

Pupil Premium Strategy Statement and Impact report 2021-2022

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 intended to spend the funding in the academic year 2021-2022, and the impact that spending of pupil premium had within our school.

School overview

Detail	Data
Blueberry Park Primary School	
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	K.Honey
Pupil premium lead	K.Honey/L.Glover
Governor	Dr L.Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,130
Recovery premium funding allocation this academic year	£25,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£235,795

Part A: Pupil Premium Strategy Plan 2021-2022

Statement of intent

- To improve Communication, Language and Literacy Development (CLLD) outcomes in EYFS
- To close the gap in attainment between our PP pupils and other pupils nationally
- To continue to deliver intensive phonics support so that pupils achieve ARE by the end of KS1
- To continue to ensure that Reading remains a whole-school focus in order to promote reading for pleasure and improve outcomes
- To prioritise mental health and wellbeing in the whole school community
- To significantly 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 Knotty Ash 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, exacerbated by COVID and parents' perceptions of the pandemic
5	Family disengagement in the learning process, exacerbated by COVID
6	Low prior attainment and gaps in learning
7	Special educational needs/disabilities/mental health issues are higher than national average
8	Specific learning/health needs which have not been identified/accepted by families resulting in delayed intervention and support e.g. ASC
9	Lack of opportunities and life experiences

Intended outcomes and actual outcomes (2022 data)

Intended outcome	Success criteria	2021-2022 outcomes
<p>Early Reading and Phonics - Continue to reduce the gap between disadvantaged and others nationally in phonics.</p>	<ul style="list-style-type: none"> At the end of Year 1, reduction in attainment gap between Pupil Premium and non-pupil premium nationally in phonics (currently 15% gap) 	<ul style="list-style-type: none"> 54% of PP pupils achieved the expected standard in Phonics at the end of Year 1 compared to 62% of PP nationally. 80% of other pupils nationally achieved the standard. The gap between our disadvantaged pupils and others nationally in phonics has increased by 11 percentage points.
<p>Summary: Our disadvantaged pupils are performing less well than disadvantaged pupils nationally in the phonics screening check. In addition to this, the attainment between school and national has increased. Attainment of PP pupils' phonics screening check will remain a priority.</p>		
<p>Overall attainment and progress in Reading – Continue to reduce the gap between disadvantaged and other pupils nationally in reading.</p>	<ul style="list-style-type: none"> Follow RWI programme with fidelity Production of a Reading action plan to identify key priorities and measure impact At the end of KS2, reduction in attainment gap between Pupil Premium and non-pupil premium nationally in reading (currently 2% gap) 	<ul style="list-style-type: none"> 68% of PP pupils achieved the expected standard in Reading at the end of KS2 compared to 62% of PP nationally. 80% of other pupils nationally achieved the standard. This means that the gap has increased by 10 percentage points.
<p>Summary: Our disadvantaged pupils are outperforming disadvantaged pupils nationally in reading in Key Stage 2. However, the gap in attainment between our disadvantaged pupils and other pupils nationally has increased. Attainment of PP pupils' reading will remain a priority.</p>		
<p>Overall attainment and progress in Writing - Continue to reduce the gap between disadvantaged and other pupils nationally in writing.</p>	<ul style="list-style-type: none"> At the end of KS1, close the gap between disadvantaged and other pupils nationally (currently 6.5% gap) At the end of KS2, close the gap between disadvantaged and other pupils nationally (currently 15% gap) 	<ul style="list-style-type: none"> 39% of PP pupils achieved the expected standard in Writing at the end of KS1 compared to 41% of PP nationally. 63% of other pupils nationally achieved the standard. This means that the gap has increased by 17.5 percentage points. 47% of PP pupils achieved the expected standard in Writing at the end of KS2 compared to 55% of PP nationally. 75% of other pupils nationally achieved the standard. This means that the gap has increased by 13 percentage points.

Summary:

In Key Stage 1, our disadvantaged pupils are performing in line with disadvantaged pupils nationally in writing. In Key Stage 2, our disadvantaged pupils are outperforming disadvantaged pupils nationally in writing.

However, the gap in attainment between our disadvantaged pupils and other pupils nationally has increased across both Key Stages. Attainment of PP pupils' writing will remain a priority.

Overall attainment and progress in Maths - Continue to reduce the gap between disadvantaged and other pupils nationally in maths.

- At the end of KS1, close the gap between disadvantaged and other pupils nationally (currently 1% gap)

- 58% of PP pupils achieved the expected standard in Maths at the end of KS1 compared to 52% of PP nationally. 73% of other pupils nationally achieved the standard. This means that the gap has increased by 14 percentage points.

Summary:

Our disadvantaged pupils are outperforming disadvantaged pupils nationally in Maths. However, the gap in attainment between our disadvantaged pupils and other pupils nationally has increased. Attainment of PP pupils' maths will remain a priority.

Overall attainment in Reading, Writing and Maths combined - Continue to reduce the gap between disadvantaged and other pupils nationally based on combined data.

- At the end of KS2, close the gap between disadvantaged and other pupils nationally (currently 7% gap)

- 58% of PP pupils achieved the expected standard in combined Reading, Writing & Maths at the end of KS2 compared to 55% of PP nationally. 78% of other pupils nationally achieved this standard.

Summary:

Our disadvantaged pupils are outperforming disadvantaged pupils nationally in combined attainment. However, the gap in attainment between our disadvantaged pupils and other pupils nationally has increased. Combined attainment of PP pupils will remain a priority.

Emotional well-being and behaviour support of pupils post Covid-19 - Children demonstrate increasing resilience and settle quickly into school / lessons and disruptions are a rarity.

- Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention.
- Reduction in exclusion data based on previous years
- Reduction in the use of 'red cards'

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