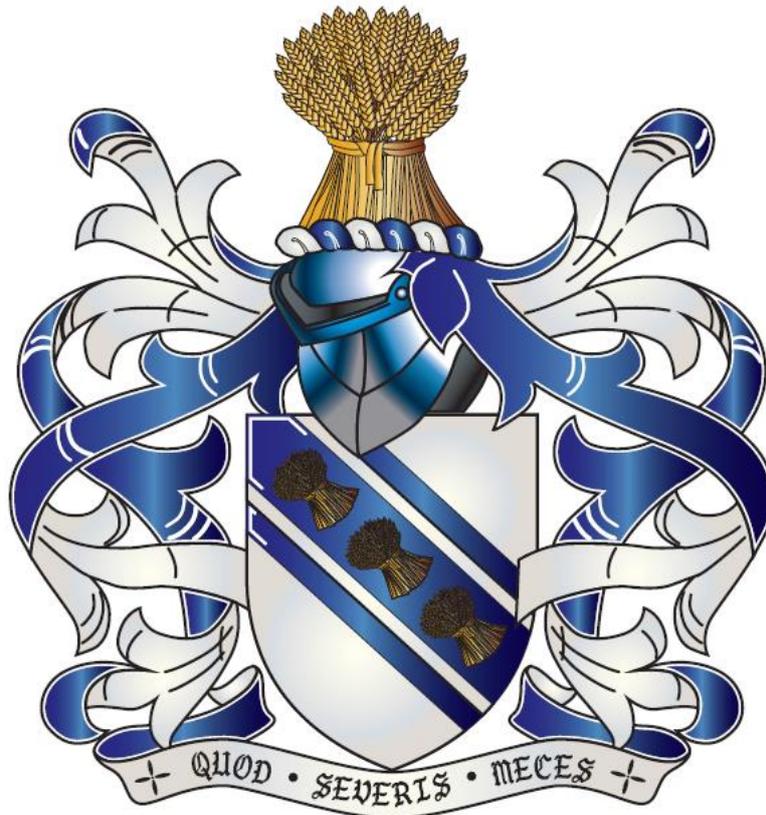


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Pupil Premium Strategy Statement

2021-2024

Pupil Premium Strategy Statement – The Bliss Charity School (2021-2024)

This statement details our use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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
School name	The Bliss Charity School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	15%
Academic year or years covered by statement	2021-2024
Date this statement was published	01 December 2021
Date on which it will be reviewed	01 November 2022
Statement authorised by	Sherry Hornagold-Prosser (Chair of Governors)
Pupil premium lead	Shaun Carter (Headteacher)
Governor lead	Nicola Maddock (Lead for Disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year ¹	£41,935
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£45,560
School-Led Tutoring Grant	£2,835

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us improve and sustain higher attainment for all disadvantaged pupils at our school. By the time children complete their education at Bliss and move on to secondary education, we want outcomes for disadvantaged children to be comparable with those of non-disadvantaged pupils at the school and nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

1. Expressive and receptive vocabulary development
2. Phonic knowledge, reading fluency and reading stamina
3. Over-learning and automaticity
4. Gaps in prior learning for writing
5. Attendance

1

Children currently entitled to free school meals (FSM).	£1,345 x 16 = £21,520
Children who were entitled to free school meals at any point in the last six years (Ever 6 FSM).	£1,345 x 6 = £8,070
Children in care (Looked After Children – LAC).	£2,345 x 1 = £2,345
Children who left care through adoption or another formal route (Post-LAC).	£2,345 x 4 = £9,380
The service premium – extra funding for children with parents are/were in the armed forces (Ever 6 Service).	£310 x 2 = £620
TOTAL PPG	£41,935

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in knowledge and assessment of the children's learning needs and the barriers they face.

Our expectation at The Bliss Charity School is that all pupils – irrespective of background or the challenges they face – develop strong literary skills needed to speak, listen, read and write with precision and confidence. This will enable them access, enjoy and excel in all other literary-based subjects, as well developing the core skills needed to broaden their horizons and lead fulfilling lives.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work they are set;
- Act early to intervene at the point need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils – we identified these challenges from teacher assessments conducted at the end of the previous academic year (2020-2021) and through a 'Barriers to Learning' diagnostic assessment undertaken by all class teachers in Term 1 of the current academic year (2021-2022).

