

Balliol Primary School

Pupil Premium Strategy Statement 2024 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Balliol Primary School	
Number of pupils in school	381
Proportion (%) of pupil premium eligible pupils	30% (106 pupils)
FSM 106 pupils @ £1,480 each totalling £156,880	
Service Funding £310 per child	£310
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	The Governing Body
Pupil Premium lead	Jo Smedley
Governor Lead	Roger Stokes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,880
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,880

Statement of intent

Balliol Primary School strives to be our local community primary school of choice. We offer an inclusive learning environment which is ambitious for our pupils and prepares them for their future education and beyond.

At Balliol we believe in an aspirational curriculum, which offers all children memorable experiences. We aim to nurture curiosity through an inspiring, broad and engaging curriculum where learning is at the heart of all we do. We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not afraid to make mistakes. We promote an ethos of respect and empathy, where diversity is valued and celebrated and everyone is encouraged to thrive and achieve as individuals.

Attainment on entry to Balliol varies between low and very low. In recent years the profile of the school has changed enormously. In addition to consistently changing numbers there has been a corresponding rise in the percentage of children for whom English is not their first language and an increase in number of pupils with additional needs.

We recognise that a number of our pupils have complex needs which can be barriers to learning. We strive to ensure that these needs are met in order for them to fully access all aspects of their learning. All staff work together with outside agencies to provide the best possible outcomes for all.

Our strategy focuses on identifying what each child needs to be successful. To do this we:

- Ensure consistency of approach to the teaching and learning across the school, ensuring all pupils' needs are met; resulting in raised attainment and improved levels of progress.
- Regularly review the progress and performance of all pupils to ensure that all approaches are impactful
- Improve attendance and punctuality
- Ensure appropriate support and provision is made for pupils to develop their emotional well-being and resilience
- To develop communication and literacy skills following low entry points
- Develop parental engagement and continue to provide support for vulnerable families

All support will be aimed at accelerating progress and ensuring children achieve the best outcomes from their starting points.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of Challenge
1	<p>Below and significantly below average entry data for EYFS pupils</p> <p>Assessments from our pre-school/Nursery and baseline assessment show pupils working significantly below where they should be - an area of particular weakness being speech, language and communication.</p>
2	<p>Key stage 2 writing outcomes</p> <p>Writing outcomes across the school are lower than expected. This has a particular impact on achievement at the end of Key stage 2</p>
3	<p>Speech Language and Communication</p> <p>Across the school, there are a high proportion of pupils who require support with the their speech language and communication in order to fully access the curriculum</p>
4	<p>Attendance and punctuality</p> <p>Not all families prioritise attendance. This has improved over time with persistent effort but is not yet at the level that we would expect for all groups.</p>
5	<p>Mental Well Being/SEMH</p> <p>For some children there are areas of wellbeing that inhibit their ability to behave appropriately and/or access their learning in the classroom environment.</p>
6	<p>Lack of opportunity</p> <p>Many of our children have limited experiences of clubs/wider opportunities and may not be able to afford to access these outside of school.</p>
7	<p>Community</p> <p>Some families require wider support and access to resources in the local community. As a school we require a point of contact to support this</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
To achieve and sustain wellbeing for all pupils in the school	- Pupils know where and how to get support if they need it

	<ul style="list-style-type: none"> - Pupil and parent feel supported through the information consistently being distributed - Emotional well-being developed through a variety of opportunities
To improve and sustain attendance for all	<ul style="list-style-type: none"> - Attendance of disadvantaged pupils is above 96% - Persistent absentees reduced - Number of pupils arriving late reduced
Children make good progress in writing	<ul style="list-style-type: none"> - Progress in writing is good across the school for all groups - Rigorous half termly assessments show progress and identify gaps to ensure that children access the appropriate support
Children access a wide range of activities and broadening experiences	<ul style="list-style-type: none"> - Broad scope of clubs available for children to attend - Children from all groups attend regularly

2024 - 2025

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Focus: Targeted academic support (for example, tutoring, one-to-one support, structured interventions)		Budgeted cost: £23,226
Action:	Evidence to Support Action:	Challenge Number(s) Addressed
Qualified teacher to implement Reading, Writing and Maths interventions.	<p>Small Group - EEF (££, +4) Reading Comprehension Strategies – EEF (£, +6)</p> <p>1:1 Tuition - EEF (£££, +5)</p> <p>One to one tuition involves a teacher, giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching.</p>	2, 3
Interventions – ARC (Reading, Writing, Phonics, Maths and Spellings)	<p>Small Group - EEF (££, +4) Reading Comprehension Strategies – EEF (£, +6) Phonics – EEF (£, +5)</p> <p>Pupils are able to access additional support to accelerate their learning and access class based learning more effectively. Pupils are in school on time, have breakfast and are able to access their learning.</p>	2,3
TA working across targeted year groups to support English and Maths lessons.	<p>Small Group - EEF (££, +4) Reading Comprehension Strategies – EEF (£, +6) Phonics – EEF (£, +5)</p> <p>Pupils are able to access additional support to accelerate their learning and access class based learning more</p>	1, 2,3

	effectively. Pupils are in school on time, have breakfast and are able to access their learning.	
Maths Project	Small Group - EEF (££, +4) Mastery Learning – EEF (£, +5) External Maths specialist working with Maths Co-ordinator to support staff in scaffolding strategies, particularly focusing on the progress of SEND pupils and those with high level of need.	1, 2, 5

