

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	Bidston Avenue Primary
Number of pupils in school	445 F1-Y6 (415 in F2-Y6)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Stuart Brady, Headteacher
Pupil premium lead	Y2 & 3 – Lauren Brookes and Nicola O'Toole, Assistant Headteachers
Governor lead	Cllr George Davies, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,530
Recovery premium funding allocation this academic year	£19,000est
National Tutoring Fund	£ 18,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all Bidston Avenue Primary School pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and Nuffield Early Language Intervention (NELI) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Over the past two years, our F2 baseline data shows that between 47% and 59% of children come into school off-track on their WellComm screening. Out of these, between 56% and 58% are Pupil Premium children. We therefore, must ensure that early language intervention is embedded upon entry into school to diminish the gap transferring into KS2 and beyond.</p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Our most recent phonics tracking data (Oct 2021) shows that in years F2-Y2, 13.7% of Pupil Premium children are on track to achieve Age Related Expectations compared to 34% of non-Pupil Premium. We therefore, must ensure high-quality phonics teaching across all year groups.</p>
3	<p>Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 89.5% - 93% of our disadvantaged pupils arrive below age-related expectations compared to 61.7% - 79.3% of other pupils with an average gap of -18.6.</p> <p>This average gap by the end of KS2 over the same time period is -21.5, showing, despite our best efforts, the gap increases as the children move into KS2. We therefore, must have a strong focus on reading development across the school. This is a priority on our School Development Plan.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in core subjects.</p> <p>The gaps between Pupil Premium and Non-Pupil Premium children achieving Age Related Expectations in all three areas are on an upward incline since COVID from 16.8% to 26.1%.</p>

	Quality First Teaching must be evident in all classrooms to impact upon combined scores.
5	<p>Our assessments (including PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, especially after the effects of the COVID pandemic/school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>In the last two years, 58 children/families have received mental health support from both Place2Be and MHST. Out of these children and families, 50% of them have been Pupil Premium children.</p> <p>We need to provide an environment that focuses on the well-being and happiness of our children.</p>
6	<p>Our attendance data over the last 3 years (including 2021/2022 to date) indicates that attendance among disadvantaged pupils has been between 2.2% to 2.9% lower than for non-disadvantaged pupils.</p> <p>Between 71% to 73% of our pupils who are classed as 'persistently absent' are disadvantaged compared to 27% to 29% % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>We need to ensure that our children are in school, learning every day.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2024/25 show the gap between disadvantaged and non-disadvantaged should remain below 10% and show a diminishing trend.
Improved Reading, Writing, Maths and combined attainment for disadvantaged pupils at the end of KS1/KS2.	KS1 and KS2 Reading, Writing and Maths combined outcomes in 2024/25 show the gap between disadvantaged and non-disadvantaged should remain below 10% and show a diminishing trend.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing from 2024/25 demonstrated by:

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance percentage being above 96% for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 9% (in line with National) and the figure among disadvantaged pupils being no more than 5% lower than 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: **£55,979.46**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (GL).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase further GL standardised diagnostic tests in reading (YAARC)</p> <p>Training for staff to ensure assessments are administered accurately</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Purchase a grammar, handwriting and spelling programme to improve standards in writing</p> <p>Train staff in the pedagogy of these programmes.</p>	<p>There is strong evidence to suggest that freeing up cognitive load which is involved in spelling, handwriting and sentence construction can lead to improvements in writing fluency as children can focus on composition.</p> <p>EEF-Improving-literacy-in-key-stage-2-report</p>	<p>2</p>

<p>Improve the quality of social and emotional learning. (SEL)</p> <p>SEL approaches Cradle to Career (Learning Behaviours EEF Training KH) will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>This will complement our work with Place2Be and Cradle to Career as well as our Second Steps programme.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Improve the quality of oracy across the school – specifically exploratory and presentational talk across the school.</p> <p>Purchase Voice 21 Programme (3 years @ £7000)</p>	<p>Studies in communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. 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>education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1</p>

