

# Pupil premium strategy statement 2023-2026



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic years) 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.

## Year 2 of 3- 2024/25

Detail	Data
School name	Balby Central Primary
Number of pupils in school	149 Year 1 162 Year 2
Proportion (%) of pupil premium eligible pupils	37.1% Year 1 40% Year 2
Academic year/years that our current pupil premium strategy plan covers	2023-2026 (3 Year Plan)
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Cooke, Headteacher
Pupil premium lead	Laura Talbot, Disadvantaged Lead
Governor / Trustee lead	Rob Mellor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,795 Year 1 £239,760 Year 2
Service Pupil Premium Funding	1 pupil £342
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£240,102</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

At Balby Central, we endeavor to ensure all our pupils achieve, and that no child should be left behind. We have high aspirations and ambitions for our children, and we believe there are no limits to what they can achieve. We strongly believe that it is your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure and we are determined to ensure that our children are given every chance to realise their full potential. We believe children should have the opportunities to learn from regardless of their individual needs or background. Our curriculum drivers underpin the curriculum we provide our children. We recognise that the effects of the global Covid 19 pandemic will have had an impact overall school population.

We will therefore ensure our strategy meets the needs of all priority pupils by using our curriculum drivers and an evidence-based approach. The provision we put in place will meet the needs of the most vulnerable pupils within our school community. We have identified the challenges that some of our children face, and our strategy has clearly defined objectives to help break these barriers down. Whether it be through ensuring quality first teaching for all, targeted academic support or identifying and supporting children with SEMH needs. We will do this so they are given life chances, have people who act as their champion, have someone who holds them in high regard and someone who believes in them, so that they succeed and 'be the best that they can be'.

'The foundation of an effective approach to addressing disadvantage is that a school's strategy should focus on the impact of socioeconomic disadvantage on *learning*.' Marc Rowland

We believe that children are not at risk from underachievement because of any label; rather it is because of the socioeconomic impact on their *learning*. The sooner that we can intervene, the better the chance of success, giving children the best chance of enjoying and thriving throughout their school career. The four core elements, mirroring national research include Relationships, Metacognition and self-regulation, Social, emotional and mental health (SEMH), Language development and comprehension. We believe the bedrock on which all other elements need to be established is **relationships**.

**(Balby Central Developing Excellence Plan, 2023)**

### Challenges

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

Challenge number	Detail of challenge
1	<b>Vocabulary and oracy</b> have been identified through assessments and observations as a challenge for many of our disadvantaged pupils. Generally, they can show difficulties with language acquisition, phonics, reading and the transference into writing. This is evident throughout school, from EYFS to UKS2.
2	<b>Social and Emotional Needs-</b> We identified this as a challenge for some of our disadvantage pupils from observations and assessments. They indicate resilience and

	self-regulation is a factor which has impact on the social and academic achievements of some of our pupils.
3	<b>Access to quality first teaching and disruption to schooling due to the Covid 19 pandemic-</b> Assessments show that some of our disadvantaged pupils have been impacted academically and emotionally by the school closures during the height of the pandemic. QFT and teacher knowledge of cognitive science and how we learn is critical to ensuring all our disadvantaged pupils achieve; any 'lost learning' and gaps in knowledge are addressed and pupils are given the opportunity to succeed.
4	<b>Attendance-</b> Attendance figures show attendance among our disadvantaged pupils is below those of our non- disadvantaged pupils. The rate for persistent absentees is above national. Our data shows attendance is having an impact on the academic achievement of this group.
5	<b>Metacognition</b> – Assessments and observations and external research has shown that for children to achieve and succeed they need to be metacognitive learners. We recognise that thinking metacognitively can be difficult 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
<p>Improved attainment for disadvantaged pupils in reading and writing with a key focus on language acquisition, oracy, reading and its transference into writing.</p> <p>Improved attainment for disadvantaged pupils in maths. With a focus on application of skills into reasoning and a secure understanding of arithmetic.</p>	<ul style="list-style-type: none"> <li>• Diagnostic tools used to effectively diagnose gaps in learning for individual children- informing effective targeted teaching and individualised intervention.</li> <li>• Improved outcomes in Y1 phonics screening check and retakes in Y2. Target of 95% of children meeting the expected standard.</li> <li>• Number of children requiring additional intervention and support for reading/phonics decreases over time.</li> <li>• Increased % of pupils meeting the expected standard in reading in all year groups. Reception to year 6.</li> <li>• Quality of teaching improves.</li> <li>• Staff CPD sessions show impact in all classrooms through effective implementation.</li> <li>• Impact of interventions show an increase in attainment and progress.</li> <li>• Writing across school demonstrates an increase in Tier 2 vocabulary and overall standards and an increase in % of</li> </ul>

