EEF guidance. We will fund teacher release time to embed key elements in school	In conjunction with phonics, oracy and reading, writing will be supported across the curriculum. Strategies used will include: Write from the Start, Colourful Semantics, Touch Type, Read and Spell, Oracy, OT support	2



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

Budgeted cost: £26,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of oracy targets from literacy plan to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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 impacts on attainment:</p> <p>Vocabulary enrichment, Circle Time, Oracy strategies from Literacy plan, Voices 21 initiative</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>LSA support, Phonics interventions</p>	<p>2</p>
<p>Employing an additional teacher to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, (not attaining at the expected levels given previous attainment) both one-to-one and in small groups:</p> <p>6 weekly blocks of tuition, reviewed and next steps decided. Delivered by additional teacher and trained LSAs</p>	<p>4</p>



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

Budgeted cost: £38,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide integrated and systematic pastoral support through dedicated pastoral support manager	Guidance taken from EEF Working with parents to support children’s learning recommendations	1, 5
Whole staff training on behaviour with the aim of developing our school ethos and improving behaviour across school. Addressing anxiety and mental health issues raised by the pandemic	Both targeted interventions and universal approaches can have positive overall effects: Anxiety in School training for all staff, Positive Handling Training (de- escalation training), Zones of regulation, MH interventions for children and parents	4
Embedding principles of good practice for attendance This will involve release time for identified staff to develop and implement any new procedures to improve attendance.	The guidance has been used by the school to address to attendance during the pandemic and reduce parental anxiety that have significantly impacted on absence and persistent absence. Working with the EWO, Social services, ESCP, MHST School has signed up to attendance forum to support improving attendance	5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £69,583



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 2023 to 2024 academic year.

Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
FSM6	9	99.4	-3.1 ●	101.0	+0.1	99.1	-2.8	97.7	-5.1 ●	84% ●
Not FSM6	21	104.4	-3.0	103.7	+0.8	103.6	-3.3 ●	102.6	-6.1 ●	95% ●

Whilst assessment data shows a gap present between FSM and Non-FSM, there was a marked improvement in the wellbeing and mental health of the children through increased investment in working with the families – especially in our year 6 cohort which was heavily disadvantaged. Home visits, parent meetings, additional resources and additional adult support in the class were some of the many different ways the school worked to enhance the opportunities for these children. Improvements to communication through Class Dojo, regular newsletters and time spent working with the families by the pastoral manager has led to increased positive behaviours and attitudes in school.

Attendance data 2022/23

Attendance Headlines		YEAR TO DATE				9/5/2022 - 7/21/2023
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees	
91.8% ●	91.8% ●	91.8% ●	88.1% ●	93.0% ●	25.5% ●	

Attendance data 2023/24

Awaiting data from FFT breakdown



Service Pupil Premium funding

Measure	Details
How we spent our service pupil premium allocation last academic year	<ul style="list-style-type: none">• Training for staff on the difficulties faced by service children.• Time spent with children moving into and out of the school due to redeployment• Improved communication with parents• Developing links with local bases and service organisations
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• Staff are more understanding and able to empathise with service children and the difficulties they face.• Children were able to settle well to school and when leaving the school time was able to be given to help them transition and prepare them for their new school.• Children were then able to leave happily knowing where they were going.• Parents are better able to help their child settle into the school as they have improved communication and contact with Parent Support Worker• Improved training opportunities and access to additional funding for the families from better contacts within the services.



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising available (CPD) to support the development of our Mental Health provision. The training we have selected will focus on the training needs identified by discussion with the ESCP professionals: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.