Bygrove Primary School Pupil Premium and Recovery Strategy Statement 2021-2024 (Year 2 of 3)

This statement details our use of pupil premium and recovery premium funding for 2021-2024.

The coming academic year (2022-23) is year 2 of a 3 year plan; this document sets out how we intend to spend the funding in 2022-23 to help improve the attainment of our disadvantaged pupils.

Also in this document is information relating to the impact of 2021-22's spending on the attainment, progress & wellbeing of disadvantaged pupils.

School overview

Detail	Data
School name	Bygrove School
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	33%
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	06.07.22
Date on which it will be reviewed	05.07.22
Statement authorised by	Fiona Durnian
Pupil premium lead	Charlotte Littlewood
Governor/Trustee lead	Oliver Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112, 185
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£123,930

Part A: Pupil premium strategy plan

Statement of intent

Our core purpose at LETTA is to combat social inequality by providing an excellent education for our pupils. We have high expectations of our pupils irrespective of the challenges they face in life and the barriers to learning associated with these challenges.

The pandemic highlighted and exacerbated pre-existing inequality and vulnerability in our school community and the gap in achievement between disadvantaged pupils and others widened. The aim of our recovery and pupil premium strategy is to ensure that no child is left behind and that disadvantaged pupils catch up, keep up and achieve outcomes that are in line with other pupils nationally.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach will not only have a significant impact on closing the attainment gap for disadvantaged pupils, it will benefit all pupils at the same time.

There is a strong link in our schools between SEND and disadvantage which suggests that money spent on specialist learning support and interventions is well targeted. Similarly there is a higher incidence of child protection concerns amongst disadvantaged families so spending on services to support safeguarding is important.

We recognise that some pupils require a combination of strategies to have an impact on attainment and that a blanket, one-size-fits-all, approach does not go far enough to close the achievement gap. Our approach is rooted in robust diagnostic assessment and we look closely at the circumstances and needs of individual pupils and their families. There are many different causes of and reasons for family unemployment, the nature of which help us to define and design the right kinds of support.

Challenges

These are the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Vocabulary & oral language gap (EYFS starting points)** Quality assurance activities indicate that disadvantaged pupils enter EYFS with underdeveloped language skills & a vocabulary deficit.
2	**Reading** Quality assurance activities & internal data suggests that the attainment gap between disadvantaged & non-disadvantaged pupils has widened in reading.
3	**Maths** Quality assurance activities & internal data suggests that the attainment gap between disadvantaged & non-disadvantaged pupils has widened in maths.
4	**Mental & physical health & wellbeing** Quality assurance activities indicate that the mental & physical health & wellbeing of disadvantaged pupils has been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national & local studies.
5	**Safeguarding** There has been a significant increase in safeguarding concerns being reported for disadvantaged pupils.
6	**Attendance - PP & SEND** Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Disadvantaged pupils are more likely to be 'persistently absent' compared to their peers. Absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

These are 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
Vocabulary & oral language gap (EYFS starting points) Improved oral language skills and vocabulary among disadvantaged pupils	Quality assurance activities indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment. Disadvantaged pupils in EYFS make excellent progress from their starting points in communication & language. Attainment of disadvantaged pupils in KS1 is comparable to that of their 'other' peers.
Reading Improved reading attainment among disadvantaged pupils	KS2 reading outcomes for disadvantaged pupils in 2024/25 are at least in line with national figures.
Maths - gaps, fluency & reasoning Improved maths attainment for disadvantaged pupils	KS2 maths outcomes for disadvantaged pupils in 2024/25 are at least in line with national figures.
Mental & physical health & wellbeing 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: ● qualitative data from pupil discussions, pupil and parent surveys and teacher observations ● a significant reduction in behaviour incidents ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance - PP & SEND To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25: ● the attendance gap between disadvantaged pupils and their non-disadvantaged peers is closed ● the percentage of all pupils who are persistently absent is significantly reduced

Activity in this academic year 2022-2023

This is 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: £62,390

Activity	Evidence that supports this approach	Challenge addressed
Whole school focus on best practice in the teaching of English, including early reading, through the trust-wide Education Development Plan. Teaching staff undertake reading & research projects to develop practice in this area.	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. The EEF has focused considerable effort in this area – particularly for younger and for struggling readers. Language is especially important in the Early Years. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language. Early Literacy Approaches EEF Preparing for Literacy EEF Improving Literacy in KS1 EEF Improving Literacy in KS2 EEF	1, 2, 3
Continuing to embed best practice developed in metacognition & self-regulation through our trust-wide Education Development Plan in 21-22	Metacognition and self-regulation | EEF	1, 2, 3
Embedding approaches across the school that promote classroom discussion so that pupils are able to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions & activities such as high-quality classroom discussion are inexpensive to implement with high impact on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3

