



Bluecoat Primary Academy Pupil Premium Strategy Statement

1. Summary information					
School	Bluecoat Primary Academy				
Academic Year	2019/20	PP received for 18/19 PP expected for 19/20	£116,536 £123,200	Date of most recent PP Review	Sept 2019
Pupils on roll 2018/19 Pupils on roll 19/20 (F2-KS2)	303 364	Number eligible for pupils 18/19 Number eligible for pupils 19/20	95 (31%) 104 (29%)	Date for next internal review of this strategy	February 2020

2. Current attainment - 2019 Outcomes								
	Year 2 EXS				EYFS GLD			
	Pupils eligible for PP at Bluecoat	Pupils eligible for PP Nationally	Current gap between PP at Bluecoat and <u>ALL</u> pupils nationally 2019	How has this gap changed compared to 2018 data?	Pupils eligible for PP at Bluecoat	Pupils eligible for PP Nationally	Current gap between PP at Bluecoat and all pupils nationally 2018	How has this gap changed 18-19?
% achieving the expected standard in reading	71%	62%	-4%	Closed by 2%	55%	57%	-17%	Closed by 10%
% achieving the expected standard in writing	64%	55%	-5%	Closed by 15%				
% achieving the expected standard in maths	79%	62%	+3%	Closed by 17%				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	<p>Attendance</p> <p>In 2018-19, the overall attendance for both pp and non-pp eligible pupils was 96.5%. For pp pupils the overall figure was 96.25% compared with 97.26% for non-pp pupils.</p> <p>The overall persistent absentee figure for both pp and non-pp eligible pupils was 5.54% (18 pupils). 11 of these pupils were eligible for pp which means that 12.5% of our pp cohort were persistent absentees.</p>

	Regular attendance for pp pupils needs to be improved so that it is in line with non-pp pupils.												
B.	<p><u>SEND</u> The school's overall percentage of pupils identified as having SEND is within the highest quintile when compared to national figures – a third higher than the national average. Pupils with an EHCP for the school overall was in the second quintile in 2018-19 and is in the highest quintile in 2019-20 with more than double the national average. This is due to the focus provision for pupils with ASD and the local reputation that the school has for offering good support to pupils with SEND.</p> <p>31% (32 pupils) of the 2019-20 pp cohort are also identified as having SEND. This is compared to 18% for the school overall. In fact, half of the pupils on our SEND register are also eligible for pp. Just over half of these pupils are identified as having additional cognitive an learning needs with a third who need support with communication and interaction and a quarter who need SEMH support.</p> <table border="1"> <thead> <tr> <th>Level of support</th> <th>Percentage of pp pupils</th> <th>Whole school</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>SEN support</td> <td>31% (32 pupils)</td> <td>18% (65 pupils)</td> <td>12.6%</td> </tr> <tr> <td>EHCP</td> <td>3.8% (4 pupils)</td> <td>3.6% (11 pupils)</td> <td>1.6%</td> </tr> </tbody> </table>	Level of support	Percentage of pp pupils	Whole school	National	SEN support	31% (32 pupils)	18% (65 pupils)	12.6%	EHCP	3.8% (4 pupils)	3.6% (11 pupils)	1.6%
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C.	<p><u>Quality of provision</u> There is “a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.” (DfE 2015: supporting the attainment of disadvantaged pupils). As a school that is growing, 40% of the staff at the school were new in 2018 and a further 28% were newly appointed in 2019. Ensuring that teaching throughout the school is good and better has been a priority for the school. Investment in recruitment, induction, effective and focused CPD, use of appraisal, staff development and developing leadership throughout the school has been used to induct new staff well, improve retention of good teachers, develop practice where QA has shown that teaching is not good enough so that teaching in the school can be judged as good throughout the school.</p>												
D.	<p><u>EAL</u> The school supports a very diverse catchment of pupils. The school has 11 out of 17 possible ethnic groups in attendance who speak 26 different language as a first language. The overall percentage of pupils who speak English as an Additional Language is 28%, which is in the second highest quintile. For pupil premium pupils, the percentage at the school is 32% (33 pupils) which is one and a half times higher than the national average.</p>												
External barriers													
E.	<p><u>Gap on entry</u> For the past two years, all pp pupils have entered the school below the typical level, compared to 31% of non-pp pupils who entered at the typical level in September 2019. Therefore a significant gap already exists between pp pupils and their peers.</p>												
F.	<p><u>Deprivation</u> The school location deprivation indicator and pupil base is in quintile 5 (most deprived) of all schools. 60% of Bluecoat pupils reside in the most deprived 10% when compared with others nationally. The school's IDACI score is - 0.388 This means that 38.9% of pupils may be experiencing family income deprivation in comparison with 34.5% of pupils from Nottingham overall and 21% of pupils nationally. Nottingham is the fourth most deprived city in the UK.</p>												

