

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

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

The coming academic year (2023-24) is year 3 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 2022-23's spending on the attainment, progress & wellbeing of disadvantaged pupils.

School overview

Detail	Data
School name	Bygrove School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	36.3%
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	05.07.23
Date on which it will be reviewed	05.07.24
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	£129,495
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,495

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	<p>Vocabulary & oral language gap (EYFS starting points)</p> <p>Quality assurance activities indicate that disadvantaged pupils enter EYFS with underdeveloped language skills & a vocabulary deficit.</p>
2	<p>Reading</p> <p>Quality assurance activities & internal data suggests that the attainment gap between disadvantaged & non-disadvantaged pupils has widened in reading.</p>
3	<p>Maths</p> <p>Quality assurance activities & internal data suggests that the attainment gap between disadvantaged & non-disadvantaged pupils has widened in maths.</p>
4	<p>Mental & physical health & wellbeing</p> <p>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.</p>
5	<p>Safeguarding</p> <p>There has been a significant increase in safeguarding concerns being reported for disadvantaged pupils.</p>
6	<p>Attendance - PP & SEND</p> <p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils are more likely to be 'persistently absent' compared to their peers. Absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
<p>Vocabulary & oral language gap (EYFS starting points)</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>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.</p> <p>Disadvantaged pupils in EYFS make excellent progress from their starting points in communication & language.</p> <p>Attainment of disadvantaged pupils in KS1 is comparable to that of their 'other' peers.</p>
<p>Reading</p> <p>Improved reading attainment among disadvantaged pupils</p>	<p>KS2 reading outcomes for disadvantaged pupils in 2024/25 are at least in line with national figures.</p>
<p>Maths - gaps, fluency & reasoning</p> <p>Improved maths attainment for disadvantaged pupils</p>	<p>KS2 maths outcomes for disadvantaged pupils in 2024/25 are at least in line with national figures.</p>
<p>Mental & physical health & wellbeing</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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
<p>Attendance - PP & SEND</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25:</p> <ul style="list-style-type: none"> • 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 2023-2024

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: £46,502 TBC

Activity	Evidence that supports this approach	Challenge addressed
<p>Whole school focus on best practice in the teaching of maths, including early maths, through the trust-wide Education Development Plan.</p> <p>The EDP will include the continual development of the maths provision in line with DfE & EEF guidance using White Rose & the Maths Hub Programmes such as Mastering Number.</p> <p>Teaching staff undertake reading & research projects to develop practice in this area.</p> <p>Staff will access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Maths plays an essential role in a child's development & a secure mathematical understanding helps children to make sense of the world around them, interpret situations, and solve problems in everyday life. Early mathematical understanding is strongly associated with later school achievement & has a major impact on children's educational progress and life outcomes.</p> <p>The EEF has focused considerable effort in this area – particularly for younger and for struggling mathematicians.</p> <p>The EEF also states the importance of professional development to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>The development of self-regulation and metacognitive skills are also linked to successful learning in early mathematics.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF Early numeracy approaches EEF Mastery learning EEF Metacognition and self-regulation EEF</p>	<p>1 & 3</p>

<p>Continuing to embed best practice developed in reading, writing & phonics through our trust-wide Education Development Plan in 22-23</p>	<p>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.</p> <p>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.</p> <p>Early Literacy Approaches EEF</p> <p>Preparing for Literacy EEF</p> <p>Improving Literacy in KS1 EEF</p> <p>Improving Literacy in KS2 EEF</p>	<p>1 & 2</p>
<p>Embedding approaches across the school that promote classroom discussion so that pupils are able to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Continue to embed a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

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

Budgeted cost: £27,345 TBC

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	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-a-n-online-training-model</p>	1, 2 & 4
Provision of high quality speech & language interventions supported by a qualified speech & language therapist	<p>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.</p> <p>NHS research into the impact of speech & language interventions: https://www.evidence.nhs.uk/search?ps=40&q=speech+language+interventions+with+children</p>	1 & 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 & 3

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

Budgeted cost: £55,648 TBC

Activity	Evidence that supports this approach	Challenge addressed
<p>Continue to employ a school-based social worker - 1 day per week through the LBTH Early Help Hub to support early intervention & vulnerable families.</p>	<p>What Works for Children's Social Care - Social Workers in Schools - An Evaluation</p> <p>Parental engagement EEF</p> <p>https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention</p> <p>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:</p> <ul style="list-style-type: none"> ● protect children from harm ● reduce the need for a referral to child protection services ● improve children's long-term outcomes <p>(Haynes et al 2015).</p>	<p>4, 5 & 6</p>
<p>Continue to employ a family engagement worker and embed principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4, 5 & 6</p>

