

Pupil premium strategy statement – December 2023

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	455 F1-Y6
Proportion (%) of pupil premium eligible pupils	43%
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 2023
Date on which it will be reviewed	December 2024
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 continue to 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 continues to be 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 simultaneously benefiting non-disadvantaged pupils. 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 approach continues to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, free from bias. The approaches we have adopted are complimentary to facilitate pupil attainment.

To ensure they are effective we will:

- ensure disadvantaged pupils are continued to be challenged in their daily learning
- Continue to act early to intervene at the point need is identified
- Continue with our 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 underdeveloped 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 and these gaps are evident from F2 and highlight the importance of intervening early.</p> <p>Over the past two years, our F2 baseline data shows that between 59 – 68% of children come into school off-track on their WellComm screening. Out of these, approximately 60% 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 and ultimately, learners.</p> <p>In recent analysis of phonics data, at the beginning of Year 1 30% of non-disadvantaged pupils were on track to achieve age related expectations compared to just 19% of pupil premium.</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 reading outcomes over the past 3 years is 28% between disadvantaged and non-disadvantaged.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing 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 gap between disadvantaged pupils and non-disadvantaged achieving the expected standard over the past 3 years is on average 27%.</p> <p>Quality First Teaching must be evident in all classrooms to impact upon combined scores.</p>

5	Our assessments (including PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, especially with the long-term effects of the COVID pandemic/school closures. These challenges particularly affect disadvantaged pupils, including their attainment. We need to provide an environment that focuses on the well-being and happiness of our children. Our families continue to access Place2Be support and services from MHST with a high proportion being children eligible for Pupil Premium.
6	Our attendance data over the past 3 years indicates that attendance (including 2023 to-date) amongst disadvantaged pupils has been 3% lower than for non-disadvantaged pupils. Persistent absence over the past 3 years amongst disadvantaged pupils indicates that it has been almost 11% lower when compared to non-disadvantaged pupils. We need to ensure that our children are in school, learning every day.

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, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <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
To achieve and sustain improved attendance for all pupils,	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance percentage being above 96% for all pupils and the attendance gap between

<p>particularly our disadvantaged pupils.</p>	<p>disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none">• 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>PM Benchmark</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase further GL standardised diagnostic tests in reading</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>Train staff in the pedagogy of programmes e.g. Handwriting</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 through THASP project</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>

Talk About Town Speech Therapy	<p>Studies of 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.</p> <p>Early Years Toolkit: Communication and Language Approaches</p>	1,2,3
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 (£20,163) 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</p>	5,6

	<p>the child or young person to achieve a greater understanding of themselves 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 Mental Health and Behaviour in Schools</p>	
<p>Providing wider experiences for our children. (£5800)</p> <p>Reducing the cost of school/residential trips and holiday clubs. (£7,500)</p> <p>Part-funding for peripatetic teaching of musical instruments. (£8782)</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. (£4582)</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

Further information 2023-24

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> • Continue to embed and sustain more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. • Embedding practice 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. • Continuing our partnership with Cradle to Career North Birkenhead initiative. This provides 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). We engage with the Early Language project, providing CPD for Early Years and Year 1 staff which not only improves outcomes but also support transition from Early Years to Year1. We see the impact of how this partnership with cradle to Careers supports our most vulnerable families further.

- Maintain our sensory room to provide support for children in social skills, self-regulation, motor skills and preparedness for learning.

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, parents, pupils and teacher surveys to identify the challenges faced by disadvantaged pupils.

We considered reports, studies and research papers to inform plans to effectively use Pupil Premium funds, the impact disadvantage can have on education outcomes and how to address the challenges of socio-economic disadvantage.

We continue to use the EEF's implementation guidance to support us in delivering this 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 'deliver' and 'sustain' phase to ensure these changes have impact beyond this strategy. We will continue to 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 2022-2023 (YEAR 2 OF 3 YEAR STRATEGY PLAN).

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Improved Outcomes

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

Key Stage 2

Outcomes for combined Reading, Writing and Maths we have reduced the gap from 36% to 20% between disadvantaged and non-disadvantaged pupils. This year we have improved the gap in reading for non-disadvantaged pupils against national by 13.4% but our strategies are yet to impact disadvantaged pupils.

Our Maths expected standard amongst disadvantaged has increased by 4.7%. In Writing we also increased our expected standard amongst our disadvantaged pupils by 18%.

Key Stage 1

Progress for disadvantaged is 4% above non-disadvantaged pupils in combined Reading, Writing and Maths.

Outcomes for combined Reading, Writing and Maths remain at approximately 16% gap between disadvantaged pupils and non-disadvantaged.

Phonics

In the Year 1 cohort of 57 pupils, 91.2% of pupils achieved the expected standard. From the end of KS1, 100% achieved the expected standard. This is an increase of 3.4% from 2021/2022.

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 with continues CPD for teaching staff.

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.

EYFS

We are pleased that despite low starting points, 50% of disadvantaged pupils achieved a good level of development.

Impact on Wellbeing/Personal Development

We completed a PASS (Pupil Attitude to School and Self) diagnostic at the end of Summer Term 2023. This provides an insight into why children may disengage from their learning and become reluctant to learn by exploring social and emotional wellbeing. Our PASS data shows that children have high satisfaction with their school experience compared with National Data.

Our recent Ofsted report highlighted the overwhelmingly positive views about the school from a parents/cares point of view and highlights the schools' commitments to wider personal development. We recognise Personal Development refers to the whole child. We aim to develop respectful, resilient and active children who are prepared with the knowledge and skills to make a positive contribution to school life and the wider community whilst making better choices for life.

All adults in school modelling behaviours, high expectations, strong relationships built on school values, agency and self-worth, tackling misbehaviours and inappropriate use of language, inclusive and diverse curriculum, planned experiences, robust systems for reporting concerns and incidents, clear communication with parents, wider safety e.g. swimming, basic first aid, anti-social behaviour education, internet safety and reporting.

During 2022/23, the school offered a wide and varied range of after school clubs, accessible to all year groups. In total over the year there were 61 extracurricular clubs were on offer from Foundation stage to Year 6. From this, 1067 signs ups led to 47% of children from Y1-6 representing the school in competitions.

We have a sensory room which has been installed this year. Identified children access this daily/weekly to support with their sensory needs, social skills, gross and fine motor

skill development and self-regulation, preparing them for their learning. We secured funding for this but continually resource it.

Attendance

Our data shows that our overall absence has decreased by 0.3% from 5.8% in 2021/22 to 5.5% in 2022/23. Our average over the last 3 academic years is 4.8%, in line with national. Our data for disadvantaged severe persistent absence has remained the same.

Attendance continues to be an area of focus across the school and we continue to address persistent absence and attendance which falls below 97%.

Our Attendance Lead 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 third year of our three-year strategy.

We continue to see a rise in children suffering from anxiety related conditions and worries. Not only can this impact on attendance, but also impacts on wellbeing and learning. We have increased our offering to support our children with their mental health and well-being needs. 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 and/or remove the cost of educational visits, extra-curricular clubs, events, residential for our disadvantaged children therefore removing any potential barrier of our children not taking advantage of every opportunity to enrich their experiences.

We take pride in the progress we have made in the third year of this strategy. We continue to adapt and build on successes to ensure sustainable change is made.