	<p>children meeting age related expectation.</p> <ul style="list-style-type: none"> <li>• % of disadvantaged boys meeting the ARE expectation for writing increases</li> <li>• Increase in the % of children meeting GDS for writing at the end for Y2 and Y6.</li> <li>• Implementation of Pathways to Write from September 2023 to develop confident writers with an increase in the % of children meeting ARE.</li> </ul> <p><b><u>Added 2024/25</u></b></p> <p>Embed Pathways to Write and ensure increase in % of children meeting ARE. Models and scaffolds in place to support all learners.</p> <p>Reading stamina. Children being able to read with confidence and at length by the end of KS2 to meet national expectations.</p> <ul style="list-style-type: none"> <li>• Lessons are scaffolded where necessary and the curriculum is effective for all groups.</li> <li>• In year assessments show an increase in standards and achievement and children making progress in core subjects.</li> <li>• Provision for SEND is responsive to need and addresses gaps in learning.</li> </ul>
<p>Improved resilience, self-regulation and learning behaviours by addressing and supporting children's social and emotional needs.</p>	<ul style="list-style-type: none"> <li>• Boxall profiling used to highlight individual needs. Progress shown for individualised approaches and children meeting targets.</li> <li>• Fortis impact data/reviews show a positive impact on mental health and SEMH need.</li> <li>• Children are settled and can self-regulate in lessons and at other times in the school day, such as playtimes and lunchtimes.</li> <li>• Reduction in unsettled behaviours.</li> <li>• Children show they are independent learners and can confidently talk about their learning and their next steps. They show they are resilient and can self-regulate in lessons which in turn leads to an increase in knowledge skills and overall attainment.</li> <li>• Children are confident, can talk clearly about their learning and make decisions alongside adults in school (pupil voice).</li> <li>• Playtimes encourage purposeful play. Children communicate with positive behaviours and use their imaginations.</li> </ul> <p><b><u>Added 2024/25</u></b></p> <p>Self-regulation toolkits in classrooms to support with reflection.</p>

<p>Increase in parental engagement and pupil attendance, including accessing remote education.</p>	<ul style="list-style-type: none"> <li>• Improvement in attendance</li> <li>• Reduction in the number of children with persistent absenteeism</li> <li>• Increased attendance resulting in increased attainment.</li> <li>• Pathways of communication between school and home are clear and relationships developed.</li> <li>• Parents and pupils accessing online platforms e.g. school website, SATS Companion, Times Table Rockstars show an increase in usage and engagement.</li> <li>• Increased parental confidence and engagements – parent voice and feedback evidenced.</li> </ul>
<p>Access to wider opportunities and experiences</p>	<ul style="list-style-type: none"> <li>• Improvement in regulation and learning behaviours.</li> <li>• All children accessing wider experiences in every year group- trips and visits, residential and cultural experiences.</li> <li>• External companies and visitors sourced and invited in with a focus on developing cultural capital. Children show an awareness of the wider world.</li> <li>• Increased oracy and purposes for writing and development of the wider curriculum and knowledge of the world.</li> </ul> <p><b><u>Added 24/25</u></b></p> <ul style="list-style-type: none"> <li>• Use of Lyfta to increase cultural capital.</li> <li>• Voice 21 resources and assessments in place identify gaps</li> </ul>

