

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 | 500 |
| Proportion (%) of pupil premium eligible pupils | 17 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2023 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | |
| Pupil premium lead | Kathryn Crawley |
| Governor / Trustee lead | Craig Wood |

Funding overview

| Detail | Amount |
|--------|--------|
|--------|--------|

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 has been disproportionately impacted by 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.</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. At present, 34% of our PP children are in danger of falling into the 'persistent absenteeism' category (end of Autumn 1 half term). The number of PA children who were PP last academic year was 20/105 (19%). The difference in attendance percentage for the academic year 2020-21 for Pupil Premium children and all children was All children: 94% Pupil Premium children: 93.3%</p> |
| 5 | <p><i>Increasing engagement with our families.</i></p> <p>Our school has a high percentage of families with EAL who have expressed interest in developing their own skills in order to support their children at home. Our school has taken the decision to use the GoRead digital reading record for teachers, pupils and parents to log reading and replace the need for paper copies of reading records. All home reading can be logged by parents via the GoRead app. Pupils can also log their own reading and earn rewards. This new programme supports the ipad technology already in use at Belgrave. We currently have 84% of parents signed up to use the app. The aim is for ALL parents to sign up and for all our PP pupils to make progress with their reading, through home and school support.</p> |
| 6 | <p><i>Ensuring the social, emotional and mental health needs of our children are met.</i></p> <p>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils. Within our school, staff and parents have been involved in identifying pupils as needing additional support with social emotional needs. Since the pandemic, teacher referrals for support has increased and as such school have bought in the services of a school counsellor.</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. The whole school are aware of developing oracy as a school development priority and explicit opportunities for speaking and listening are planned to take place daily.</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"> • 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. • All classes have established a set of 'Rules for Talking' which are consistent across school. |

| | |
|--|--|
| | <ul style="list-style-type: none"> 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"> All PP children's progress is tracked and additional support planned to enable gaps in learning to be addressed. 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 have experienced the '25 Experiences every child will get who attends Belgrave from Reception to Year 6'.</p> <p>Opportunities and experiences mapped by all subject leaders & Senior Leadership Team.</p> | <ul style="list-style-type: none"> All children in receipt of PP are tracked to ensure they have been able to take part in the set experiences and that support has been provided where needed to ensure these opportunities |
| <p>4. All PP children will be attending school for at least 95% of the school year.</p> | <ul style="list-style-type: none"> 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. 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"> The Inclusion Team (SENCO, Assistant SENCOs, Extended Home School Links Worker, Community Liaison Practitioner) have worked with the staff and families of the PP children and specific needs are known. 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"> Any PP child requiring SEMH support is able to access help from key members of staff in school and outside agencies/professionals where appropriate. Extended Home School Links 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: £ 50,000 (17,000 & £24,000, £9000)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole school training in developing Oracy and vocabulary CPD to be arranged to meet training needs. | Voice 21 Report | 1 |
| Targeted small group teaching in year 5 and year 6 (3 teachers in each year group) | 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: £ 32,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Tutoring to support children who need additional teaching identified from the pandemic impact. | EEF indicates 5+ months impact for one-to-one tutoring. | 1, 2 |
| All classes accessing media and drama teaching. | Arts participation can add 3+ months impact. | 2 & 3 |

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

Budgeted cost: £45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <i>School Counsellor employed one day each week to support the SEMH needs of the children.</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 timetabled into classes and on the yard to support children identified by teachers/TAs as needing SEMH support.</i> | EEF shows that mentoring can add 2+ months impact on a child's progress. | 6. |
| <i>Bilingual Teacher and Extended Home School Links Worker employed in the afternoons as the School Community Liaison Practitioner to engage with parents and families.</i> | Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. School communications to be tailored to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. | 5 |
| <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 |

Total budgeted cost: £127,500

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-

taged 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.