	<p>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.</p> <p>Parental engagement EEF</p>	
<p>Embed a health and wellbeing strategy</p>	<p>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.</p> <p>Physical activity EEF</p>	<p>4, 5 & 6</p>

Total budgeted cost: £129,495 TBC

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

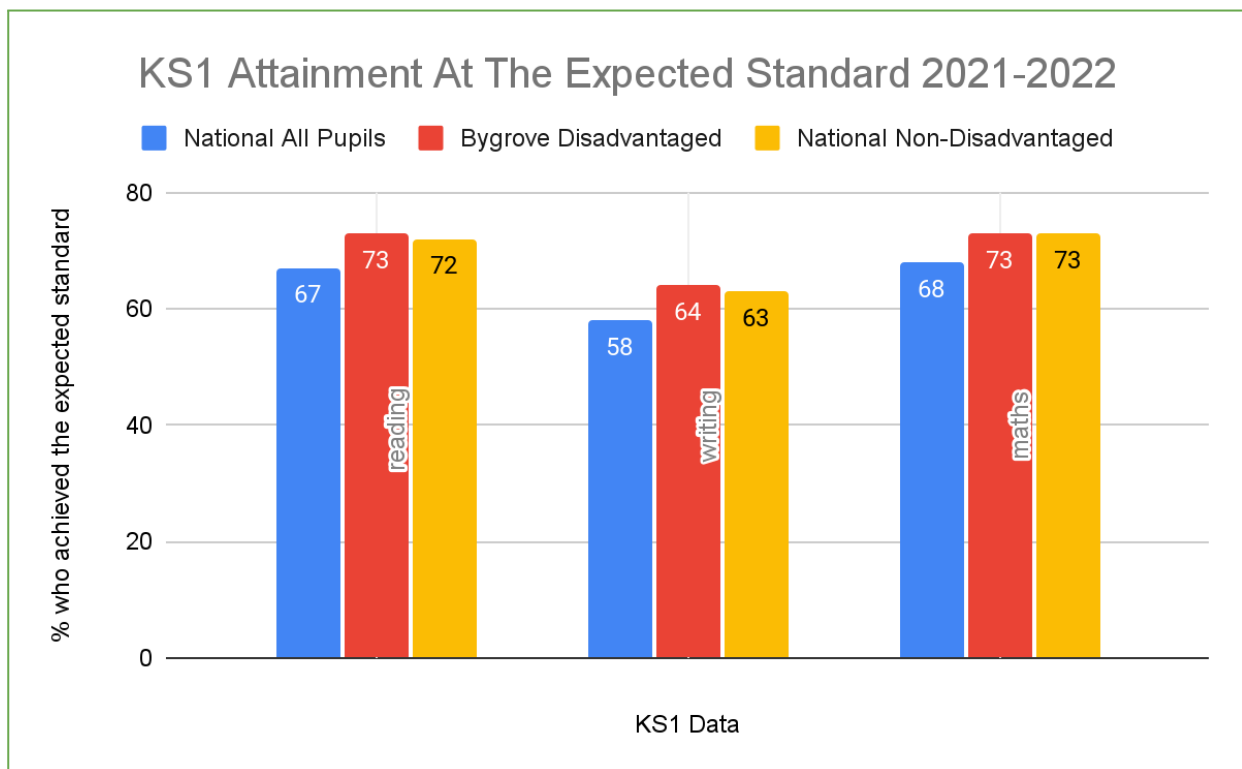
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

This document will be updated with 2022/23's end of key stage & end of year data as soon as it is available.

Validated data from 2021/22 shows that the attainment gap in reading, writing & maths has remained stable & disadvantaged pupils have outperformed other groups nationally in some areas.

