

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	Bidston Avenue Primary
Number of pupils in school	F1-Y6
Proportion (%) of pupil premium eligible pupils	45.43%  9.4% higher than National average (24.6% nationally according to 2024 report)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Stuart Brady, Headteacher
Pupil premium lead	Lauren Brookes and Nicola O'Toole, Assistant Headteachers
Governor Lead	Cllr George Davies, Lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,780 FY 24/25
Recovery premium funding allocation this academic year	£11,818 FY 24/25
National Tutoring Fund	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention continues to be that all Bidston Avenue Primary School pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We continue to consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to continue to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching continues to be at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and simultaneously benefiting non-disadvantaged pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach continues to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, free from bias. The approaches we have adopted are complimentary to facilitate pupil attainment.

To ensure they are effective, we will:

- ensure disadvantaged pupils are continued to be challenged in their daily learning
- Continue to act early to intervene at the point need is identified
- Continue with our whole school approach, in which all staff take responsibility for disadvantaged pupils' 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.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers and these gaps are evident from F2 and highlight the importance of intervening early.</p> <p>Over the past two years, our F2 baseline data shows that between 59 – 68% 46 % and 20% have significant delays. This is a trend which is increasing, 4 children came into F2 with EHCPs and we await outcomes on a further 3 children. We have created a base to meet the needs of these children. Approximately 60% are Pupil Premium children. We, therefore, must ensure that early language intervention is embedded upon entry into school to diminish the gap transferring into KS2 and beyond. F1 has 64% of children having a significant delay.</p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and ultimately, learners.</p>
3	<p>Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 89.5% - 93% of our disadvantaged pupils arrive below age-related expectations compared to 61.7% - 79.3%% of other pupils with an average gap of -18.6.</p> <p>This average gap by the end of KS2 reading outcomes over the past 3 years is 28% between disadvantaged and non-disadvantaged.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in core subjects.</p> <p>The gap between disadvantaged pupils and non-disadvantaged achieving the expected standard over the past 3 years is on average 27%.</p> <p>Quality First Teaching must be evident in all classrooms to impact upon combined scores.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. We need to provide an environment which focuses on the well-being and</p>

	happiness of our children. Our families continue to access Place2Be support and services from MHST, with a high proportion being children eligible for Pupil Premium.
6	Our attendance for disadvantaged cohort have an overall absence of 7.4% This is 3.0% higher than the national non-disadvantaged cohort at 4.4%.

## 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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2026/27 show the gap between disadvantaged and non-disadvantaged should remain below 10% and show a diminishing trend.
Improved Reading, Writing, Maths and combined attainment for disadvantaged pupils at the end of KS1/KS2.	KS1 and KS2 Reading, Writing and Maths combined outcomes in 2026/27 show the gap between disadvantaged and non-disadvantaged should remain below 10% and show a diminishing trend.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance percentage being above 96% for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• The percentage of all pupils who are persistently absent being below 9% (in line with National) and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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: **£55,979.46**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PM Benchmark used consistently across Key Stage 2</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Embed further GL standardised diagnostic tests in reading</p>	<p>Tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Embed pedagogy of programmes used for spelling and grammar and handwriting</p>	<p>There is strong evidence to suggest that freeing up cognitive load which is involved in spelling, handwriting and sentence construction can lead to improvements in writing fluency as children can focus on composition.</p> <p><a href="#">EEF-Improving-literacy-in-key-stage-2-report</a></p>	<p>2</p>
<p>Embed the quality of social and emotional learning through THASP project</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic</p>	<p>5</p>

<p>SEL approaches Cradle to Career (Learning Behaviours EEF Training KH) will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>This will complement our work with Place2Be and Cradle to Career as well as our Second Steps programme.</p>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Improve the quality of oracy across the school – specifically exploratory and presentational talk across the school and developing good and effective listening skills.</p> <p>Purchase Voice 21 Programme (3 years @ £7000)</p>	<p>Studies in communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><a href="https://www.education-evidence.org/early-years-toolkit/communication-and-language-approaches">education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1

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

Budgeted cost: **£125,080.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low	Oral language interventions can have a positive impact on pupils’ language skills which focus on speaking, listening and a combination of the two show positive impacts on attainment: Black Sheep press	1, 4

spoken language skills. Two Teaching Assistants in F2 to support early language skills.	speech sound intervention Welcomm and RWI intervention <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Additional phonics sessions (1:1 RWI Tutoring) targeted at disadvantaged pupils who require further phonics support. This is led by our Reading Leader and supported by an extra RWI teacher.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4
Two extra teachers to deliver small group tuition across school	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
1:1 Reading Interventions (RWI Phonics, Beanstalk and Inspired Reading).	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Talk About Town Speech Therapy	Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.  <a href="https://www.educationendowmentfoundation.org.uk/early-years-toolkit-communication-and-language-approaches">Early Years Toolkit: Communication and Language Approaches</a>	1,2,3
Fresh Start	Fresh Start provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.  <a href="https://www.educationendowmentfoundation.org.uk/fresh-start-project">EEF: Fresh Start Project</a>	1,2,3,4



