

Belgrave St Bartholomew's Academy 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	Belgrave St Bartholomew's Academy
Number of pupils in school	545
Proportion (%) of pupil premium eligible pupils (2023-2024)	14
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will next be reviewed	November 2024
Statement authorised by	George Barlow
Pupil premium lead	Kathryn Crawley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-2024)	£106,910
Pupil premium funding allocation last academic year (2022-2023)	£102,490
Recovery premium funding allocation this academic year (2023-2024)	£10,150
Recovery premium funding allocation last academic year (2022-2023)	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable) 2022-2023	£-

Total budget for this academic year 2023-2024 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,060
Total budget for last academic year 2022-2023 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,220

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that can affect the attainment of our disadvantaged pupils. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Belgrave St Bartholomew's Academy is that all pupils, irrespective of background or the challenges they face, fulfil their potential and develop the skills necessary to become successful, independent adults. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will: □ ensure disadvantaged pupils are challenged in the work that they're 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><i>Improving early speech and language in EYFS and oracy development across the whole school.</i></p> <p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2. Our baseline assessments on entry to Reception class demonstrate that 40% of our disadvantaged pupils arrive below age-related expectations.</p>
2	<p><i>Ensuring our children are able to fulfil their academic potential through high quality teaching and addressing immediately any gaps in the children's learning.</i></p> <p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education is still being affected by the impact of partial school closures. These findings are backed up by a number of national studies on partial school closures.</p>

3	<p><i>Developing and extending our children's aspirations and life experiences.</i></p> <p>Through the use of technology we aim to open opportunities for children to develop as independent and critical learners, using the format they feel is best to showcase their knowledge and understanding. A range of experiences have been planned into each year group to ensure all 6 areas (morals, personal, spiritual, cultural, physical and social) are able to develop.</p>
4	<p><i>Ensuring attendance of at least 95%</i></p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Attendance is a priority for all of our children and even though our PP children were in line with the whole school for their attendance in 2022-23, their academic performance has been lower. It is crucial therefore, that the attendance of all our PP children continues to be monitored and tracked to ensure they have every chance to make progress.</p>
5	<p><i>Increasing engagement with our families.</i></p> <p>Through gaining additional spaces to run family events and assigning a member of staff to community liaison from January 2024, we aim to increase the engagement of our families. EEF research shows that parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with our parents to avoid widening attainment gaps</p>
6	<p><i>Ensuring the social, emotional and mental health needs of our children are met.</i></p> <p>EEF research shows that 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. More importantly, we need to ensure we have the support in place to meet a child's emotional needs, in order for them to feel safe, secure and ultimately able to learn.</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
<p>1. Language and oracy continues to be embedded in every aspect of school. As a curriculum driver, oracy opportunities will be planned for and evident in all aspects of school life.</p> <p>All PP children are 'visible' in the classroom and are supported to be able to communicate effectively in a range of situations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff know who their PP children are and track how often there are planned opportunities for them to talk and be spoken with in class. <input type="checkbox"/> All classes apply the 'Rules for Talking' which are consistent across school. <input type="checkbox"/> All children know and can talk about 'oracy'.

<p>2. To ensure that all children access high quality teaching and any gaps in learning are diminished.</p> <p>Baseline assessments in Autumn 1 will identify children in the bottom 20% who require additional support and those who are not yet meeting the expected standard.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All PP children's progress is tracked and additional support planned to enable gaps in learning to be addressed. <input type="checkbox"/> Intervention groups to be set up to address individual gaps in learning. Short term interventions with impact measures.
<p>3. To know that all our PP children are having a range of experiences each year mapped through their individual digital Scrapbook.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are ensuring that the digital scrapbooks for each child are filled in through the year and that if any experiences are missed, this is noted and further opportunities planned.
<p>4. The attendance of all PP children will be tracked to show an increase towards or above 95%.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are fully aware of which PP children are not on track at 95% or above and communication is made regularly with parents and monitoring carried out by Attendance officer and EWO. <input type="checkbox"/> Where children are not at 95%, school can evidence the work carried out to support the families concerned.
<p>5. Staff are aware of the specific needs of each of our PP children and their families.</p> <p>Pupil Premium Planners used to track the needs and support planned for each child.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Inclusion Team (SENCO, Assistant SENCOs, Extended Home School Links Worker, Community Liaison Practitioner) continue to work with the staff and families of the PP children and specific needs are known. <input type="checkbox"/> Support is tailored to meet the needs of each PP child and their family
<p>6. Children who have SEMH needs are supported to be able to be safe, secure and achieve their potential.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Any PP child requiring SEMH support is able to access help from key members of staff in school and outside agencies/professionals where appropriate. <input type="checkbox"/> Extended Home School Links Worker, Mental Health Worker and School Counsellor to have caseload of children requiring SEMH support

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: £

Activity 2023-2024	Evidence that supports this approach	Challenge number(s) addressed
Oracy promotion and vocabulary development to continue to be embedded across school.	Voice 21 Report	1
Targeted small group teaching in years 2, 5 and 6 (in response to data)	The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.	1 & 2

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

Budgeted cost: £

Activity 2023-2024	Evidence that supports this approach	Challenge number(s) addressed
Tutoring to support children who need additional teaching identified from previous year data.	EEF indicates 5+ months impact for one-to-one tutoring.	1, 2

Budgeted cost: £

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

Budgeted cost: £

Activity 2023-2024	Evidence that supports this approach	Challenge number(s) addressed
<i>Trainee mental health worker from July 2023 to work in school and support caseload of children with SEMH</i>	EEF shows that social and emotional learning approaches can add 4+ months impact on a child's progress.	6.
<i>Extended Home School Links Worker continuing to develop SEMH provision, 'Safe Space' room' to support children identified by teachers/parents/TAs as needing SEMH support.</i>	EEF shows that mentoring can add 2+ months impact on a child's progress.	6.
<i>Weekly meetings between Assistant Principal responsible for attendance and employment of the Education Welfare Officer one day each week to support tracking of attendance.</i>	See research and evidence from the Durrington Research School regarding the impact of tracking attendance.	4
<i>School counsellor employed one day per week to work 1:1 with a caseload of children requiring more specialised SEMH support.</i>	Recent research has looked at the promising role of primary schools as a setting for the provision of intervention for childhood mental health problems, as early intervention may help prevent long-term impact.	6

Total budgeted cost: £113,220 (2022-2023)

Total budgeted cost: £

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.