Focus: Teaching & Learning		Budgeted cost: £23,799.14
Action:	Evidence to Support Action:	Challenge Number(s) Addressed
ECT's Mentors/Coaching – Training, 2x Teachers (Cost of course for Mentors/Coaches and NCT's and supply costs for releasing staff)	Mentoring - EEF (£££, +2) 1x Deputy Headteacher and 1x Teacher undertaking ECT Mentoring/Coaching CPD to enable intensive support for 1x 2 nd year ECT and 2x 1 st year ECT who have joined Balliol this year. ECT's will feel supported and appropriate training embedded leading to positive outcomes for pupils through high quality teaching Cost is for training for both mentors and all ECT's along with supply costs of getting cover for classes.	2
Co-ordinator Time – All co-ordinators have 30 minutes a week to develop their subject across the school	Curriculum management effectiveness increases, leading to clear progression in learning across the school and a high quality curriculum focused on achievement for all.	2
Speech and Language Therapist – 1x a week, full day	Oral Language Interventions - EEF (£, +6) SALT employed to develop pupil's language and communication skills following low entry points. Work with identified pupils to develop language skills further up the school.	1,3
Early Years Lead to implement Phonics and Early Language Support in Reception	Oral Language Interventions - EEF (£, +6) Early Years Lead to take groups of children to develop phonics skills and early language skill based on baseline low entry scores.	1, 2, 5
Subscription to additional learning packages to support learning across the school	Reading Comprehension Strategy – EEF (£, +6) Homework – EEF (£, +5) Individualised Instruction – EEF (£, +4)	1, 2,3,4

	All children across the school are able to access a variety of learning packages from home and within school to accelerate progress	
Subscription to National College – CPD for all Staff	Staff access a wide variety of training, improving their skills and understanding.	1,2,3,4

Focus: Wider Strategies		Budgeted cost: £116,127.34
Action:	Evidence to Support Action:	Challenge Number(s) Addressed
<u>Supporting vulnerable families and increasing parental engagement:</u>		
Family Support Worker to work with vulnerable families and improve parental engagement 2 days a week	Parental Engagement - EEF (£, +4) Access to a regular Family Support Worker enables many families to access professional's advice for debt/finance, school nurse, careers, housing etc... Parents are encouraged to attend support groups where appropriate which the FSW is also involved in locally such as Well Woman Workshop, NET, Triple P, parenting support. Families are supported to access Food Bank vouchers. Families are supported families through MARAC, IDVA, CHUMS, CAMHS and Art Well. Positive relationships supported at home.	4, 5,7
Pre-School Manager released to run Play and Stay sessions.	Social & Emotional Learning - EEF (£, +4) New parents and those with young families able to access support and build relationships with school staff.	1,7,3
Supporting the cost of school trips	Parental Engagement - EEF (£, +4) This will ensure all pupils will have the opportunity to attend school trips without the added worry of cost on vulnerable families.	7,6
<u>Supporting and implementing provisions for pupils with emotional and behavioural barriers to learning:</u>		
Play Therapist	Social & Emotional Learning - EEF (£, +4) Pupils given the opportunity to attend 1:1 sessions or small group sessions to develop resilience, self-esteem and confidence.	5
Implementation of Kaleidoscope Therapy	Social & Emotional Learning - EEF (£, +4) 1:1 sessions or small group sessions whereby pupils are supported to gain a greater understanding of their	5

