

## 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	Bispham Drive Junior School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andrea Goetzee Headteacher
Pupil premium lead	Andrea Goetzee
Governor / Trustee lead	Pauline Laing

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,900
Recovery premium funding allocation this academic year	£ 1,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total funding available academic year 2021/2022	£ 28,495

# Part A: Pupil premium strategy plan

## Statement of intent

At Bispham Drive Junior School it is our aim that all pupils achieve their full potential regardless of background. This includes attaining at age related expectations and exceeding them if they have the capacity to do so.

We also wish to ensure that no child is excluded from any activity, academic, after school club, educational visit or residential due to financial constraints.

We recognise that all children have emerged from restrictions around the pandemic with some level of anxiety related to their learning and recovery from lockdowns. We further recognise that for those children in receipt of pupil premium this can be heightened for a variety of reasons.

Our pupil premium strategy has three key strands:

- Ensuring that emotional health and wellbeing is maintained at the highest level possible to promote children's confidence in themselves as learners
- Ensuring that, in addition to high quality teaching in class, they all benefit from targeted known teacher led tutoring over an extended period of time
- Ensuring that they are able to access the extra-curricular activities they wish to, including residential and after school clubs

Our approach will be responsive to and driven by a child's individual needs with support work taking place in a variety of forms and settings.

At Bispham Drive children entitled to pupil premium are generally academically able. Teachers are aware of who they are and are committed to ensure they progress at least in line with their peers and have the ambition for the majority to show accelerated progress. We will ensure they achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Work with agencies to support emotional health and wellbeing for pupils at Bispham Drive has shown that their confidence is affected by the introduction of new teachers, in the form of supply staff, into classrooms. Children were concerned the supply staff did not know

	them and would not know how to accommodate things like shyness or certain behavioural traits.
2	Teachers recognise that PP children are generally less resilient and require more reassurance and input before tackling academic work. They often require support in managing friendship groups and are less confident when talking to staff in school.
3	While the majority of PP children achieve in line with their peers, there is concern among staff that they do not fulfil their full potential due to lack of confidence academically.
4	PP children are mostly from single income households where the level of disposable income will prevent them from accessing some activities and visits.

## 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
Children make accelerated progress within each academic year	Data shows the progress made by PP children exceeds that of other children in school Book scrutiny shows at least good progress in core subjects for all PP children
Children demonstrate greater independence in their learning	Observations and pupil interview show PP children to be confident learners that are happy to share their successes
Children manage their relationships with others in a positive way	Behaviour data shows fewer yellow cards for those children who previously received them Supervisory staff report fewer incidents and fall outs among children
Children attend all visits and trips	Participation records for visits including residentials

## 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: £8, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to cost of employing a cover teacher	Pupil interview show that children are more comfortable being taught by someone they know. Quality of teaching received by pupils is at least good at all times as the use of unknown and untried supply staff is kept to a minimum.	1, 2, 3

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

Budgeted cost: £14,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 day a week of Learning Mentor time	Teacher feedback on pupil engagement and confidence. EEF teaching and learning toolkit mentoring review.	1, 2, 3
Weekly one to one or small group tutoring 25% Contribution to school led NTP monies Top up from PP funding to extend the above until the end of the summer term	EEF teaching and learning toolkit one to one and small group tutoring reviews. In school data analysis from the previous year's in school tutoring funded by catch up monies.	1, 2, 3

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

Budgeted cost: £4,895

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Funding to support access to school visits, including residential	PP children are entitled to participate in all aspects of learning at Bispham Drive. They should not be stigmatised for being unable to access trips and visits due to financial constraints.	4
Contingency	A small amount of funding is held to meet any needs not yet identified Including use of Recovery Funding to support emotional wellbeing across the school	4

**Total budgeted cost: £28,495**

## 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.

The previous Pupil Premium Strategy focussed on supporting access to learning with familiar staff and support via the Learning Mentor. These approaches served to maintain children's engagement with their learning and ensured that while many households were disproportionately affected by pandemic restrictions, in comparison to their peers, children in receipt of pupil premium were not themselves affected more than peers. The majority of the children attained in line with their peers, where they did not there was another factor, such as additional educational needs that complicated the situation. A proportion of the funding was used to ensure dedicated hardware to enable children to access remote learning when it was in place and all children made use of this.

Looking forward, those factors relating to resilience and confidence in themselves as learners, in a school where the majority of pupils are relatively affluent, continue to be identified as issues and are refreshed with the arrival of each new cohort. This is why the focus of our strategy continues to have a holistic aspect.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*