Key Stage 1

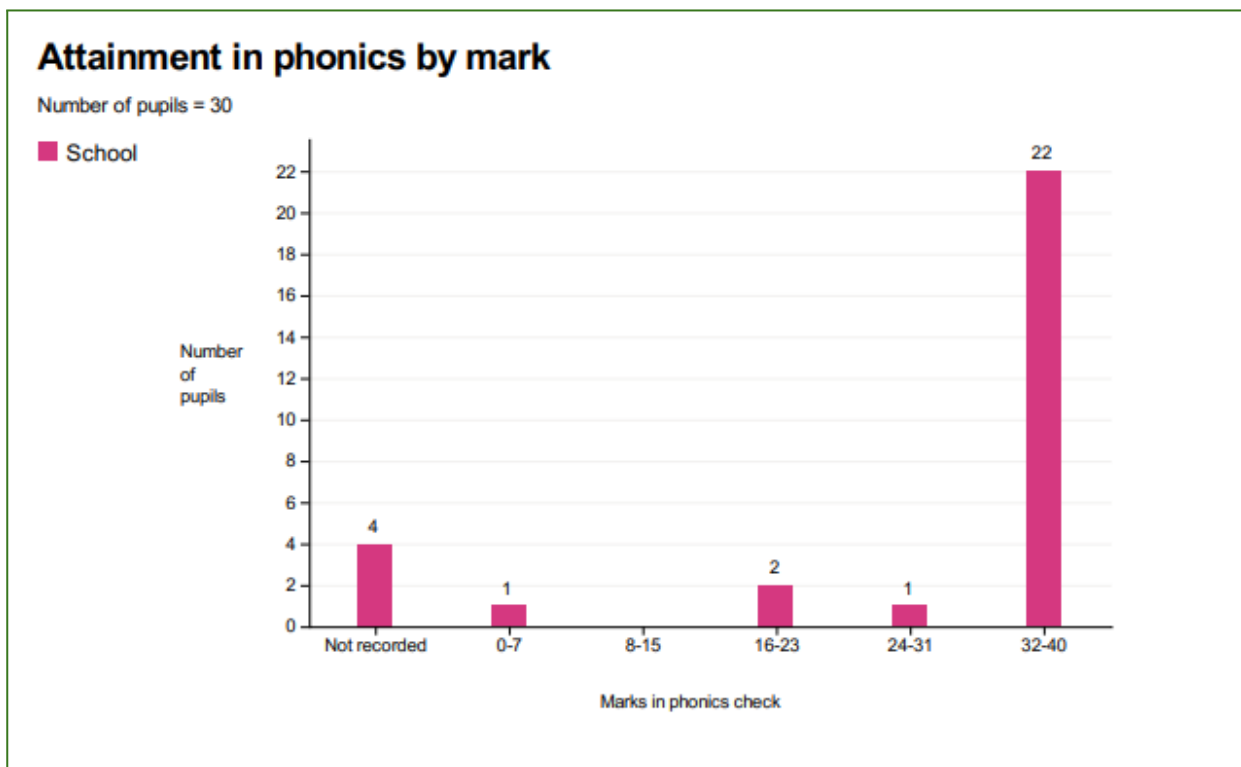
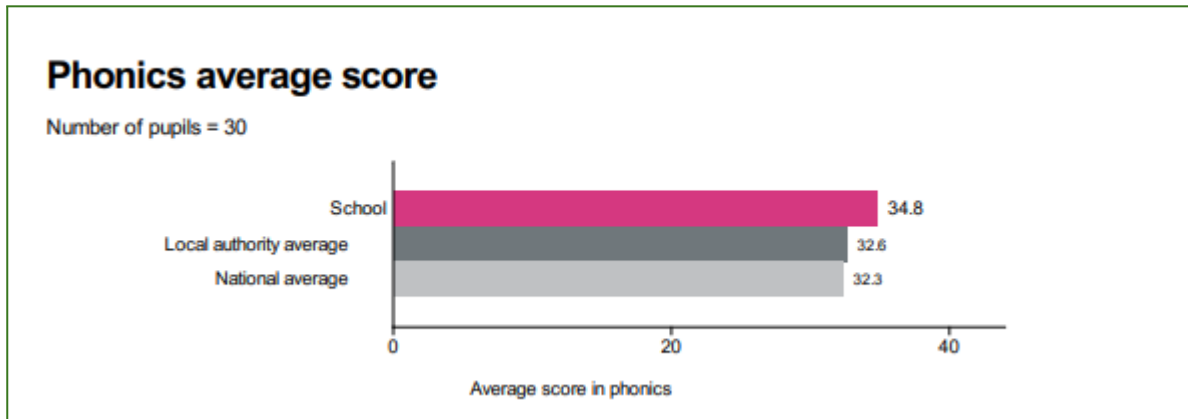
Key Stage 1 validated data for 21/22 highlights that disadvantaged children at Bygrove performed above the national average in reading, writing & maths. They have also achieved in-line or better than non-disadvantaged pupils nationally.



