



# Pupil Premium Strategy Statement 2022-2023

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
<b>Blueberry Park Primary School</b>	
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	30%
Academic year that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023
Statement authorised by	K.Honey
Pupil Premium Lead	K.Honey
Governor Lead	Dr L.Robinson

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£189,955
Recovery Premium funding allocation this academic year	£16,820 to be confirmed
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£206,775

# 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
- To continue to ensure that Reading remains a whole-school focus in order to improve progress and outcomes
- 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	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
2	Delayed communication, speech and language on entry to school
3	Delayed development socially, emotionally and physically
4	Low attendance, poor punctuality and persistent absenteeism
5	Parental disengagement 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 – close the attainment gap between disadvantaged and others nationally.	<ul style="list-style-type: none"> <li>At the end of Year 1, closure in attainment gap between Pupil Premium and other pupils nationally in phonics (currently 26 percentage points gap)</li> </ul>
Attainment and progress in Reading – Close the gap between disadvantaged and other pupils nationally.	<ul style="list-style-type: none"> <li>At the end of KS2, closure in attainment gap between Pupil Premium and other pupils nationally in reading (currently 12 percentage points gap)</li> </ul>
Attainment and progress in Writing – Close the gap between disadvantaged and other pupils nationally.	<ul style="list-style-type: none"> <li>At the end of KS1, closure in attainment gap between disadvantaged and other pupils nationally (currently 24 percentage points gap)</li> <li>At the end of KS2, closure in attainment gap between disadvantaged and other pupils nationally (currently 28 percentage points gap)</li> </ul>
Attainment and progress in Maths at Key Stage 1 – Close the gap between disadvantaged and other pupils nationally.	<ul style="list-style-type: none"> <li>At the end of KS1, close the gap between disadvantaged and other pupils nationally (currently 15 percentage points gap)</li> </ul>
Attainment in Reading, Writing and Maths combined – Close the gap between disadvantaged and other pupils nationally based on combined data.	<ul style="list-style-type: none"> <li>At the end of KS2, close the gap between disadvantaged and other pupils nationally (currently 20 percentage points gap)</li> </ul>
Mental health and emotional well-being, and behaviour support for pupils	<ul style="list-style-type: none"> <li>Mental health support for pupils and their families ensures positive impact on standards (e.g. improved attendance; improved progress and attainment of targeted pupils)</li> <li>Reduction in exclusion data based on previous year</li> </ul>
Improve attendance and absence, including persistent absenteeism	<ul style="list-style-type: none"> <li>Overall attendance at least in line with National Average</li> <li>The attendance gap between disadvantaged pupils and other pupils nationally decreases</li> <li>Attendance data for SEND Boys improves</li> <li>PA for all pupils including Pupil Premium and SEND, will continue to reduce</li> </ul>
To develop our school website to support blended learning and increase parental engagement	<ul style="list-style-type: none"> <li>Produce videos to be uploaded onto school website to support parents with homework/speech and language approaches</li> <li>Monitor website usage to measure/track engagement</li> <li>Positive feedback via parent voice activities and events</li> </ul>

## 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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	6, 7

<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><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="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">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</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 6, 7</p>

<p>School-wide review of English planning in order to improve progress and standards in writing</p>	<p><a href="https://www.nfer.ac.uk/for-schools/products-services/bite-into-writing/selecting-the-quality-text/">https://www.nfer.ac.uk/for-schools/products-services/bite-into-writing/selecting-the-quality-text/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf</a></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><a href="http://educationalleader.com/subtopicintro/read/ASCD/ASCD_351_1.pdf">http://educationalleader.com/subtopicintro/read/ASCD/ASCD_351_1.pdf</a></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><a href="https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment">https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment</a></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><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

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><a href="https://educationendowmentfoundation.org.uk/news/eef-commissioned-evaluations-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eef-commissioned-evaluations-of-read-write-inc-phonics-and-fresh-start</a></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 6, 7

<p>In-class intervention for identified pupils including 1:1 and small group tuition, as logged on Whole school Provision Map</p>	<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:  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 6</p>
<p>Access to Speech and Language intervention and support for identified children</p>	<p><a href="https://www.gl-assessment.co.uk/case-studies/">https://www.gl-assessment.co.uk/case-studies/</a></p>	<p>2, 3, 4</p>
<p>Dedicated CPD and timetabled daily sessions to ensure quality first teaching of vocabulary</p>	<p>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).</p>	<p>2, 3, 6</p>
<p>Intensive one to one VIPERS reading sessions in KS2</p>	<p><a href="https://www.literacyshedplus.com/en-us/browse/reading-vipers">https://www.literacyshedplus.com/en-us/browse/reading-vipers</a></p>	<p>6, 7</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All areas</p>

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement Activities</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 2, 3, 4, 5, 6, 8</p>
<p>Attendance Quality Mark</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>Project promoted by Liverpool Local Education Authority</p> <p><a href="https://www.liverpoollearningpartnership.com/what-we-do/attendance/">https://www.liverpoollearningpartnership.com/what-we-do/attendance/</a></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, 7</p>
<p>Staff-wellbeing training</p>	<p><a href="https://www.gov.uk/guidance/education-staff-wellbeing-charter">https://www.gov.uk/guidance/education-staff-wellbeing-charter</a></p>	<p>7</p>
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>1, 3, 4, 6, 7, 8</p>

our school ethos and improving behaviour across school.	<a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
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**Total budgeted cost: £164,500**

**Contingency: £42,275**

## 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.