Challenge number	Detail of challenge
1	<u>Expressive and receptive vocabulary development</u> Some disadvantaged pupils demonstrate underdeveloped oral language and vocabulary gaps which affects their progress and attainment across the curriculum, particularly in reading and writing.
2	<u>Phonic knowledge, reading fluency and reading stamina</u> Some disadvantaged pupils in the Early Years and Key Stage 1 acquire and retain phonic knowledge at a slower rate than their non-disadvantaged peers. The reading fluency and stamina of some disadvantaged pupils in Key Stage 2 do not meet age-related expectations and have an impact on their ability to deduce and infer meaning from texts at an age-appropriate level.
3	<u>Over-learning and automaticity</u> The progress and attainment of some disadvantaged pupils is affected by not completing homework activities designed to practise, consolidate and embed core skills, such as daily reading and memorising multiplication facts.
4	<u>Gaps in prior learning for writing</u> Disadvantaged learners at our school have been disproportionately affected by the school closure during the coronavirus pandemic. This is particularly evident in pupils' sentence construction which can lack age-related grammatical accuracy and punctuation.
5	<u>Attendance</u> Whilst Attendance for disadvantaged pupils in 2020-2021 (96.2%) was above the national average in 2018-2019 (all pupils – 96.0%) and the national average for disadvantaged pupils (94.4%), it was still below the average for all pupils at our school in 2020-2021 (97.6%), with persistent absence rising to 9.7%.

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
Improved oral language for disadvantaged pupils.	<p>Teacher assessment of disadvantaged pupils' spoken language (at the expected standard and the higher standard) to be <i>broadly in-line</i>² with their non-disadvantaged peers at the school.</p> <p>Pupils' day-to-day experience in all subjects is language-rich, with a clear focus in most lessons on talk, oracy and the exploration of key/new vocabulary – to be verified by all internal and external monitoring activities.</p>
All disadvantaged pupils to leave Bliss as strong readers.	<p>Disadvantaged pupils' phonics assessment results at the end of the KS1 to be <i>broadly in-line</i> with their non-disadvantaged peers at the school and nationally.</p> <p>End of KS2 reading attainment of disadvantaged pupils (at the expected standard and the higher standard) to be <i>broadly in-line</i> with their non-disadvantaged peers at the school and nationally.</p>
All disadvantaged pupils to have a secure command of spelling, punctuation and grammar, and are able to communicate clearly in writing, appropriate to age-related expectations.	<p>End of KS2 writing attainment of disadvantaged pupils (at the expected standard and the higher standard) to be <i>broadly in-line</i> with their non-disadvantaged peers at the school and nationally.</p>
Disadvantaged pupils develop automaticity with the core learning skills for literacy and numeracy: reading with fluency and understanding and recalling times-tables facts with speed and accuracy.	<p>Disadvantaged pupils' phonics assessment results at the end of the KS1 to be <i>broadly in-line</i> with their non-disadvantaged peers.</p> <p>Disadvantaged pupils' times-tables assessment results at the end of Year 4 to be <i>broadly in-line</i> with their non-disadvantaged peers.</p> <p>End of KS2 reading and writing attainment of disadvantaged pupils (at the expected standard and the higher standard) to be <i>broadly in-line</i> with their non-disadvantaged peers at the school and nationally.</p>
Increased attendance rates for pupils eligible for the Pupil Premium.	<p>The attendance of disadvantaged pupils across the school to be <i>broadly in-line</i> with their non-disadvantaged peers.</p>

² Due to the small numbers of disadvantaged pupils in each year group at The Bliss Charity School, attainment that is *broadly in-line* would mean no more than 1-2 pupils difference.

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

Budgeted cost: £8,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refresher training for all staff on the school's validated systematic synthetic phonics (SSP) programme (<i>Read, Write, Inc.</i>) to ensure that this is standardised across the school and all pupils have access to high quality first teaching in phonics regardless of their age/stage of development.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 4
Purchase additional reading books commensurate with the school's validated systematic synthetic phonics (SSP) programme (<i>Read, Write, Inc.</i>) to ensure pupils' early reading materials are closely matched to the phonics they are learning.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 4
Embed dialogic teaching across the school, including professional development and follow-up instructional coaching.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Standardise and embed the explicit teaching of vocabulary across the school so the development of receptive and expressive vocabulary is a specific and central feature of all lessons.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Develop the school's topic-linked guided reading scheme so the exploration and consolidation of text-based vocabulary is a specific and central feature of all sessions in Years 2-6.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2

	learning-toolkit/reading-comprehension-strategies	
Re-embed the school's metacognition programme: plan a deliver the full programme on a whole school level through twice weekly assemblies and re-design the pupil reward system so the achievement of the skills and attitudes in the scheme is re-incentivised.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4, 5