Phonics data for 2021/2022 shows that fewer disadvantaged pupils at Bygrove passed the Year 1 phonics screening compared to the national average. However, the average mark for disadvantaged children at Bygrove was 36

compared to 33 for other pupils nationally. This demonstrates the cross-over in this cohort between the number of pupils with significant SEND who are also disadvantaged.

100% of pupils in Year 2 passed the phonics screening.



Key Stage 2

Validated KS2 data from 2021/22 shows that the progress of KS2 disadvantaged children was well above the national average progress of other disadvantaged children in all subjects. The average progress was also above the progress of non-disadvantaged children in writing & maths.

Key stage 2 disadvantaged

This is revised 2021/22 data.

Average progress for disadvantaged pupils in reading, writing and maths

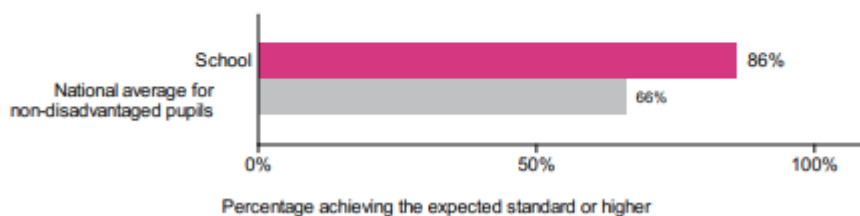
	Reading	Writing	Maths
Progress score for disadvantaged pupils	0.13	1.90	2.47
Confidence interval	-3.2 to 3.4	-1.3 to 5.1	-0.6 to 5.5
Number of disadvantaged pupils	14	14	14
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.41	0.39	0.54
National average for disadvantaged pupils	Like-for-like -0.83	Like-for-like -0.76	Like-for-like -1.15

The combined score for reading, writing & maths for disadvantaged pupils at Bygrove was 86% which is well above the national average of 66% for non-disadvantaged children. It was also significantly above the combined score for disadvantaged children nationally which was 43%.

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 14

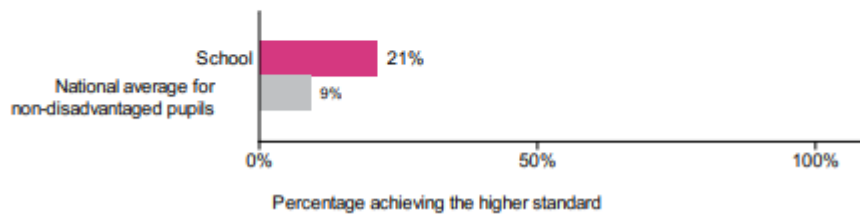


The percentage of disadvantaged children achieving the higher standard was also well above the national average at 21% compared to 9% of non-disadvantaged children & 3% of disadvantaged children.

100% of disadvantaged children achieved the expected standard in English grammar, punctuation & spelling compared to 59% of disadvantaged pupils nationally. 71% of disadvantaged pupils achieved the higher standard compared to 17% nationally.

Percentage of disadvantaged pupils achieving the higher standard

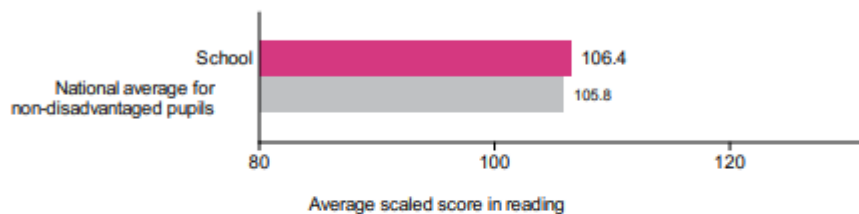
Number of disadvantaged pupils = 14



Average scaled score for disadvantaged pupils in:

