

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	Pilton Bluecoat Academy
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	22.9.21
Date on which it will be reviewed	22.7.22
Statement authorised by	Ian Thomas
Pupil premium lead	Dan Polak
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64987
Recovery premium funding allocation this academic year	£6815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7354 recovery premium
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79156

Part A: Pupil premium strategy plan

Statement of intent

The key principles of this pupil premium strategy plan are simple. No child should, through family income, achieve or enjoy school differently to a more affluent peer. We are determined to identify likely gaps between groups of children and be proactive in closing these. Children in more vulnerable groups need vigilance to ensure that these gaps do not develop, nor are they likely to when children leave us after four years.

Challenges

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

Challenge number	Detail of challenge
Reading of children during the lockdown period has been less consistent than the offer the school would present with full attendance.	While staff were proactive with online reading sessions and calling many families directly to engage on a 1-1 basis, the school has greater capacity than the online school to expose children to a breadth of texts in the context of specialist teacher support. It is clear that reading should be the main priority for all learners, but especially those who have not engaged as well with the online offer. These are targeted and supported as part of our 'keep up' strategy.
Some children have needed additional support to reintegrate to a more formal educational environment and interact with this appropriately.	Some children returning to school have been overwhelmed by the experience and will miss learning if this is not addressed. Our new pastoral area and family liaison officers support children to engage fully and positively with all aspects of school life.
Internal data indicates mathematical fluency with underpinning concepts is lower than previous years.	The consistency of tracking shows variation between historic year groups and has indicated that the confidence of our new year 3 cohort with.
Higher attaining PP students need to continue to achieve well from good starting points.	While the school is conscious that all children are able to achieve highly, especially those prior higher attainers, we must be alive and proactive to maintain strong success in school in all areas.
Some children have limited access to curriculum opportunities open to others without subsidy.	Musical peripatetic lessons and trips which supplement the curriculum experience need to be more accessible to those without the financial resources to engage with them.

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
Children are more able to engage with wider curriculum opportunities their more affluent peers can afford	Pupil surveys and targeted reviews show children more able to engage with wider curriculum opportunities.
PP children's reading attainment is significantly closer to non-PP	All assessments show significant progress and a narrowed or non-existent gap between pp and non-pp children.
High attaining PP children continue to achieve at a high level	The progress and attainment of high attaining PP children continues on or better than current levels
PP children have the same level of key mathematical knowledge as non-PP	The data between pp and non-pp children in numbersense assessments needs to be indistinguishable

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: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teachers access numbersense materials to support lowest 20% in maths</i>	Targeted interventions such as numbersense, are detailed in the EEF overview of how to close the gap between those adversely affected by school closures, which are disproportionately PP.	4
<i>Teachers supported by robust reading scheme to deliver appropriately scaffolded ambitious texts- lessonbox used to capture lessons and have a video library of different ways to interact with the planning</i>	Reading scheme is delivered consistently and in the same manner across the school. Each of the 150+ texts, carefully curated, have been bought so children can use them more widely. Training via lessonbox and lesson study is integral to getting this provision efficient and sharing best practice.	2 and 3

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Numbersense interventions delivered to those identified through assessment</i>	Targeted interventions such as numbersense, are detailed in the EEF overview of how to close the gap between those adversely affected by school closures, which are disproportionately PP.	4
<i>Lesson model to incorporate high degrees of modelling</i>	The EEF state the need to differentiate between an error and a mistake. This is the foundation of our daily feedback	2,3,4

<i>and live feedback</i>	policy and visualisers support teachers to model both.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20000 + likely oncosts as opportunities are identified to a maximum of additional £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family liaison officer delivers 'learning champions' intervention</i>	The EEF see wider opportunities as a process, not an event. Through constant and well structure interaction with a variety of opportunities, children will be given the chance to self-report on their wellbeing and the impact it has on their happiness. The academic impact will be carefully considered in pupil progress meetings, where we expect children who previously struggled to engage with school, to engage better and achieve better during their LC experience.	1
<i>Family liaison officer delivers counselling and proactive wellbeing support sessions in yurt</i>	Children	1

Total budgeted cost: £ 47000

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.

Standardised tests and pupil progress meetings showed that PP and non-PP children's performance narrowed in both attainment and progress to bring them closer. This was particularly noticeable in reading, where attainment was strong across all year groups and reflects the significant and sustained effort in this area. It remains clear to the school that we must continue to invest in this through our engagement with our own 'Right to Read' practitioner and our understanding of the pivotal role reading plays in all academic achievement and also wellbeing.