<p>Barriers impacting upon disadvantaged pupils are negative family circumstances including: alcohol misuse, drug misuse, financial crisis, domestic violence, and gang and knife crime in the local area.</p> <p>Low aspiration and high unemployment is prevalent within the community and a number of families are unsettled as a result of their immigration status. Many of our families need support with appropriate parenting skills.</p> <p>44% (46 pupils) of pp pupils had family support or social care involvement in 2018-19.</p>

4. Desired Improvement Outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	<p>Reduce the number of Persistent absentees.</p> <p>Persistent absentees from 2018-19 to increase attendance this year.</p> <p>Diminish the difference between attendance of disadvantaged pupils compared with their peers.</p>	<p>Percentage of PAs will be below 4%?</p> <p>There will be no difference between the attendance of disadvantaged pupils and non-disadvantaged pupils.</p> <p>There will be no difference between the percentage of PAs that are eligible for pp and those who are not.</p>
B.	<p>Increase the percentage of pp pupils who achieve the expected standard in English at KS1 and KS2.</p>	<p>The gap between pp pupils and all pupils nationally in English at KS1 and KS2 will be closed.</p>
C.	<p>Increase the percentage of pp pupils who achieve GLD at EYFS.</p>	<p>The gap between pp pupils and non pp pupils achieving GLD at Bluecoat will close by 10%.</p> <p>The percentage of pp pupils who achieve GLD at Bluecoat will be higher than pp pupils nationally.</p> <p>The gap between pp pupils who achieve GLD at Bluecoat and all pupils nationally will close by 10%.</p>

5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Projected Cost
Improve outcomes for pp pupils by ensuring all teaching in the school is good or better.	<p>Additional induction for new staff. Weekly CPL programme linked to areas identified in QA and linked to AIP.</p> <p>A focus on CPD and induction to ensure highly effective quality first teaching in all year groups.</p> <p>Devolved leadership to ensure QA is robust and effective support is offered to staff in order to develop practice.</p> <p>Further embed consistency of 'the BPA Way'</p>	Previous positive impact of this approach on pupil progress.	QA schedule to identify areas of strength and areas for further development.	CS/SES	£13,000
Improve outcomes at EYFS through improved strategies to develop communication and language.	<p>Helicopter stories. Increased vocabulary in the environment and use of adults to model and develop communication. Develop continuous provision to develop language and curiosity. Talk for writing. Additional interventions for pp pupils as needed.</p>	Previous positive impact of this approach on pupil progress.	<p>QA schedule to identify areas of strength and areas for further development.</p> <p>Termly data snapshot and pupil progress meetings.</p>	BJ	£500
Increase the percentage of pp pupils who achieve the expected standard in English at KS1 and KS2.	<p>BPA way developed to include focus on learning theory.</p> <p>Use of talk for writing strategies in English.</p> <p>Improved use of assessment and feedback to ensure struggling learners are better supported.</p>	Strong evidence base for use of learning theory and talk for writing.	<p>QA schedule to identify areas of strength and areas for further development.</p> <p>Termly data analysis and pupil progress meetings</p>	CS/SES	£6000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Projected Cost
A focus on providing additional intervention in English and Maths (particularly writing) throughout Key Stage 1 and Key Stage 2.	Use of 'key learning documents' to support intervention work in order to cover pre-requisite skills. Immediate intervention used to address misconceptions and enable all pupils to make good progress across lessons.	Previous positive impact of this approach on pupil progress.	Pupil progress meetings. QA of use of feedbacks sheets and interventions.	CS/SS	£70,000
Pupils whose reading ability is below that of their age will receive a recognised intervention for reading to accelerate progress and bring their reading ability in line with their peers.	Reading Recovery Switch on Reading	Successful results in previous years.	Termly analysis of data.	LC/SB	£30,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Projected Cost
Reduce the number of Persistent absentees. Persistent absentees from 2018-19 to increase attendance this year. Diminish the difference between attendance of disadvantaged pupils	FSW to review, promote and follow attendance procedures. Gather paperwork to involve EWS where necessary. Incentives offered for good attendance and improvements in attendance.	The attendance procedures have been effective in improving attendance for the majority of pupils in the past. EWS involvement has not always been successful due to lack	FSW supervision meetings. Half termly attendance analysis to review impact of work.	SA, SES	£6,000