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: £120,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Daily structured RWi sessions in EYFS and KS1 to develop oracy and language.</li> <li>• Daily LKS2 and UKS2 phonic/reading intervention led by a member of support</li> </ul>	<p>-EEF Guide to the Pupil Premium Autumn 2021</p> <p>EEF toolkit states phonics interventions have a +4 month impact on most vulnerable pupils</p>	<p>(1) <i>Vocabulary and Oracy</i></p> <p>(3) <i>Access to Quality First Teaching</i></p>

<p>staff to secure understanding and close the reading gap.</p> <ul style="list-style-type: none"> <li>• Structured reading and writing sessions with a focus on fluency, vocabulary development and reading comprehension.</li> <li>• Investment in quality texts and reading resources to enrich the curriculum. 'Book study' approaches to increase exposure to language and immerse children in reading.</li> <li>• Reading for Pleasure is embedded and promoted in all areas of school. Author visits, opportunities to explore reading to develop knowledge and vocabulary is the core of Reading for Pleasure.</li> <li>• Investment in Pathways to Write to secure writing skills from EYFS to Y6.</li> <li>• Embedding and purchasing diagnostic tools to identify gaps in learning – STAR Assessments</li> <li>• Use of Voice 21 resources to develop oracy and language acquisition.</li> <li>• Kyra Vocabulary sessions in EYFS and Y1</li> <li>• Let's Think in English to develop oracy and discussion in Y2 and KS2</li> <li>• Professional Development sessions focusing on increasing standards in all aspects of English – Spoken language, vocabulary, writing, spelling handwriting and sentence structure.</li> <li>• Pre and post teaching sessions develop vocabulary, basic skills and address any misconceptions or 'lost learning' in RWM.</li> </ul>	<p>-EEF Guidance Report Improving Literacy in Key Stage 1 states that effectively implementing a systematic phonic programme has 'very extensive' evidence to suggest it will be effective.</p> <p>- Great Teaching Evidence Review – June 2020 'Activating Hard Thinking' and the principles of learning – Structuring, Explaining, Questioning, Interacting, Embedding and Activating.</p> <p>-EEF- Impact of School Closures on the attainment gap – June 2020. 'School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap would widen by 36%. Sustained support will be needed to help disadvantaged pupils catch up.</p> <p>The EEF guidance paper for Effective Professional Development (2021) states that PD should be support staff with building new knowledge, motivate them, develop techniques and ensure they embed this practice.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p>Ofsted Inspection Feedback- January 2020</p> <p>EEF Toolkit - Metacognition</p> <p><b>Other Research/Readings</b></p> <p>-Rosenshein's Principles in Action 2019</p> <p>-Teaching Walkthru's- Five steps to instructional coaching.</p> <p>-DFE Reading Framework, Teaching the Foundations of Literacy July 2021</p>	<p><i>(5) Disruption to schooling due to the Covid 19 pandemic.</i></p>
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<ul style="list-style-type: none"> <li>• Training and support for staff in effective feedback which ensures children progress and achieve their full potential.</li> <li>• Leader release time to effectively support all staff and develop the quality of teaching and learning across school.</li> <li>• Cognitive science, metacognition professional development sessions to develop staff knowledge and implementation into the curriculum.</li> </ul>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £60,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Pre and post teach interventions are effectively delivered by support staff to target gaps in learning and any 'lost learning' because of the pandemic.</li> <li>• Class teacher release time to target and deliver high quality academic intervention both 1:1 and in small, individualised groups.</li> <li>• Phonics 1:1 intervention delivered by trained support staff for children who are below the expected standard in reading.</li> <li>• Release time for the Phonics Lead to ensure</li> </ul>	<p>-EEF- Impact of School Closures on the attainment gap – June 2020. 'School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap would widen by 36%. Sustained support will be needed to help disadvantaged pupils catch up.</p> <p>EEF- Phonics</p> <p>EEF- Reading Comprehension Strategies</p> <p>EEF- Oral Language interventions</p> <p>EEF- One to one tuition and Small Group tuition.</p> <p>A proportion of our PP children also fall into another vulnerable group- SEND/EAL. We recognise the importance of providing the correct intervention and curriculum for these priority pupils. Due to the Covid 19 pandemic we also recognise some of our</p>	<p><i>(1) Vocabulary and Oracy</i></p> <p><i>(3) Access to Quality First Teaching</i></p> <p><i>(5) Disruption to schooling due to the Covid 19 pandemic.</i></p>