Embedding a [DfE validated Systematic Synthetic Phonics programme](#) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](#)	1, 2
Further development of maths provision line with DfE and EEF guidance, using White Rose & the Maths Hub programmes such as Mastering Number. Access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)](#) The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](#) [Mastery learning | EEF](#)	3

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

Budgeted cost: £27,345

Activity	Evidence that supports this approach	Challenge addressed
Continue the NELI programme to improve language skills for disadvantaged pupils who have relatively low spoken language skills in the Early Years	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language. [https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model](#)	1, 2 & 4

Provision of high quality speech & language interventions supported by a qualified speech & language therapist	Evidence from the EEF toolkit on oral language interventions shows consistently positive effects of on average +5 months' additional progress over the course of a year. The impact tends to be greatest for younger children and those from disadvantaged backgrounds. A number of studies also show the impact of trained teaching assistants effectively supporting oral language skills and reading outcomes. NHS research into the impact of speech & language interventions: https://www.evidence.nhs.uk/search?ps=40&q=speech+language+interventions+with+children	1 & 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2 & 3
Continuing to engage with the National Tutoring Programme through school-led tutoring to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF Mentoring EEF	2 & 3
Continue to employ an academic mentor as part of the NTP	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2 & 3

Activity	Evidence that supports this approach	Challenge addressed
or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF		

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

Budgeted cost: £34,195

Activity	Evidence that supports this approach	Challenge addressed
Continue to employ a school-based social worker - 1 day per week through the LBTH Early Help Hub to support early intervention & vulnerable families.	What Works for Children's Social Care - Social Workers in Schools - An Evaluation Parental engagement	EEF https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention Early help can offer children the support needed to reach their full potential. It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health. Early help can also support a child to develop strengths and skills that can prepare them for adult life (EIF, 2021). Research suggests that early help can: ● protect children from harm	5, 6

	● reduce the need for a referral to child protection services ● improve children's long-term outcomes (Haynes et al 2015).	
Continue to employ a family engagement worker and embed principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There is also higher impact for pupils with low prior attainment. Parental engagement | EEF	5, 6
Embed a health and wellbeing strategy	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, the EEF Toolkit focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. Physical activity | EEF	4

Total budgeted cost: £123,930

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 2021 to 2022 academic year.

Our internal assessments during 2020/21 suggested that, in reading, writing and maths, the performance of disadvantaged pupils was lower than it was prior to the pandemic and that the gap between disadvantaged pupils and other pupils in the school had grown.

Data from 2021/22 suggests that the attainment gap in reading, writing & maths has remained stable. However, the spring data suggests that disadvantaged pupils in Y6 have outperformed others in both reading & maths. There is also a very small gap in Y2.

Pupils who have access to individual & small group tutoring have made accelerated progress this year.

This document will be updated with 2021/22's end of key stage & end of year data as soon as it is available.

Attendance of disadvantaged pupils in 2020/21 was lower than in the year prior to the pandemic. It was much higher than the national average. Persistent absence for disadvantaged pupils was higher than in previous years. As such, attendance is a focus of our current plan.

2021/22s attendance figures show that while attendance for disadvantaged pupils is lower than pre-pandemic levels, there is no longer a gap between the attendance of this group & other pupils:

September 2021-June 2022:

Overall attendance = **95.8%**

Disadvantaged pupils: **96.06%**

This is due to a number of factors. There is a whole-school approach to attendance which is closely monitored by leaders & key staff. Half-termly staff attendance briefings keep everyone up to date & clear of the successes & next steps. Partnership working between the HSLO, Inclusion Leader, AWA and

School Social Worker means that no child falls through the net & early intervention strategies are implemented.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by 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.

Externally provided programmes

Programme	Provider
NELI	Nuffield
THEP Phonics	Tower Hamlets Education Partnership
Mastering Number	Maths Hub

Further information (optional)

Additional activity

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

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate

- Continuing to offer support for families in relation to food poverty

- Ensuring every child has access to a device at home

Planning, implementation, and evaluation

We used evidence from multiple sources of data including assessments, engagement in class, booklooks, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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.