



Pupil Premium Strategy Statement

2023 to 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	255
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023-2025/2026
Date this statement was published	26.6.24
Date on which it will be reviewed	26.6.25
Statement authorised by	Ian Thomas
Pupil premium lead	Mat Harts
Governor / Trustee lead	Paul Ginnings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,048
Recovery premium funding allocation this academic year	£6,380
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</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.	£2,804
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>	£73,232

Part A: Pupil premium strategy plan

Statement of intent

“Never mind searching for who you are. Search for the person you aspire to be.” *Robert Breault*

Our school believes in hope for all and that each child, given the right conditions, can achieve extraordinary things. Our task is to determine those conditions, to ensure their consistency and to act with swiftness and precision when children do not have the conditions they require for success.

Much of our strategy benefits all children, but it is driven by the needs of our most disadvantaged and the urgent task of closing the gap in attainment and achievement that may exist between different groups of children in our school.

Education is transformative, and it is our duty and purpose to create conditions where children from more disadvantaged backgrounds achieve as highly as those born into greater privilege.

Objectives :

- To diminish differences between our disadvantaged pupils and their peers.
- To ensure that the attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally remains low.
- To provide pupils with high quality teaching and learning opportunities.
- To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day.
- Ensure disadvantaged pupils have priority access to high quality recovery programmes in 2022/23.
- Ensure disadvantaged children have access to a wide range of curriculum and extra-curricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to uncover a world of possibilities.

To ensure successful implementation of the plan, evidenced based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support will enable children and families to flourish during their time in school and at home.

Successful implementation will be achieved through a number of key principles in order to provide an enriched, relevant, engaging and innovative curriculum:

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils.

- Outstanding teaching is the key to improve outcomes for disadvantageded pupils.
- Every child has the right to succeed academically, and children and their families will be supported socially and emotionally at all times.
- We are committed to providing our disadvantageded pupils with access to a wide variety of opportunities across our curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional issues particularly affecting the start of the school day and periods before term time ends.
2	Disadvantaged children do not always have easy access to culture and aspiration in North Devon.
3	Attendance levels lower in vulnerable groups of children
4	School readiness, especially around speech and vocabulary, is lower with our disadvantageded children.

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
1. Children are well regulated and ready to learn in a formal classroom environment.	School attainment data will demonstrate that disadvantageded children have shortened the gap between their attainment and their more advantaged peers.
2. All children are exposed to the breadth of opportunity and aspiration available in modern Britain.	Children will have had a broad range of additional experiences which enhance the full curriculum offer.
3. Attendance levels are no different for the disadvantageded group.	Attendance levels are no different for the disadvantageded group.
4. The spoken language gap has demonstrably closed.	Pupil premium children will demonstrate that their spoken language skills are improved at an accelerated rate to their peers.

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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Walkthrus CPD designed to improve the clarity and commonality of the classroom offer. Teachers to work together to jointly observe, co-teach and video best practice to develop the quality-first teaching offer.</i>	<p>From the EEF: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p><i>“In a group of 100 teachers, the children of the best teacher will have made 6 months more progress over a year than the children of the worst.”</i></p> <p><i>Dylan William</i></p>	1,2,4
<i>Training on subject and pedagogical improvement.</i>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</p> <p>The CPD has been cross-referenced against the 14 mechanisms of effective PD as listed by the EEF.</p>	1,4

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff who are teacher-trained to run specific</i>	From the EEF:	1,2,4

<p><i>interventions on Number Sense and language use in order to return to whole class teaching.</i></p>	<p>EEF + 4 Months - Teaching Assistant Interventions Teaching Assistant Interventions The school is particularly mindful of this conclusion from the EEF: <i>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</i></p>	
<p><i>All staff to get additional phonic training to implement the rapid catch-up plan</i></p>	<p>From the EEF: EEF + 4 Months – Small Group Tuition Small Group Tuition <i>These key findings from the above report have driven our implementation:</i> 1. <i>Small group tuition has an average impact of four months’ additional progress over the course of a year.</i> 2. <i>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p>	<p>1,4</p>

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

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral support funding which supports the child’s wellbeing in school and rigorously focuses on parental engagement.</i></p>	<p>From the EEF guidance: EEF +4 Months – Parental Engagement Parental Engagement EEF - social and emotional learning +4 months Social and Emotional Learning</p>	<p>1,2,3</p>
<p><i>Learning champions programme which targets children to engage in wider curriculum activities, especially</i></p>	<p>EEF - Arts participation +3 months Arts Participation <i>Overall, the average impact of arts participation on other areas of academic learning appears to</i></p>	<p>1,2,3,4</p>

<i>community-related opportunities.</i>	<i>be positive but moderate, about an additional three months progress.</i> <i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</i>	
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Total budgeted cost: £ 67,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils are measured in a variety of ways. While national assessment data is discouraged due to the uneven and unpredictable impact of covid-19, we have used a combination of internal data for years 3,4,5 and national data to measure the closing of attainment gaps throughout a child's time at Pilton Bluecoat.

Our year three data shows that, on entry, there is a large difference between pupil premium and non-pupil premium children's attainment. Our data throughout the school shows a narrowing of this gap to a 4% gap in our current year 6 in both reading and maths.

Attendance for both groups is less than .4% different, which is a statistically predictable variance. Our pastoral workers have worked hard to ensure pupil premium children arrive to school well-regulated, well-equipped and regularly.

Interventions in maths, like Number Sense, show that children who engaged in this programme last year made 3x the progress of their peers and were then able to re-access whole class maths lessons appropriate to their age in the vast majority of circumstances.

Our phonics programme is ongoing, but the assessment of those with lower phonics showed that phase 2 sounds were a key focus area so we expect to see a commensuration of phase 2 sounds with later phases as the programme further embeds.

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
Big Cat Little Wandle	Harper Collins
Accelerated Reade	Renaissance Learning
OPAL Primary Programme	OPAL Entanglement Ltd