



Pupil Premium Strategy Statement 2023-2024

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
Blueberry Park Primary School	
Number of pupils in school	355
Number of pupils eligible for free school meals	184
Proportion of pupil premium eligible pupils	52%
Academic year that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	K.Honey (Headteacher)
Pupil Premium Lead	K.Honey
Governor Lead	S Cross (acting chair)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£267,720
Recovery Premium funding allocation this academic year	£26,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£294,400



Part A: Pupil Premium Strategy Plan

Statement of intent

- To improve Communication, Language and Literacy Development (CLLD) outcomes in EYFS
- To narrow the gap in attainment between our PP pupils and other pupils nationally in Reading, Writing & Maths
- To ensure accelerated progress of our disadvantaged pupils in Writing in order to improve combined attainment at the end of Key Stages 1 & 2
- To continue to prioritise mental health and wellbeing in the whole school community
- To continue to improve attendance and persistent absence rates

Challenges

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

Challenge number	Detail of challenge
1	<p>Poverty: the school is situated in the Yew Tree Ward, where crime, unemployment and social deprivation statistics are significantly higher than in other parts of the country. FSM eligibility is higher than Liverpool average.</p> <p>% known to be eligible</p> <ul style="list-style-type: none"> Up to 10% 10% to 20% 20% to 30% 30% to 40% 40% to 50%
2	Delayed communication, speech and language on entry to school



3	Delayed development socially, emotionally and physically
4	Low attendance (91% PP), poor punctuality and persistent absenteeism
5	lack of parental involvement in the learning process
6	Low prior attainment and gaps in learning
7	Special educational needs/disabilities/mental health issues higher than national average
8	Lack of opportunities and life experiences

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
Early Reading and Phonics – ensure attainment gap remains closed between disadvantaged and others nationally.	<ul style="list-style-type: none"> At the end of Year 1, attainment of our pupils is at least in line with other pupils nationally (currently -1.5% points gap)
Attainment and progress in Reading, Writing & Maths in Key Stages 1 & 2: close the gap between disadvantaged and other pupils nationally.	<ul style="list-style-type: none"> At the end of both key stages, closure in attainment gap between Pupil Premium and other pupils nationally Combined attainment at the end of Key Stages 1 & 2 increases by at least 10% points. 2022-2023: KS1 school PP = 40%; Others nationally = 56% KS2 school PP = 33%; Others nationally = 59%
Mental health and emotional well-being, and behaviour support for pupils so that more are able to achieve their end of year targets	<ul style="list-style-type: none"> Mental health support for pupils and their families ensures positive impact on standards Reduction in exclusion data based on previous year
Improve attendance and absence, including persistent absenteeism	<ul style="list-style-type: none"> Overall attendance at least in line with National Average (2022-2013 PP attendance = 91%) The attendance gap between disadvantaged pupils and other pupils nationally decreases Attendance data for SEND Boys improves PA for all pupils including Pupil Premium and SEND, will continue to reduce
To develop our school website to support and encourage parental engagement and involvement	<ul style="list-style-type: none"> Monitor website usage to measure/track engagement Positive feedback via parent voice activities and events



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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (Testbase & No More Marking)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>6, 7</p>



<p>Access in-house and SIL training with a focus on continued improvement in QfT, including adaptive teaching methods, in all core areas of the curriculum</p>	<p>Training and current CPD is vital to ensure quality first teaching and teacher retention.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>2, 3, 6, 7, 8</p>
<p>All relevant staff (including new and support staff) receive ongoing training and coaching to deliver early reading and phonics effectively, with ongoing Read, Write Inc. training and delivery</p>	<p>Blueberry Park are enrolled on the Liverpool Reading program – Read, Write, Inc. 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>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 6, 7</p>



<p>School-wide review of teaching and learning in English in order to improve progress and standards in writing</p>	<p>https://www.nfer.ac.uk/for-schools/products-services/bite-into-writing/selecting-the-quality-text/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf</p>	<p>2, 3, 6, 7, 8</p>
<p>Release of SLT (including Reading Leader) and in-house experts to provide support and model best practice</p>	<p>Additional coaching and support for teachers to coach with new initiatives, e.g, RWI, and quality text-based approach to writing.</p> <p>http://educationalleader.com/subtopicintro/read/ASCD/ASCD_351_1.pdf</p>	<p>2, 3, 6, 7</p>
<p>Transition support – for all pupils and also those new to school</p>	<p>Support to enable pupils to transition into a new setting, classes with minimal emotional disruption. Following a trauma and attachment based approach.</p> <p>https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment</p>	<p>1, 2, 3, 4, 5, 7, 8</p>



<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p>Ensure all pupils have equal access to extra-curricular opportunities</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/the-education-endowment-foundation-children-s-university/</p>	<p>1, 4, 5, 6, 7, 8</p>



Targeted academic support

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start (RWI intervention)	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-commissioned-evaluations-of-read-write-inc-phonics-and-fresh-start</p>	2, 6, 7
Additional 'catch-up' RWInc. sessions for phonics and reading	<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, 6, 7
In-class intervention for identified pupils including 1:1 and small group tuition, as logged on Whole school Provision Map	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 6
Access to Speech and Language intervention and support for identified children	<p>https://www.gj-assessment.co.uk/case-studies/</p>	2, 3, 4