<p>the quality and rigor of phonics teaching across school.</p> <ul style="list-style-type: none"> <li>• SEND plans are rigorously evaluated and staff are coached by the SENDCO to ensure targets meet the individual academic needs of pupils.</li> <li>• Investing in programmes such as Reading Plus, Timetable Rockstars, SATS companion supplement and enhance provision of QFT in school as well as developing connections between school and home.</li> <li>• HLTA focus children to track the most vulnerable pupils to increase attainment. Every child needs a champion approach.</li> <li>• Use of the National Tutoring Programme to target key children to raise attainment who made have affected by the pandemic. Key children identified for catch up using Third Space Learning, tutoring program</li> </ul>	<p>pupils may require additional SEMH support. We will assess this need and ensure correct provision is in place.</p> <p><b>Other Reading/Research</b></p> <p>The most successful schools recognise that attainment is necessary but not sufficient for success for its most vulnerable pupils. Equity Matters- The Forgotten Third, 2020, Marc Rowland</p> <p>-DFE Reading Framework, Teaching the Foundations of Literacy July 2021</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £60,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Fortis playworker to target and offer individualised programmes of support for key children.</li> <li>Inclusion team to offer SEMH support and interventions in school for both groups and on a 1:1 basis.</li> <li>LSA's and TA's Professional Development (release time for AHT) ensures provision meets the needs of the vulnerable pupils and is targeted to their needs. E.g. scaffolding, modelling, prompting and metacognition.</li> <li>Teachers model 'thinking out loud' to develop learning behaviours and self-regulation in the classroom (metacognitive strategies). Professional Development sessions developing teacher knowledge and delivery.</li> <li>Links with CAHMS and With Me in Mind to support emotional resilience through monthly assemblies and sessions to support transitions.</li> <li>Wider support for parents – uniform swap shop etc.</li> </ul>	<p>Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF – SEL +4 months)</p> <p>We recognise that some of our children may not encounter wider experiences. We will therefore endeavour to provide our pupils with cultural experiences. We value their 'voices' and will ensure they can lead and voice their opinions. We also recognise that following on from the pandemic we acknowledge that the % attendance figures could fluctuate. The role of attendance in school needs to be high profile.</p> <p>EEF Behaviour interventions</p> <p>EEF Metacognition and Self- Regulation</p>	<p><i>(1) Vocabulary and Oracy</i></p> <p><i>(2) Social and Emotional Needs</i></p>
<ul style="list-style-type: none"> <li>Attendance tracked by Attendance Lead. Clear actions in place and</li> </ul>	<p>EEF- Impact of School Closures on the attainment gap – June 2020 'There is a risk that high levels of absence after schools</p>	<p><i>(4) Metacognition and Attendance</i></p>

