

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	206
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Andrea Goetzee Headteacher
Pupil premium lead	Andrea Goetzee

Governor lead	Mary Paterson
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35.060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Enhanced PP	£0
<b>Total budget for this academic year</b>	£35,060

## Part A: Pupil premium strategy plan

### Statement of intent

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

We will also ensure that no child is excluded from any activity, academic, after school club, educational visit or residential due to financial constraints. We also ensure equality based access to school by providing school uniforms when requested.

Our pupil premium has 3 key aspects:

- Maintaining pupil self esteem at the highest level possible by promoting their sense of themselves as a learner with ambition to achieve their full potential
- Ensuring that, in addition to high quality teaching in class, they all benefit from targeted small group tutoring led by a fully qualified and experienced teacher
- Ensuring that they are able to access all school activities alongside their peers

All staff are committed to ensuring that all children make progress each year and ultimately achieve their full potential. At Bispham Drive many of the children entitled to pupil premium are academically able. It is our aim to accelerate their progress to ensure they continue to 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	Teachers find that PP children are often less resilient and more self-doubting than their peers and require more reassurance and scaffolding to support them in pushing their boundaries academically. They are less confident learners and respond better to staff they know and who know them. They can find it difficult to access support outside of school. Some struggle to maintain positive friendships. The cost of living

	crisis has put a proportionally higher strain on these families than it has the other families in school.
2	Lack of confidence in our PP children means they can find it hard to retain new learning. Staff are continually concerned that some, while achieving in line with peers, do not achieve their full potential.
3	PP children are mostly from single income households which, in an otherwise affluent area, means that they may not be able to access the same activities as their peers. The rise in inflation and the general cost of living crisis continues to impact families. We have seen an increase in the number of children accessing free school meals and asking for support with costs.

### 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 continue to make progress, some accelerated, within each academic year	Data shows progress made by PP children at least matches, if not exceeds, that of their peers
Children demonstrate increasing self confidence as learners	Teacher observations indicate that children are pushing themselves more and contribute more to lesson
Children attend all visits and trips	Participation records for residentials and visits

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to the cost of employing a cover teacher	Observations show that the quality of teaching received by pupils at all times is at least good. The use of unknown and untried supply staff is minimised	1,2 £20,157

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
12 hours a week of Learning Mentor time  PP pupils receive a minimum of 15 hours of mentoring time over the course of a year	Teacher feedback on pupil engagement and confidence  EEF teaching and learning toolkit mentoring review	1,2 £10,853

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support access to school visits, including residential	PP children at Bispham Drive live in a relatively affluent area where peers access many extra curricular and leisure activities. The school wishes to ensure they can access all such activities linked to school, should they wish to	3 £3,500
Funding to support access to school uniform	While our uniform policy is not excessively restrictive we recognise that it can be an extra strain on families with restricted incomes. Providing PP children with uniform, as requested, ensures they can attend school in the same way as their peers	3 £550

**Total budgeted cost: £35,060**

## **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 2023 to 2024 academic year.

As we have only small numbers of PP children in each year group it continues to be difficult to draw conclusions simply from data as it will be skewed according to individual ability. What the data did tell us was that children left the school overall inline with age related expectations and even achieving greater depth. In those subjects where they did not, their outcome represented a high level of progress in relation to their key stage 1 assessments.

Across the school PP children continued to make progress, some of it accelerated. Where they did not, other factors were involved such as additional educational needs that inhibited progress.

At the end of key stage assessments 11% of the cohort were PP children. Of these 100% achieved EXs in reading, 71% in writing, 57% in maths, and 71% in GPS. Additional needs challenges meant fewer achieved a combined EXS than in previous years.

Experience this year has shown us how significant the learning behaviours and attainment of our youngest pupils continue to be, negatively affected by pandemic restrictions. Hence, the focus of our strategy around PP pupils is to ensure they receive additional support to build and maintain self confidence and encourage positive learning behaviours.

All PP children accessed residential visits and trips they were eligible for. They all received financial support to enable them to do this.