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

Budgeted cost: **£125,080.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Two Teaching Assistants in F2 to support early language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills (NELI, 1:1 RWI Tutoring, Time to Talk. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions (1:1 RWI Tutoring) targeted at disadvantaged pupils who require further phonics support. This is led by our Reading Leader and supported by an extra RWI teacher.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Two extra teachers to deliver small group tuition across school</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>1:1 Reading Interventions (RWI Phonics, Beanstalk and Inspired Reading).</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Talk About Town Speech Therapy</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including</p>	<p>1,2,3</p>

	<p>their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>Early Years Toolkit: Communication and Language Approaches</p>	
Fresh Start	<p>Fresh Start provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.</p> <p>EEF: Fresh Start Project</p>	1,2,3,4

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

Budgeted cost: **£48,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training & coaching on Learning behavior approaches (EEF Cradle to Career KH) with the aim of developing our school ethos and improving learning behaviours across school.</p> <p>(£2500)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This is led by our Attendance Officer to improve attendance and supported by an ESWO (£9,000).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	6
<p>Place2Be School Counselling (£21,000) and Cradle to Career family support.</p>	<p>Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves</p>	5,6

	<p>and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.</p> <p>DfE: Counselling in Schools</p> <p>Mental Health and Behaviour in Schools</p>	
<p>Providing wider experiences for our children. (£2,500)</p> <p>Reducing the cost of school/residential trips and holiday clubs. (£7,500)</p> <p>Part-funding for peripatetic teaching of musical instruments. (£1500)</p>	<p>Along with other measures, ensuring that educational experiences of the youngest children are of the highest quality provides opportunities to reverse this long-term cycle of deprivation for our disadvantaged children.</p> <p>OFSTED: Unknown children – destined for disadvantage?</p>	5,6
<p>Contingency fund for acute issues. (£4940)</p>	<p>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.</p>	All

Total budgeted cost: £229,999.86

Part B: Review of outcomes in the academic year 2020-2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous two years in all three key areas of the curriculum with a gap of 26.1%, up from 20.9% the previous year (2019/2020) and a gap of 16.8% in 2018/2019. This, therefore, was a focus on our 3-year Pupil Premium Strategy Statement for 2020-2021. However, this target has not been fully realised.

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources for majority of our pupils.

Although Quality First Teaching training took place online during 2020/2021, this was unable to be fully embedded due to restrictions relating to COVID-19 and concentrating on our recovery curriculum and a high-level of social, emotional and health support that was required upon return for our pupils. We expect to develop this target in this academic year.

Gaps in attendance for Pupil Premium children appear steady around 94% over the past three years. On Average, this is 2-3% lower than non-Pupil Premium children. The amount of Pupil Premium children absent from school has increased over the past two years from 19.9% to 20.1% (average 16.5%). Across the country, attendance has been affected for all pupils who have tested positive for COVID-19 due to the compulsory days that the children have to remain off school. This will have an impact on attendance for some time to come. Although, COVID-19 is a contributing factor, there are other reasons as to why our attendance remains higher than national, therefore it will remain a priority.

Our assessments, observations and communication with parents indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, and

targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information 2020-2021

Additional activity

Timid to Tiger/Cradle to Career.

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continuing our staff training programme on Metacognition. [EEF Guidance](#) Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.
- Working with Cradle to Career to provide well-being/mental health support to our children and families. Cradle to Career brings together residents, local services, professionals, and community leaders to build a brighter future for the children and young people of North Birkenhead. We are working closely with Cradle to Career on various projects to support our children (including Fresh Start).
- Continue with The National Tutoring Programme (Pearson) to support those children who have been most affected by the disruption to their education as a result of the COVID-19 pandemic. [GOV.UK EEF Project Guidance](#)

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 triangulated evidence from multiple sources of data including assessments, work/data scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers 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 used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Part B: Review of outcomes in the academic year 2021-2022 (YEAR 1 OF 3 YEAR STRATEGY PLAN).

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Improved Reading Outcomes

Due to schools fully reopening and targeted interventions and support for our disadvantaged pupils resuming, we are pleased that the gap has decreased from the previous year back down to 20.8%. This shows that our commitment to our COVID recovery plan in ensuring that all pupils had the support and opportunity to 'catch up', was successful in terms of recovery.