	emotions and how they manage them as well as developing strategies to support positive well-being.	
Independent Social Worker	Social & Emotional Learning - EEF (£, +4)	5
Implementation of Drawing and Talking Therapy	Social & Emotional Learning - EEF (£££, +4) Gentle, non-intrusive programme of working with children who need support with their emotional needs and will also give them an opportunity to share how they feel and any worries they may have. These are 1:1 sessions, 1x a week, 30 mins for approximately 10-12 weeks.	5
Extra-Curricular Activities	Physical Activity – EEF (£, +1) Social & Emotional Learning - EEF (£££, +4) Provide all pupils from Nursery to Year 6 with opportunities to attend extra-curricular activities after school across the year. Activities will range from physical activity, crafting, developing social skills and learning how to play board games, following rules and turn taking skills.	5,6
ELSA	Social & Emotional Learning - EEF (£, +4) One ELSA trained TA to work with children who struggle with emotional issues/self-esteem/managing feelings/friendship issue.	5
Music support Sessions	Social & Emotional Learning - EEF (£, +4) The sessions will be delivered by Martin the Music Teacher from the Bedfordshire Music Services who is already familiar with the pupils as he has been taking whole class instrument sessions for the last three years at Balliol. He will work closely with myself to ensure pupils are engaging and developing their emotional well-being. Music sessions are either completed 1:1 or in a small group and give pupils the opportunity to express themselves through playing a variety of musical instruments and taking part in a range of musical activities. It will take place once a week during the school day for approximately 30/40 minutes over 6 - 8 weeks.	5
Mental Health Support Team	Metacognition & Self-Regulation - EEF (£, +7) The Mental Health Support Teams are a service designed to help meet the mental health needs of children and young people in education settings. The MHSTs will work closely with the mental health support that already exist within your school. They will be based across education settings as an additional resource within a whole-system approach to promote resilience and wellbeing, support earlier intervention, enable appropriate signposting and deliver evidence-based support, care and interventions.	5

Forest School	Outdoor Adventure Learning – EEF (£) Opportunities for pupils to direct their own learning through stimulating play in the outdoors. Afternoon sessions with a small group of pupils. 2x sessions a week for 6 weeks.	5
Implementing 'Making Me' Programme	Social & Emotional Learning - EEF (£££, +4) Linked with a Bedford based charity the 'Making Me' programme develops pupil's emotional literacy skills and teaches them how to understand and communicate their different feelings and how to build and use resilience. Programme is a whole school approach and includes assemblies, workshops and resources to equip children and young people with skills and understanding to proactively navigate their mental and emotional journey through childhood into adulthood.	5
Attendance focus	Parental Engagement - EEF (£, +4) Officer Manager to analyse attendance and contact low attenders. Clear process in place when pupil's hit a trigger of poor attendance. Attendance levels rise. Decrease in level of persistent absentees. Weekly Class Attendance Awards given in Celebration Assembly. Bagels offered prior to the start of the school day to encourage punctuality.	4
Promoting well-being and positive mental health in the wider community	Social & Emotional Learning - EEF (£, +4) Work with parents and the wider community to promote a positive well-being and ensure support is out there for developing a positive mental health.	5, 6,7
Appropriate deployment of Behaviour Support Team	Social & Emotional Learning – EEF (£, +4) Behaviour Support TA specifically identified to support behaviour across the school. Playtimes and lunchtimes available to support social needs.	5
SENDCo – Non-class based	Implement additional interventions, identify pupils, monitor and analyse provisions implemented via Provision Tracker programme. Seek further external support and process referrals where necessary. Pupils will receive the necessary support and advice to ensure they are making not only academic progress but they develop resilience, self-esteem and confidence to ensure positive well-being.	1,2, 3, 5
<u>Promoting a healthy lifestyle through healthy eating and a balanced diet:</u>		
Milk provided for all PPG pupils.	All under 5's and PP pupils are provided with milk daily.	4,5,6

Breakfast club and bagels provided daily Magic breakfast – Take home breakfast packs provided to targeted families	Bagels available prior to school day as children enter the school gates. Cereal given out at end of term to support families through school breaks.	4,5,6
Pupils entitled to FSM not funded through universal school meals	Pupils who are entitled to FSM but are not funded through universal school meals, these pupils will receive a school dinner.	4,5, 6
Cooking Club	Targeted for Year 6 pupils initially, before school, 10 children, 6 weeks. Opportunity to not only take a meal home for the family but also learn how to cook family slow cook meals and the potential of cooking healthy meals via a slow cooker.	4,5, 6
Total Budgeted Cost 2024 – 2025:		
£163,152.48		

Review of the previous academic year 2023 - 2024

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that in EYFS those pupils that are disadvantaged out performed those that are not. This difference is +12%. This is above both local and national data for this group. Disadvantaged pupil 57% all other pupils 44%.

In phonics at the end of year 1, 73.2% of pupils passed the phonics screening test. For disadvantaged pupils this was 90% which was significantly above both national and local data. For all other pupils, the pass rate was 67.7%.

In year 6 The disadvantaged pupil data is significantly below the cohort data 26.7% of disadvantaged pupils achieved age related expectations in Reading writing and mathematics compared to all other pupils (63.3%). For writing this was 40% for DP and 66.7% for all other pupils.

Attendance data shows that there is a gap of -1.6% between disadvantaged pupils and those that are not disadvantaged. Whilst the attendance date is 94.1% which is 2.3% above national data for this group, it is not yet in line with all groups and so remains a focus.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils differently.

The data demonstrates that there is significant progress has been made in EYFS and phonics and this is not yet translated in KS2.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations in Key stage 2, and we are at present *not yet on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the intended outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *whilst the focus on wider strategies and wellbeing were positive. Some areas of approach were not successful and so have required re-evaluating.*

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.