

Pupil Premium Statement -The Bluecoat School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	40.9%
Academic year/years that our current pupil premium strategy plan covers	01/09/23 – 31/07/25
Date this statement was published	17/09/24
Date on which it will be reviewed	31/10/25
Statement authorised by	E Houlton
Pupil premium lead	E Houlton
Governor / Trustee lead	Chris Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91760

Part A: Pupil premium strategy plan

Statement of intent

The Bluecoat School sits within a pocket of deprivation within Stamford, the school is currently in the 5th quintile for most deprived of all schools. There is significant disadvantage but this is mixed with families who are not disadvantaged.

Our ultimate aim for our disadvantaged children is that the gap between them and pupils not in this position is as narrow as possible and to provide equality of learning and opportunity for all pupils.

- Our intention is that all pupils are given the opportunity and support to achieve highly no matter what their starting points and their barriers to learning where these exist. We want children to make good progress and achieve highly across the curriculum including those who are already highly achieving .
- Our intent is to support all children in our school who are vulnerable including pastoral support, wellbeing, attendance, social and academic need. By supporting the needs of these groups we will also be supporting non-disadvantaged pupils to ensure they also make strong progress alongside those in receipt of pupil premium.
- The key principles of the strategy are:
 - Quality first teaching and learning opportunities meet the needs of all pupils
 - Raising achievement for all, whilst ensuring the gap is narrow or non-existent for disadvantaged pupils
 - Focus on removing any additional barriers or learning gaps caused by the impact of covid-19 and the subsequent disruption to education.
 - Phonics, Vocabulary and Oracy to be a focus and ensuring a wide cultural and educational experience is provided; to ensure the curriculum is fully accessible and achievable. o Provide opportunities for providing access to learning outside of school, where being from a disadvantaged home may be a barrier.
 - Where disadvantaged pupil also have additional needs, that these are addressed and planned / provided for.

Challenges

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

Challenge number	Detail of challenge
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1	Following the pandemic and/or parental support many of our disadvantaged children entered school with limited exposure to vocabulary.
2	A significant number of disadvantaged pupils are arriving at school with little or no understanding of basic phonic strategies.
3	Attendance of some groups of disadvantaged pupils needs increasing to ensure that their educational development is fully supported.
4	Some of our disadvantaged pupils need specialist provision to enable them to access the curriculum.
5	Experiences outside of normal classroom activities are limited for some of our disadvantaged pupils.

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
1. To have increased the exposure to language that our disadvantaged pupils encounter and use in daily life.	<p>Pupils will be using an increased range of vocabulary within their vocab and learning.</p> <p>Pupils will have been exposed to a variety of language from a range of contributors.</p>
2. For all disadvantaged pupils to have had a solid basis in phonics using the Little Wandle phonics scheme enabling them to gain a secure base of phonics construction on which to build further	<p>Phonics lessons will be of high quality delivered by a range of staff in line with principles of Little Wandle.</p> <p>Where chn have gaps in phonic knowledge these will be addressed with catch up sessions so that the gaps are closed.</p> <p>Early reading lead will have monitored input from across school and the delivery will have been judged to be of high quality, effective and impacting in a positive manner on pupils phonic development.</p>
3. To have improved attendance of groups of disadvantaged pupils to enable more consistent learning.	<p>New attendance lead in place.</p> <p>Regular meetings with relevant groups will have lead to increased attendance in targeted pupils</p> <p>Curriculum offer is enhanced because of increased attendance</p> <p>Gaps at key assessment points are closing for disadvantaged pupils.</p>

<p>4 To enable some of our disadvantaged pupils with more challenging needs to be able to access the relevant provision and curriculum.</p>	<p>New Launchpad unit put into place and working successfully. Staff using launchpad are trained and able to meet the need of the pupils they work alongside. Pupils in the launchpad are accessing learning appropriate to their needs and in line with the school curriculum.</p>
<p>5 To ensure inclusivity around external learning experiences for disadvantaged pupils for things such as clubs or trips which contributions are needed for.</p>	<p>Children are gaining access to full curriculum. Children are not excluded from learning opportunities and take part in all activities. Pupils are taking opportunities for extracurricular experiences.</p>

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: £26,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Consolidate Little Wandle Phonics across the school. Ensuring staff are trained appropriately (including staff new to school). That a lead is put in place and is able to monitor provision and ensure gaps are being addressed. Resources are all in place so that delivery by trained staff is of high quality. 	<ul style="list-style-type: none"> LW is a “tried and tested” phonics scheme. Support is available from across the Trust including a LW Champion School. Where LW is implemented fully and with commitment the evidence shows that children make good progress, regardless of background, within their phonics learning. 	<p>1,2</p>

<ul style="list-style-type: none"> To embed Powerful words across the school during 24/25. <p>To ensure that staff are trained properly around the delivery of it.</p>	<p>Powerful words used correctly enhances the English curriculum and increases exposure for children to language.</p> <p>There is support for the programme from within the trust and it has been successful elsewhere in expanding vocabulary for children.</p>	1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £38,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> To be able to offer part funding for educational experiences to enable children to extend learning opportunities. 	<ul style="list-style-type: none"> Inclusivity of pupils for a range of learning activities enables a wider understanding of the curriculum. 	5
<ul style="list-style-type: none"> To establish our Launchpad provision. To train staff in relevant procedures and application of learning strategies To resource the provision appropriately To monitor and modify the provision as the year and need progresses. 	<ul style="list-style-type: none"> Pupils are then able to access the curriculum that they need to in order to develop their learning. Evidence from other settings is that the pupils accessing the Launchpad need a different style of provision if they are in a mainstream school. 	4

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

Budgeted cost: £ 26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • To appoint an attendance lead • To set up regular discussion and recording about attendance needs of Disadv Pupils • To meet with families to address the need and track the impact of the meetings and how it is helping close the learning gaps of the targeted children. • To implement new attendance Guidance from September 2024 	<ul style="list-style-type: none"> • Research is clear that improved school attendance leads to improved outcomes at key assessment points. • Research is also clear that when school works alongside families the impact is greater. • Poor attendance often links to safeguarding concerns alongside gaps in learning. 	<ul style="list-style-type: none"> • 3

Total budgeted cost: £91760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged pupils in phonics at Year 1 dipped last year due to the specific needs of the cohort. However the EYFS results around phonics showed improvement alongside the general GLD outcomes.

This means a focus on a quality delivered phonics programme is working and we should see the positive outcomes in 2025. Where disadvantaged pupils have left KS1 then the programme is being implemented to fill any gaps in learning. The expectation gained from interim assessment is that all key assessments in Key Stage 1 are travelling in a positive direction.

A new strategy and implementation around these pupils (The Hive) is part of the strategy for the current year.

End of KS1 performance data is no longer nationally reported however with targeted and quality input from the new programmes this should have an impact in narrowing the gaps across all areas.

KS2 Disadvantaged pupils above national comparisons in writing. They were below in maths and reading. This is a small sample group.

An effort to increase the vocabulary exposure would have a positive impact for these pupils alongside targeted interventions following QLA exercises will enable us to close any gaps in a more focus approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Miracle Programme for Year 5/6 pupils	Small Nose Productions
Protected Characteristics workshop	The Conversation - Stamford