Targeted academic support

Budgeted cost: £29,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-fund a Teaching Assistant in every year group so effective support and challenge can be provided for all pupils, and so that targeted work can take place with disadvantaged children in every class.	Research by the EEF ('Making the Best Use of Teaching Assistants', 2015) states that additional adults can be very effective when deployed and supported correctly. Additional adult support in the classroom means that teachers can work directly to support specific groups of pupils and individuals most in need, including those eligible for PP from all prior attainment groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf	1, 2, 3, 4
Small group English and mathematics tuition for lower attaining disadvantaged pupils in Year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4
Small group mathematics tuition for disadvantaged pupils in Year 5 ('Every Child Counts: Success@Arithmetic').	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
School-led tutoring for eligible pupils in Year 5 and Year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Weekly after-school 'Homework Club' for selected children eligible for pupil premium funding.	<p>The average impact of homework is positive across both primary and secondary school. Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3

Wider strategies

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create an extra-curricular fund for disadvantaged pupils so that financial assistance can be provided to families for trips, clubs and music tuition.	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3, 5
Attendance improvement strategies:	Greater progress and higher attainment for disadvantaged	5

<ul style="list-style-type: none"> • Close tracking and monitoring of disadvantaged attendance. • Incentives for higher attendance (class and individual awards). 	<p>pupils can only be achieved if they are present in school. Absence reduces school hours and contributes to attainment differences between disadvantaged pupils and their non-disadvantaged peers.</p>	
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Total budgeted cost: £45,560

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in the 2020 to 2021 academic year.

Despite the COVID-19 pandemic, the vast majority of planned actions took place in 2020-2021 in accordance with the published Pupil Premium Strategy, although some activities had to be adapted in line with the operating procedures in place at the time. For instance, pupil premium mentoring did not take place in the same format as in previous years – instead, this was delivered by teachers and/or teaching assistants under the supervision of the school’s pupil premium mentor who assumed a co-ordination role in 2020-2021.

During the partial school closure (05/01/21 – 05/03/21), 13 out of 31 disadvantaged pupils took up the offer of face-to-face provision. Of the 18 disadvantaged pupils who accessed learning at home during this period, 15 engaged fully with remote education.

Although there was high engagement during the partial school closure, end of year teacher assessments revealed that disadvantaged pupils had been disproportionately affected by the disruption to education over the last 18 months. Whole-school attainment for disadvantaged pupils was down on previous years in reading, writing and mathematics and the gap between the attainment of disadvantaged and non-disadvantaged pupils widened. However, the end of KS2 (Year 6) results for disadvantaged pupils were broadly in line with previous years – and those of their non-disadvantaged peers at the school (and nationally) – which shows the longer term efficacy of the school’s use of pupil premium.