20% of the Pupil Premium children attended school during Lockdown. Those who did not attend school had their engagement with learning tracked. This enabled conversations to be held with the children and parents over the phone/via email/via Dojo to try to encourage those who were less engaged with their learning. It also enabled staff to know which children were more likely to need higher levels of support on their return to school in March 2021.

An additional aim was added to the Pupil Premium Strategy as staff knew it was crucial to prioritise the social, emotional and mental health needs of the children. Subsequently, staff planned in sessions to give time for the children to talk and be listened to, to have well-being time and additional time outside. We also employed a new school counsellor to support the children with the most intense emotional needs.

We have had a Pupil Premium Advisor supporting the school over the last 18 months following our successful Pupil Premium Review in September 2019. She has worked with staff across the school to look at our strategy for supporting the disadvantaged pupils and has provided advice and recommendations for moving forwards.

On March 2nd 2021, Marc Rowlands, the adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership carried out a Teams visit to Belgrave as part of a project looking at how the schools in Stoke on Trent approach meeting the needs of disadvantaged pupils. He has carried out Pupil Premium Reviews in over 650 schools.

At the meeting Marc wanted to talk to staff about how each school approaches supporting disadvantaged pupils, how the Senior leaders in the schools address the issues, whether all staff understand DAP and how staff support/address the needs of the children.

Marc talked to all of the senior leadership team, the PP Governor, a number of teachers and teaching assistants. Marc described Belgrave as a 'fully and truly inclusive school'. As a result of the Teams meeting, Marc arranged to visit Belgrave to see in person how the school addresses disadvantage in May 2021.

Moving forward, we are looking at a much greater focus on oracy in and across all areas of the school and the curriculum. Staff will be having training to discuss this on 5th July and again in September 2021. We are also focussing on what high quality/Quality First teaching looks like in our classrooms and viewing everything through the eyes of the disadvan-

tagged learner. We will also be looking in more detail at mapping the needs/barriers/strengths of each of our disadvantaged learners to build upon how we personalise the way we target support.

Review of Outcomes for academic year 2021-2022

1. PIE Monitoring across school evidenced that all children spoken to could talk about oracy and the rules for oracy in their classrooms.
2. Intervention groups not able to run as consistently as planned due to staffing.
3. The 25 Experiences work has started, but needs to be agreed, finalised and shared with staff and the school community.
4. All children's attendance has been monitored weekly. Class weekly attendance records have been set up on Teams which staff check in with. Any PA child who is absent is raised immediately with SLT and the Office. PP attendance over the academic year was higher than that of All Children. (Whole school inc Nursery & The Avenue: 91.35%/Pupil Premium: 92.46%) PP attendance of compulsory school age was only 0.06% lower than All children of compulsory school age (All children: 92.29%/Pupil Premium: 92.23%)
5. A clothing and resource bank has been set up over the year which families can access. Pupil Premium trackers have indicated impact for each term of any support and updated as additional targets have been set.
6. The school counsellor did not continue after the Spring term. We have been chosen as one of the trail blazer schools for a new school mental health support project to start in September. Any child requiring mental health support has accessed increased support from Mrs Jones and referrals made to CAMHS where needed.

For academic year 2022-23, an additional Teaching and Learning Responsibility post has been awarded to Miss Beth Hulme, to be the Pupil Premium Champion. We have already looked at adapting the way we record and track the information which helps us monitor the PP children and will be delivering a Twilight training session in September 2022 to support staff with the changes and to evaluate the strategy from last academic year.

Review of outcomes for academic year 2022-2023

1. Oracy has continued to be embedded across all aspects of school. The curriculum drivers have been reviewed for 2023 onwards and Oracy is now a curriculum driver.
2. Intervention groups delivered as far as possible, allowing for staffing issues at certain points.
3. The 25 experiences has been adapted into the creating a digital Scrapbook for each child to complete with photos and information about 6 key areas designed to develop understanding of cultural capital. The six areas being morals, personal, spiritual, cultural, physical and social. As the child progresses through each year in the school, their scrapbook should progress as well, increasing the number of experiences they have had in each area, each year.
4. The attendance percentage for our Pupil Premium children during 2022-2023 was slightly higher than that of the whole school percentage. The percentage for Pupil Premium children across the whole school was 92%, while the whole school percentage

was 91.81%. If we consider just the children of compulsory school age, Pupil Premium attendance was 92.21% and the whole school compulsory school age percentage was 92.14%.

5. The Pupil Premium Trackers have been updated this year, to use an Excel spreadsheet approach. This has made it clearer to see all areas of each child's progress, targets and areas of need.
6. During the Summer term, we were able to employ a school counsellor for one day each week. She has started to meet with our caseload of children to provide the mental health support needed by some of our children. In addition to this, the mental health worker from the NHS has been assigned to our school and has started to meet with classes and groups of children as an early intervention. These strategies will continue to grow during the next academic year.