Pupil Premium Strategy Statement Air Balloon Hill Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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.

School overview

Detail	Data
School name	Air Balloon Hill Primary School
Number of pupils in school	762
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Tim Browse Headteacher
Pupil premium lead	Julie Liley Deputy Headteacher
Governor / Trustee lead	Jack Barker -Lead governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,990
Recovery premium funding allocation this academic year	nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	nil
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	£307,990

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Through our senior and middle leadership structure, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

• We ensure that teaching and learning opportunities meet the needs of all the pupils

• We ensure that appropriate provision is in place within the classroom for disadvantaged learners.

• We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

• Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Contextual Information

Air Balloon Hill Primary School is a community school located in East Bristol. It is 4 form entry school from R- Year 6 with the exception of year 6 which is 3 form entry. The following information is taken from Ofsted’s Primary Inspection Data Summary Report:

Ethnicity Guidance ■ This school has 15 out of 17 possible ethnic groups. The top 5 representing 5% or more are: – 64%: White - British – 8%: Black or Black British - African – 6%: White - Any other White background – 5%: Mixed - White and Black Caribbean

Local area Guidance ■ The school location deprivation indicator was in quintile 3 (average) of all schools.

■ The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus go on to achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 1-1 support from trained practitioners
- Use of the Academic Mentor for phonics
- Additional teaching and learning opportunities provided through trained LSAs or external agencies using evidence based interventions
- All our work through the pupil premium will be aimed at accelerating progress, moving children towards at least age-related expectations.
- Interventions are to be used to target able children on Free School Meals to achieve Age Related Expectations or make accelerated progress for themselves.
- Subsidise educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To allow the children to learn a musical instrument (Children in care)
- Behaviour and nurture support from pastoral team during lunchtimes by providing activities to engage and promote Air Balloon Hill Primary values

Improve attendance through deployment of administrative and pastoral staff

Support parents of disadvantaged children through Family Support Worker.

Support form nurture team counsellor, art therapist, Child support worker.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Slow progress made by pupil premium children in all areas of the curriculum. Pupils falling behind in all areas of core subjects
2	Poor communication and language skills of reception children on entry
3	Pupils and families have a lack of aspirations for their futures, reducing motivation and commitment to learning

4	Pupils and their families have social & emotional difficulties, including medical and mental health issues
5	Pupils have limited experiences beyond their home life and immediate community
6	Low attendance and persistent absenteeism for pupil premium children

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
Reading progress	Pupils are making accelerated progress from their starting points, within formative assessments. This feeds into summative assessments.
Writing Progress	Pupils are making progress within their formative assessment which feeds into the summative assessment and they are moving closer to the expected standard or above.
Maths Progress	Pupils are making progress within their formative assessment which feeds into the summative assessment and they are moving closer to the expected standard or above.
Phonics Progress development of sound knowledge to catch up with peers and achieve at least age related expectations	Pupils are making progress within their formative assessment which feeds into the summative assessment and they are moving closer to the expected standard or above.
Speech and Language progress	Increased % of 'on track' pupils achieve on track by end of Reception. Pupils make accelerated progress from their starting point.
Families we are working with who are experiencing mental health and wellbeing issues are more stable and pupils attendance improves and relationships strengthen within the school	Improvement in pupils' attendance. Behaviour incidents are reduced
More PP children are able to access a range of experiences beyond their home life. This will improve their aspirations for the future	Increased percentage of PP children who access extracurricular clubs Through sports premium funding which is separate to this.
Attendance outcomes improve and persistent absenteeism is reduced	Attendance of PP children is above (94%)