compared with their peers.		of evidence of support offered to families. Incentives have been proven to be effective in other areas.			
Families will be well supported and will engage well with school in order to improve pupils' wellbeing, raise aspirations and improve learning behaviours so as to impact positively on progress.	FSW to identify and support families in need of early help. Use of ELSA support to improve wellbeing of pupils. Parent workshops to address common themes that cause stress for parents and pupils. Effective relationship building in order to increase parental engagement with school	Previous success cases of effective work with families has led to improved wellbeing and outcomes for pupils.	FSW supervision meetings. Termly report to governors.	SA/SES	£18,000
All pupils will have equal opportunities to be prepared for school and to get involved in extra-curricular activities.	Subsidies for participation in extracurricular activities and visits. Subsidies for uniform.	Many of families face financial difficulties. Support will be given to ensure equal opportunities.	Termly report to Governors	SA/SES	£1000
To support disadvantaged pupils who have social, emotional and mental health difficulties in order to improve wellbeing and behaviour	SEND Professional services Nest/Rookery support ELSA Mental Health Training for staff	A third of pp pupils have SEND, at least a quarter of these require support for SEMH.	Behaviour monitoring, QA of support offered.	SS/SES	£10,000
Total estimated spend: £154,500					

6. Review of expenditure				
Previous Academic Year		2018/19 Review		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p>Improve outcomes for pp pupils by ensuring all teaching in the school is good or better.</p>	<p>Additional induction for new staff. Weekly CPL programme linked to areas identified in QA and linked to AIP.</p> <p>A focus on CPD and induction to ensure highly effective quality first teaching in all year groups.</p> <p>Devolved leadership to ensure QA is robust and effective support is offered to staff in order to develop practice.</p> <p>Further embed consistency of 'the BPA Way'</p>	<p>Quality of teaching at the school improved which improved pupil progress, the percentage of pupils achieving age-related expectations and greater depth.</p> <p>At KS1, pp pupils at Bluecoat achieved better than pp pupils nationally by:</p> <ul style="list-style-type: none"> • 9% in Reading and Writing • 17% in Maths <p>At KS1, the gap between pp pupils at Bluecoat and ALL pupils nationally reduced:</p> <ul style="list-style-type: none"> • Reading by 2%, • Writing by 15% • Maths by 17% <p>At KS1, in Maths, pp pupils at Bluecoat achieved better than ALL pupils nationally.</p> <p>At KS1, the gap between pp pupils at Bluecoat and all pupils nationally is currently</p> <ul style="list-style-type: none"> • -4% in Reading 	<p>Effective quality first teaching is the first step to ensure pupils, particularly disadvantaged pupils make good progress.</p> <p>More work still needs to be done to close the gap between pp pupils and non-pp pupils at Bluecoat.</p> <p>This work will continue as new staff are due to join the school in September 2019.</p> <p>Shared writing of the BPA way to include cognitive approaches to learning will be undertaken in 2019-20.</p>	<p>£11,000</p>
<p>Improve outcomes at EYFS through improved strategies to develop communication and language.</p>	<p>Helicopter stories. Increased vocabulary in the environment and use of adults to model and develop communication. Develop continuous provision to develop language skills.</p>	<p>81% of pupils overall achieved the expected standard in communication and language. There was no difference between the percentage of pp pupils and non-pp pupils.</p> <p>The percentage of pp pupils at Bluecoat achieving GLD was just 25 below that of pp pupils nationally. There is still a gap when comparing pp pupils at Bluecoat to ALL pupils nationally.</p>	<p>The work undertaken in EYFS has been successful in improving communication for pp and non-pp pupils.</p> <p>More work still needs to be done to close the gap between pp pupils at Bluecoat and ALL pupils nationally achieving GLD.</p> <p>This work will continue along with the development of talk for writing and promoting curiosity in the EYFS.</p>	<p>£2500</p>