<p>targeted support for Persistent Absentees. Regular meetings and monitoring with Inclusion team with a child and family centred approach.</p> <ul style="list-style-type: none"> <li>• Family Sessions to encourage and promote good attendance and routines.</li> <li>• Family support practitioner conducts regular meetings with families to target attendance and any other concerns.</li> <li>• Developing positive relationships with families and the community through family sessions.</li> <li>• Attendance officer and family support practitioner work as a team to focus on attendance. Tracking and actions put in place with short term goals.</li> <li>• Wider opportunities- trips and visits, after school clubs, residential subsidised to ensure opportunities are accessible for all.</li> </ul>	<p>formally reopen poses a particular task for disadvantaged pupils.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>EFF guidance, ‘Working with Parents to Support Children’s Learning states; There is an established link between the home learning environment at all ages and children’s performance at school. Working effectively with parents can be challenging and is likely to require sustained effort and support.</p> <p>DFE – Improving School Attendance</p> <p><b>Other Reading</b></p> <p>Cognitive, social and physical domains of learning. Experience is an entitlement not just a reference to cultural capital – A Curriculum of Hope, 2020</p>	<p><i>(2) Social and Emotional Needs</i></p>
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**Total budgeted cost: £240,102**

## Part B: Review of outcomes in the previous academic year

Intended outcome	Impact and Review
<p>Improved attainment for disadvantaged pupils in reading and writing with a key focus on language acquisition, oracy, reading and its transference into writing.</p> <p>Improved attainment for disadvantaged pupils in maths. With a focus on application of skills into reasoning and a secure understanding of arithmetic.</p>	<p>The spending of the PP allocation has had a positive impact on the end of Key Stage outcomes in Year 6. Results below show an increase in attainment in all subjects for PP children based on previous years.</p> <p><b><u>KS2 Outcomes</u></b></p> <p>Reading – All 64%, PP – 64%. (+4% from 2023)</p> <p>Writing- All 68%, PP- 59% (+14% from 2023)</p> <p>Maths – All 64%, PP- 64% (+12% from 2023)</p> <p>Combined – All 49% PP, 50% (+20% from 2023)</p> <p>No difference between all and PP children in maths and reading. A gap of 9% for writing.</p> <p><b><u>Boys Writing</u></b></p> <p>All- 61%, Girls- 75%</p> <p>Gap is closing between boys and girls in writing.</p> <p><b><u>Phonics Outcomes</u></b></p> <p>Phonics Screening- All 75%, PP 78% (+19% from 2023)</p> <p>Cumulative data Y1/2- 83%</p> <p><b><u>EYFS</u></b></p> <p>GLD All-71% PP-67%</p> <p>A difference of 4% between PP and all pupils.</p> <p>STAR assessments used to address gaps and targeted interventions now in place.</p> <p>Regular pupil progress meetings in place to track key children and individuals. Identified early and regularly tracked.</p> <p>Adaptations made to writing curriculum has shown an increase in writing outcomes. To continue to the implementation cycle in year 2 of the plan.</p>
<p>Improved resilience, self-regulation and learning behaviours by addressing and supporting children's social and emotional needs.</p>	<p>Reduction in dysregulated behaviours (CPOMS data)</p> <p>Pupil voice outcomes show children are happy and safe in school. Collected weekly.</p> <p>Changes in playground, play being a focus and children are working alongside</p>
<p>Increase in parental engagement and pupil attendance, including accessing remote education.</p>	<p>Attendance Outcomes</p> <p>All 94.2% PP- 93.9% (Check)</p> <p>Persistent Absentees-</p> <p>All 17.1% PP-23.6% (check)</p>

	<p><b>Parental Voice &amp; Engagement</b></p> <p>Weekly pupil voice shows parental engagement is high. For example,  88% of parents feel school is preparing their child for the future.  91% of parents knew how to support their child with reading at home.  95% of parents felt that parent’s evenings informed them about their child’s next steps and achievements.  82% of parents attended parents evening in the Summer Term.</p>
Access to wider opportunities and experiences	<p><b>Trips and Visits</b></p> <p>London – 68% of PP children attended  Keswick – 60% of PP children attended  Kingswood- 50% of PP children attended.</p> <p>Alongside residential trips children have experienced wider opportunities such as choir, pantomimes, visits to the local area, a theme park visit alongside year group specific trips.</p>

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*