Dedicated CPD and timetabled daily sessions to ensure quality first teaching of vocabulary	Vocabulary is a strong indicator of reading success (National Literacy Trust). Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report).	2, 3, 6
Intensive one to one VIPERS reading sessions in KS2	https://www.literacysshedplus.com/en-us/browse/reading-vipers	6, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools with a similar context to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All areas



Wider strategies

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement Activities including relaunch of PTA</p> <p>This will involve production of an action plan following consultation with stakeholders to increase and improve parental engagement.</p>	<p>Parental Engagement has a positive impact of, on average, 4 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5, 6, 8</p>
<p>Staff-wellbeing training</p>	<p>https://www.gov.uk/guidance/education-staff-wellbeing-charter</p>	<p>7</p>
<p>Whole staff training on managing pupils with complex special educational needs so that these pupils are able to access learning in our mainstream setting</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 2, 3, 6, 7</p>
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 6, 7, 8</p>



Provide opportunities for staff to visit other settings to observe good practice in trauma and attachment responsiveness approaches	https://the-arc.org.uk/ https://enquire.org.uk/asl/cultivating-a-trauma-informed-approach-in-schools/	7, 8
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Total budgeted cost: £235,000

Contingency: £59,400



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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. This has also been something that staff have indicated has had a positive impact on pupil attainment and workload, this has been evaluated during staff wellbeing meetings, during workload related Survey Monkey questionnaires and following an 'active marking' trial in with maths feedback.
- Engagement in the DfE EdTech Demonstrator Programme, coaching and support to develop our ICT infrastructure and training around devices and new technologies
- Successful application to the DfE for Connect the Classroom funding to enable our ICT infrastructure to be renewed, enabling us to set the foundations to take IT to the next level of impact for teaching and learning
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, teachers and governors in order to identify the challenges faced by disadvantaged pupils.



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. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for our pupils.

Part B: Review of the previous academic year (2022-2023)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and Local Authority level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was in line with our expectations.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown. However, this is the case amongst all schools in England and is reflective of national figures, demonstrating the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2022/23 and persistent absence also higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

YEAR 6 OUTCOMES

52 pupils in cohort

30 pupils disadvantaged (58% of cohort)

ATTAINMENT	READING	WRITING	MATHS	RWM
BBP Disad.	53%	37%	57%	33%
National Disad.	53%	64%	58%	39%
BBP all	54%	38%	58%	29%
National all	73%	71%	73%	59%

Summary:

- Our disadvantaged pupils performed **equally as well** as disadvantaged pupils nationally in **reading**.
- Our disadvantaged pupils' attainment was **in line with** all of our pupils in **reading**.
- Our disadvantaged pupils performed **lower** than all pupils nationally in **reading**.
- Our disadvantaged pupils performed **lower** than disadvantaged pupils nationally in **writing (-27% points)**.
- Our disadvantaged pupils' attainment was **in line with** all of our pupils in **writing**.
- Our disadvantaged pupils performed **lower** than all pupils nationally in **writing (-34% points)**.
- Our disadvantaged pupils performed **in line** with disadvantaged pupils nationally in **maths**.
- Our disadvantaged pupils' attainment was **in line with** all of our pupils in **maths**.
- Our disadvantaged pupils performed **lower** than all pupils nationally in **maths (-17% points)**.
- Our disadvantaged pupils performed **lower** than disadvantaged pupils nationally in **RWM Combined**.
- Our disadvantaged pupils' attainment was **higher** than our pupils in **RWM Combined**.
- Our disadvantaged pupils performed **lower** than all pupils nationally in **RWM Combined (-27% points)**.
- OUR DISADVANTAGED PUPILS ATTAIN IN LINE WITH DISADVANTAGED PUPILS NATIONALLY IN **READING AND MATHS**.
- OUR DISADVANTAGED PUPILS PERFORM SIGNIFICANTLY LOWER THAN DISADVANTAGED PUPILS NATIONALLY IN **WRITING**.
- **WRITING ATTAINMENT IS THE FACTOR WHICH NEGATIVELY IMPACTS ON COMBINED ATTAINMENT.**

YEAR 1 PHONICS SCREENING CHECK:

School was successful in closing the attainment gap between Pupil Premium and other pupils nationally in phonics (2021-2022 = -26% points gap):

2022-2023:

50 pupils in cohort

32 pupils disadvantaged

- 78% of our disadvantaged pupils achieved the standard, compared to 70% of disadvantaged pupils nationally **(+8% points)**.
- 79.5% of all pupils nationally achieved the expected standard, making our disadvantaged pupils **in line** with them.

YEAR 2 OUTCOMES

50 pupils in cohort

36 pupils disadvantaged (72% of cohort)

ATTAINMENT	READING	WRITING	MATHS	RWM
BBP Disad.	57%	43%	53%	40%
National Disad.				41%
BBP all	60%	48%	62%	41%
National all	68%	59%	70%	56%

- Our disadvantaged pupils performed **in line** with disadvantaged pupils nationally in **reading, writing & maths combined**.
- Our disadvantaged pupils' attainment was **in line with** all of our pupils in **reading, writing & maths combined**.
- Our disadvantaged pupils performed **lower** than all pupils nationally in **reading (-11% points), writing (-16% points) and maths (-17% points)**.
- **WRITING ATTAINMENT IS THE FACTOR WHICH NEGATIVELY IMPACTS ON COMBINED ATTAINMENT.**

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:

- embedding more effective practice around adaptive teaching and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising our senior mental health lead to further extend our mental health offer to the wider school community.: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wider range of high-quality extra-curricular 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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.