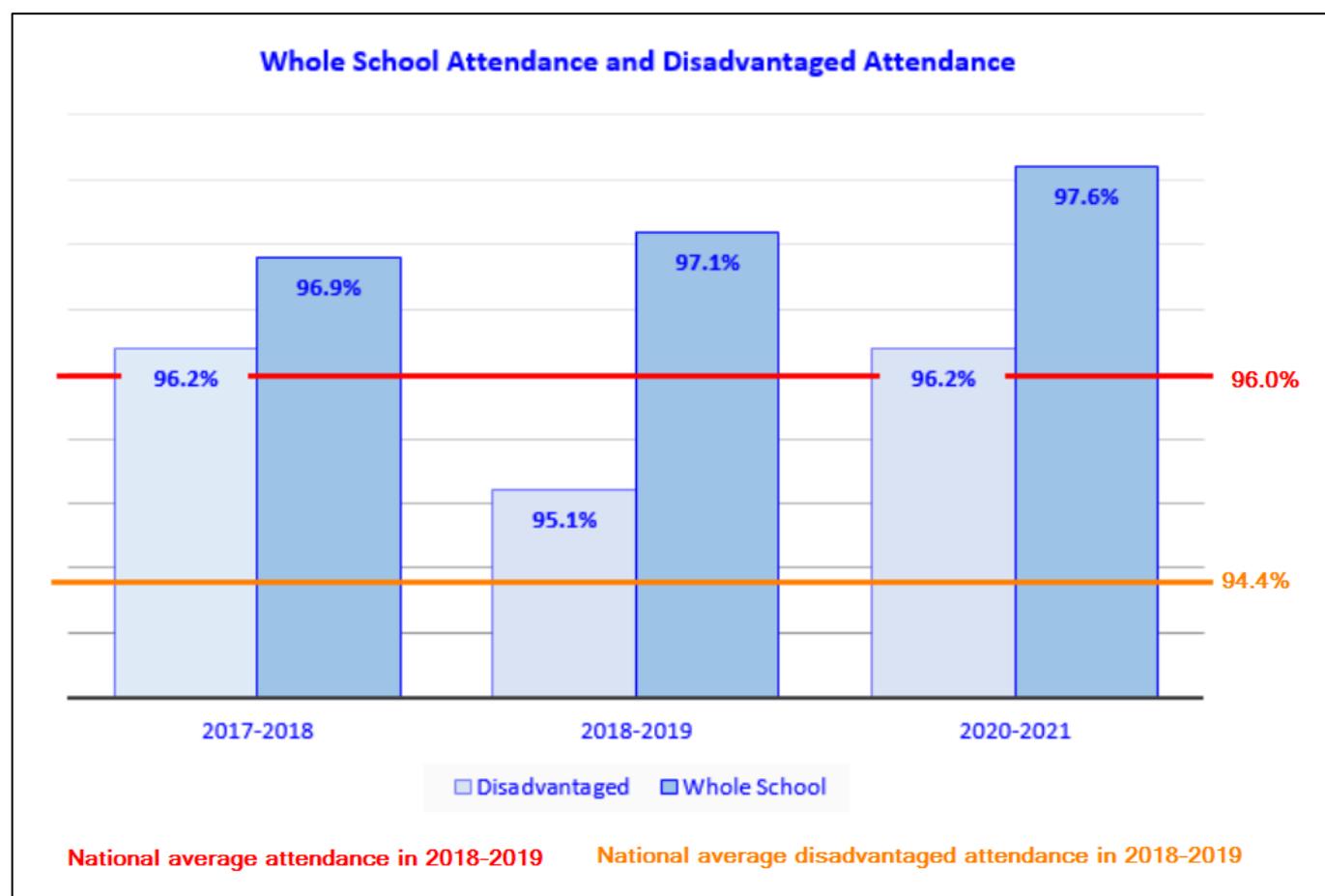
Pupil Premium Strategy (2020-2021)			RAG Rating
	Desired outcomes	Success criteria	
A	Pupils have the ability to identify and extract evidence to support less obvious answers from the texts they read; and they develop the ability to respond to deductive and inferential comprehension in a range of formats.	End of KS2 attainment of disadvantaged pupils (at the expected standard and at the higher standard) in reading is broadly in-line with that of non-disadvantaged pupils.	
B	Pupils receive timely intervention and extra-support so that key knowledge, skills and understanding in the core subjects (reading, writing and mathematics) can be over-learnt and retained.	End of KS2 attainment of disadvantaged pupils (at the expected standard) in reading, writing and mathematics is broadly in-line with that of non-disadvantaged pupils.	
C	More able pupils receive the challenge needed to think more deeply and critically and master knowledge, skills and understanding in the core subjects (reading, writing and mathematics) at a higher level.	End of KS2 attainment of disadvantaged pupils (at the higher standard) in reading, writing and mathematics is broadly in-line with that of non-disadvantaged pupils.	
D	Increased attendance rates for pupils eligible for the Pupil Premium.	The attendance of disadvantaged pupils is broadly in-line with that of non-disadvantaged pupils.	

Commentary:

- Disadvantaged attainment at the end of KS2 (Year 6) was below the attainment of non-disadvantaged pupils – however, the gap was by the less than two pupils in all measures and, therefore, broadly in-line.

- At a whole-school level, the attainment and progress of disadvantaged pupils was down on previous years in reading, writing and mathematics, with the gap between the attainment of disadvantaged and non-disadvantaged pupils widening over the past year.
- Attendance for disadvantaged pupils in 2020-2021 (96.2%) was above the national average in 2018-2019 (all pupils – 96.0%) and the national average for disadvantaged pupils (94.4%). However, persistent absence for disadvantaged pupils in 2020-2021 (9.7%) rose from 2018-2019 and was above the national average 2018-2019 (8.2%), although it was below the national average for disadvantaged pupils (16.1%).

End of KS2 attainment in 2021	All pupils	Disadvantaged pupils	National 2019 ³
% achieving the expected standard – or above – in reading, writing and maths	79	60	71
% achieving the expected standard – or above – in reading	86	60	78
% achieving the expected standard – or above – in writing	86	60	83
% achieving the expected standard – or above – mathematics	89	80	84
% achieving the higher standard in reading, writing and maths			
% achieving the higher standard in reading	43	20	31
% achieving the higher standard in writing	36	20	24
% achieving the higher standard in mathematics	39	20	32



³ Non-disadvantaged pupils national average.