Our focus on reading this year has been a great success and our range of reading interventions (RWI, RWI Tutoring, Fresh Start, Orrets Meadow Outreach, NELI, Beanstalk and Inspired Reading) have led to some fantastic results.

Key Stage 2

In Reading National Tests, disadvantaged children performed higher than the national non-disadvantaged cohort. The percentage of children in the disadvantaged cohort achieving expected standard has improved by 15% from 2018/2019.

Key Stage 1

We have improved the gap in reading of our disadvantaged pupils to non-disadvantaged by 15% nationally. The percentage of children in the disadvantaged cohort achieving expected standard in writing and reading separately has improved by 8.3% from 2018/2019.

Phonics

The impact on children's phonics has been remarkable. The percentage of disadvantaged pupils in Year 1 achieving the expected standard in phonics was higher than the national non-disadvantaged cohort. The percentage of disadvantaged pupils at the end of Key Stage 1 achieving the expected standard in phonics was also higher than the national non-disadvantaged cohort.

We are delighted with the progress in reading for our children and need to continue the momentum to close the gaps further between our disadvantaged and all other pupils.

Improving language and oracy skills has also been a focus this year.

Our Wellcomm data showed that 41% of our disadvantaged children were on track upon entry to F2 compared to 63% of non-disadvantaged children.

This was a gap of 22%.

End data shows that this gap has decreased to 9% with 77% of our disadvantaged children being on track compared to 90% of our non-disadvantaged children. Our work on language and oracy will continue next year through our work with Cradle to Career and also the Voice21 project.

Improved Outcomes in RWM

In Key Stage 1, our school's gap to non-disadvantaged pupils nationally has improved by 6.0% from -27.0% in 2018/19, to -21.0% in 2021/22.

In Key Stage 2, the gap has not improved as the impact of covid on writing has been clearly evident. We will respond to this by considering activities actioned in the following year.

Impact on Wellbeing

The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The *PASS* diagnostic is a powerful, multi-factorial measure of students' attitudes to school, learning and success. Our *PASS* data continues to be over 90% amongst children and there is no gap between disadvantaged and non-disadvantaged children.

Our parents voice is also reflecting the pupils voice, in that 99.7% of parents feel their children are happy at the school.

During 2021/22, the school offered a wide and varied range of after school clubs, accessible to all year groups. In total over the year there were 51 after school clubs on offer. There was a staggering 750 sign-ups to the clubs.

Attendance

Our data shows that our attendance has dropped for all pupils by approximately 2%. The attendance of our disadvantaged pupils is now 92.4% down from 94.1% on the previous year and from 97.4% down to 95.5% for our non-disadvantaged pupils.

However, our disadvantaged cohort's **persistent absence** has **decreased by 0.2%** from 22.6% in 2020/21, to 22.4% in 2021/22.

Early in the year, we were still suffering the effects on the COVID-19 pandemic. With restrictions on attending school and many recent and school-based outbreaks, this has had an effect on our attendance data as children were encouraged to isolate for up to

10 days. Restrictions on self-isolating and testing have become more relaxed so this may have a positive impact upon our data and this will continue to be monitored closely. Our Attendance Officer is developing a strategy of becoming more stringent with her attendance monitoring and reporting to our Senior Leadership Team. This will continue to be a focus as we move towards the mid-point of our three-year strategy.

Since returning to school after the COVID-19 pandemic, we have seen an increase in those children suffering with anxiety-related conditions and worries. This is to be expected after this unprecedented time in all our lives. We have increased our offering to support our children with their mental health and well-being needs. Currently, our main form of support is through our Place2Be school counselling service where 69% of our children receiving support from one of our trained counsellors are disadvantaged. This is being supplemented with non-funded support from MHST, Cradle to Career, Thumbs up and Family Toolbox. Pupil Premium funding has been used to reduce/remove the cost of trips/clubs/events for our disadvantaged children therefore removing any potential barrier of our children not taking advantage of every opportunity to enrich their experiences.

We are extremely pleased with the progress made within the first year of our 3-year strategy and we hope to build on our successes from this year to sustain change for our community for generations to come.