Improve data analysis and tracking in order to target interventions and support more accurately.	Three standardised assessment points. Development of G4S for tracking and for pupil progress discussions.	Pupil progress across school is much improved. Interventions have enabled pupils to make good progress and for more pupils to achieve the expected standard at external assessment points.	Use of standardised testing has enabled reliability of data. Use of G4S enables teachers to track pupils and target interventions as well as allowing leaders to hold teachers to account and promote new approaches to pupil progress. This work will continue along with further gap analysis from testing that will better inform work in interventions.	£6000
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ii. Targeted support

Desired outcome	Chosen action/approach	impact:	Lessons learned	
Pupils who are working below the expected standard will receive targeted intervention in English and Maths in order to accelerate progress and close the attainment gap.	Use of 'key learning documents' to support intervention work in order to cover pre-requisite skills. Immediate intervention used to address misconceptions and enable all pupils to make good progress across lessons.	Additional intervention enabled pupils to make accelerated progress which led to improvements in attainment at external date points. Internal data shows that pupil premium pupils make comparable progress than their peers when SEND is not a factor.	Interventions are effective for to enable pupils to accelerate progress. This work will continue alongside further strategies within lessons to help struggling learners to 'keep up'.	£60,000
Pupils whose reading ability is below that of their age will receive a recognised intervention for reading to accelerate progress and bring their reading ability in line with their peers.	Reading Recovery Switch on Reading	Data shows that the majority of pupils who undertake the RR programme make the desired progress. Those who do not continue to be supported in class. Close monitoring of cohorts is undertaken, and where there is not SEND, pupils make good progress.	Although this is a costly strategy, this has a significant impact for the individuals who are targeted and, as reading is a fundamental skill that opens up all areas of learning this strategy should continue.	£30,000

iii. Other approaches

Desired outcome	Chosen	impact:	Lessons learned	Total
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	action/approach		(and whether you will continue with this approach)	Spend
Families will be well supported and will engage well with school in order to improve pupils' wellbeing, raise aspirations and improve learning behaviours so as to impact positively on progress.	Increased time and widening of role of Family Support Worker to work with children and families.	Unfortunately, our FSW resigned in October 2018. Due to the re-evaluation and recruitment procedure of this role, the replacement did not commence their post until May 2019. In the interim, SLT offered support to families but were only able to focus on the most in urgent need of support. However, the support offered to a number of families have led to improved engagement with school and a positive impact on pupil progress.	We will continue with this and hope to see more impact with a full-time family support worker for the full year.	£9000 FSW £2000 counsellor
Improved systems to reduce absence and enable disadvantaged pupils to attend school more often.	Increased time and widening of role of Family Support Worker to work with children and families	Unfortunately, our FSW resigned in October 2018. Due to the re-evaluation and recruitment procedure of this role, the replacement did not commence their post until May 2019. In the interim, three hours per week of an attendance officer from within the Trust was deployed to oversee the attendance work but were only able to focus on the most high profile cases.	We will continue with this and hope to see more impact with a full-time family support worker with responsibility for attendance for the full year. Incentives for improved attendance will be offered this year.	£2000
All pupils will have equal opportunities to be prepared for school and to get involved in extra-curricular activities.	Subsidies for participation in extracurricular activities and visits. Subsidies for uniform.	There is limited take up of these subsidies but they have been used to offer uniform for pupils so that they are well prepared for school. We also subsidised the Y6 residential and offer guitar lessons to pupils who had an interest but parents could not afford the fee.	We will continue to have money set aside to support parents in financial need. We need to look at how we can widen the involvement with this objective.	£500
Total budgeted cost: £ 122, 500				