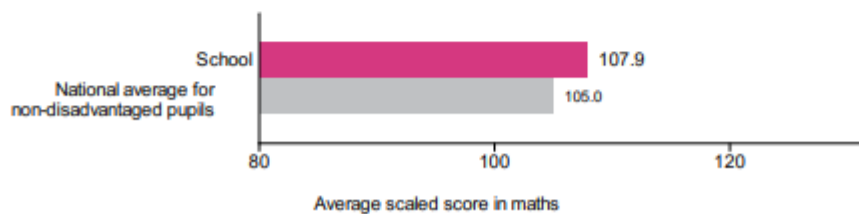
Reading

Number of disadvantaged pupils = 14



Maths

Number of disadvantaged pupils = 14

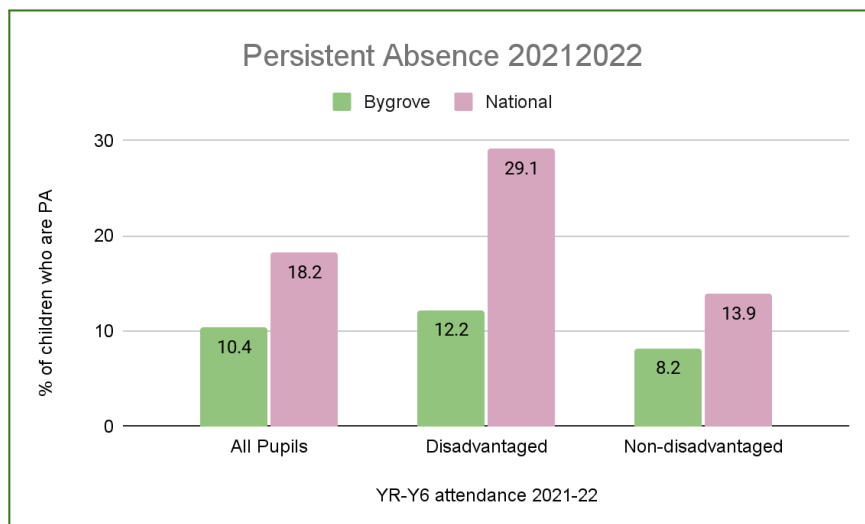
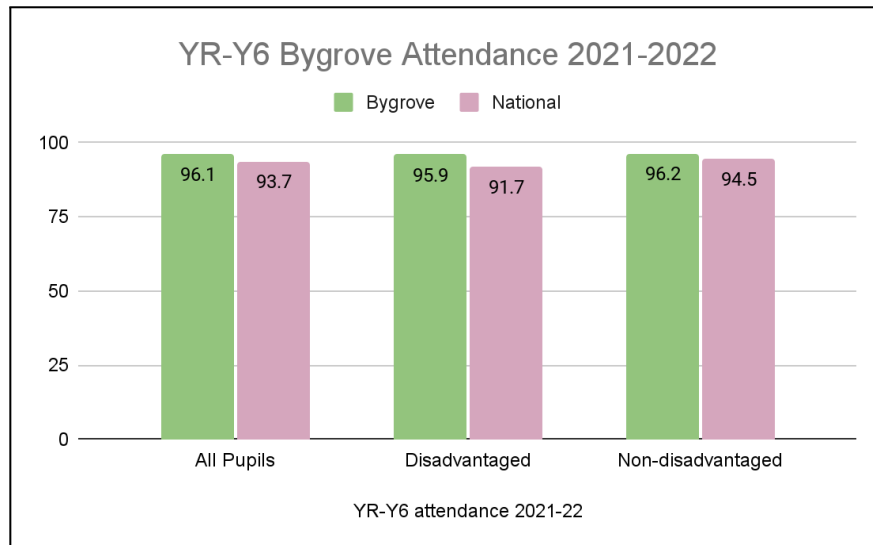


Attendance

This document will be updated with 2022/23's validated attendance data when it is available. Bygrove is currently ranked **3rd out of 64** schools in the LA for the attendance of disadvantaged pupils.

Attendance at Bygrove was the third highest in the Local Authority for 2021/2022. Validated data shows that the attendance of disadvantaged pupils in 2021/22 was lower than in the year prior to the pandemic. However, attendance for this group was much higher than the national average for both disadvantaged pupils & non-disadvantaged pupils in 2021/22. Persistent absence for disadvantaged pupils was also higher than in pre-pandemic years

but significantly lower than disadvantaged pupils & lower than other groups nationally.



2021/22s attendance figures show that, while attendance for disadvantaged pupils is lower than pre-pandemic levels, the gap has narrowed between the attendance of this group & other pupils.

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