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific CPD and bespoke training for staff (release time) Across all middle leadership Q of E, Pastoral and Achievement 10,000)	CPD programme developing following monitoring which identified areas of practice they need to develop in order to achieve goal of narrowing the attainment gap between PP and non-PP pupils. Through evaluation these gaps will be identified and teacher's will receive CPD to support quality teaching. Specific focus in training this year is on EFA.	1 and 2
CPD release time or peer observations 6,500Through use of HLTA teachers.	As Identified in the EEF the implementation of formative assessment and embedding the process has the largest impact on pupils learning. It enables teachers to understand the need and areas of misconceptions for teachers to build on during the lesson.	1 and 2
Deputy head £10,500	Coordination of and training of 1:1 tutor to support delivery of specific phonics. intervention. Coordination of ECT Mentors and ECTs to develop teaching and learnnig in relation to PP children	1-6
6000	Leadership support to ECTs to deliver CPD to enable teachers to meet the needs of disadvantaged pupils within the classroom	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor 0'5 reading 16167	*payment to support disadvantaged learners focus on phonics intervention with year 1 and year 2* Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and also 1 to three. One to one tuition | EEF (educationendowmentfounda-tion.org.uk) And in small groups:	1,2

	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Early Years Practioners x2.5 *65826*	Reduced class size for teaching input to enable more support to be given to vulnerable learners. Catch-up 1:1 and group sessions within the class and supported quality interactions with adults in the classroom. Delivery of Speech and language program to identified children.	1,2,3
HLTA reading *16167*	Book Buddies: Higher Level Teaching Assistant to train and co-ordinate reading buddies to work with pupil premium children to make sure they reach their targets and make good progress in reading. Y3 additional phonics groups to support those falling behind. 1:1 intervention has a positive impact as identified in EEF Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1
Precision teaching 1:1 intervention bespoke to CYP need *30695*	Precision teaching is well researched in to impact it has on the acquisition of Early Reading Skills. It is bespoke, 1:1 and focus on the specific pupil's needs. Microsoft Word - CS1Murton15-18 (ucl.ac.uk)	1
Maths Counts *15927*	Bespoke maths input will improve pupils' ability to master fluency. Diagnostic assessments feed into the planning for the pupils to move forward their learning.CIC The IXL Real-Time Diagnostic	1
Speech and language intervention *12376*	Specific speech and language intervention supporting strategies and targets from the speech and language therapist Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising school trips *£3000*	By exposing pupils to a range of activities which enhance the curriculum and broaden pupil horizons and aspirations.	3,5
Art Therapist counselling *£28,000*	Pupils have a safe place to talk through specific trauma and develop strategies to manage their emotional responses. Mental health wellbeing is vital to improve pupils life chances for their future.	4
Child support worker *£33300*	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3,4
Family support worker 20852	Target families regrading emotional and social support for hard to reach families. Support with attendance in addition to other issues and safeguarding	4,6
Attendance Administrator *£6,000* *Assistant head attendance* *£6,500*	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Monitoring of attendance. Assistant head leading attendance team, monitoring liaising with families and external agencies.	6
Assistant head pastoral *Assistant head attendance and behaviour* *£11,500*	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3,4
Supported play *£2950*	Developing relationships with peers, play skills and conflict resolution are all important aspects of developing the whole child. For some of our pupils with significant challenges additional support is required to e enable children to develop these skills. Improving the social and emotional interactions of pupils during unstructured times. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,4
Aspirational activities *£3530*	Opportunities to work with authors/ trips/positive experiences to support pupils' aspirations Subsidising PP pupils through the rock steady music programme to raise aspirations of pupils.	3,5

Breakfast and holiday club *£1000*	Support for parents requiring respite to support their mental health and improve their relations.	4
Workshops to promote greater depth in writing for gifted PP pupils. *1200*	Aspirational programme as identified within the EEF enables pupils to have greater aspirations towards their future horizons.	5

Total budgeted cost: £307,990

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

See 23-24 review file

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)

Pupil premium pupils are a key focus within our pupil progress meetings and our monitoring and evaluation cycles. This includes moderation and teacher conferencing. During our deep dives into specific subject areas these pupils are specific focus children to see how they are learning and responding to lessons and feedback from the teacher. *PP are prioritised for all interventions which take place.*