<p>Reciprocal Reading Intervention</p>	<p>Reciprocal reading intervention is a structured approach to teaching reading comprehension strategies</p> <p>Children in the FFT Literacy Reciprocal Reading targeted intervention group made the equivalent of two additional months' progress in both primary outcomes (overall reading and reading comprehension), on average, compared to the equivalent children in the other schools. This result has a moderate to high security rating</p> <p><a href="#">EEF: Reciprocal reading project</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£48,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training &amp; coaching on Learning behavior approaches (EEF Cradle to Career KH) with the aim of developing our school ethos and improving learning behaviours across school.</p> <p>(£2500)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,5,6</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This is led by our Attendance Officer to improve attendance and supported by an ESWO (£9,000).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p>	<p>6</p>
<p>Place2Be School Counselling (£20,163) and Cradle to Career family support.</p>	<p>Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their</p>	<p>5,6</p>

	relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals. <a href="#">DfE: Counselling in Schools Mental Health and Behaviour in Schools</a>	
Providing wider experiences for our children. (£5800) Reducing the cost of school/residential trips and holiday clubs. (£7,500) Part-funding for peripatetic teaching of musical instruments. (£8782)	Along with other measures, ensuring that educational experiences of the youngest children are of the highest quality provides opportunities to reverse this long-term cycle of deprivation for our disadvantaged children. <a href="#">OFSTED: Unknown children – destined for disadvantage?</a>	5,6
Contingency fund for acute issues. (£4582)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

## Further information 2022-2023

<p><b>Additional activity</b></p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> <li>• Continue to embed and sustain more effective practice around feedback. <a href="#">EEF evidence</a> demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</li> <li>• Continue to embed practice on Metacognition. <a href="#">EEF Guidance</a> 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 when used well.</li> <li>• Continue to embed our partnership with Cradle to Career North Birkenhead initiative. This provides well-being/mental health support to our children and families. Cradle to Career brings together residents, local services, professionals, and community leaders to build a brighter future for the children and young people of North Birkenhead. We are working closely with Cradle to Career on various projects to support our children and prepare them for the future. We engage with the Early Language project, providing CPD for Early Years and Year 1 staff</li> </ul>
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which not only improves outcomes but also support transition from Early Years to Year1. We see the impact of how this partnership with cradle to Careers supports our most vulnerable families further.

- Maintain our sensory room to provide support for children in social skills, self-regulation, motor skills and preparedness for learning.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, work/data scrutiny, parents, pupils and teacher surveys to identify the challenges faced by disadvantaged pupils.

We considered reports, studies and research papers to inform plans to effectively use Pupil Premium funds, the impact disadvantage can have on education outcomes and how to address the challenged of socio-economic disadvantage.

We continue to use the [EEF's implementation guidance](#) to support us in delivering this strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the 'deliver' and 'sustain' phase to ensure these changes have impact beyond this strategy. We will continue to have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

# Part B: Review of outcomes in the academic year 2023-2024 (YEAR 3 OF 3 YEAR STRATEGY PLAN).

## Pupil premium strategy outcomes

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

### Improved Outcomes

Our focus on reading this year has been a great success and our range of reading interventions (Early Language Project, RWI, RWI Tutoring, Fresh Start, Beanstalk and Inspired Reading) have had a positive impact on pupil's progress and attainment.

#### Key Stage 2

A focus on oracy has an impact on writing standards with an increase of 5% on the expected standard from 70 to 75%.

Outcomes for reading were at 72% which was close to National Average at 74%

Outcomes for combined Reading, Writing and Maths we have reduced the gap from 36% to 20% between disadvantaged and non-disadvantaged pupils. This year we have improved the gap in reading for non-disadvantaged pupils against national by 13.4% but our strategies are yet to impact disadvantaged pupils.

Our Maths expected standard amongst disadvantaged has increased by 4.7%. Over 3 years the trend has been 70% meeting expected standard which is close to national average at 73%. In Writing we also increased our expected standard amongst our disadvantaged pupils by 18%. Grammar, punctuation and spelling also increased by 4% showing the new pedagogy is having an impact.

#### Key Stage 1

The outcomes for all children in reading were in line with National Average at 71%. Outcomes for Key Stage 1 disadvantaged children +1% National difference in reading scaled scores. This is equivalent to approximately 3 more pupils achieving the expected standard in 2023/24 compared to 2022/23 and it is 3% higher than National standard. On FFT like for like comparison, reading results are above national average scaled scores by +1.0.

#### Phonics3

The school is performing significantly better than National outcomes with 93% achieving expected standard which is 13.1% higher than the National average of

80.2%. This is the equivalent to 8 more pupils in your school achieving the expected standard compared to the National average.

The impact on children's phonics has been remarkable. The percentage of disadvantaged pupils in Year 1 achieving the expected standard in phonics was higher than the national non-disadvantaged cohort. The relative change for Year 1 expected standard has improved by 4.7%, from -3.9% in 2022/23 to +0.8% in 2023/24 when compared to the National average.

The percentage of disadvantaged pupils at the end of Key Stage 1 achieving the expected standard in phonics was also higher than the national non-disadvantaged cohort.

Our reading lead continues to coach daily and support all infant staff and parents with RWI. This is a clear strength of the school and needs to continue from year 2 to year 6

Improving language and oracy skills has also been a focus this year with continues CPD for teaching staff.

End data shows that this gap has decreased to 9% with 77% of our disadvantaged children being on track compared to 90% of our non-disadvantaged children. Our work on language and oracy will continue next year through our work with Cradle to Career and also the Voice21 project.

## **EYFS**

Improvement in F2 GLD continues to average 63% compared to 45% in 2022, and 33% 2021. In F1 WellComm assessment showed 67% of children on track compared to 16% baseline assessment.

## **Impact on Wellbeing/Personal Development**

We continue to develop the 'whole child' and build on our outstanding grading for Personal Development in our Ofsted report. We aim to develop respectful, resilient and active children who are prepared with the knowledge and skills to make a positive contribution to school life and the wider community whilst making better choices for life.

All adults in school modelling behaviours, high expectations, strong relationships built on school values, agency and self-worth, tackling misbehaviours and inappropriate use of language, inclusive and diverse curriculum, planned experiences, robust systems for reporting concerns and incidents, clear communication with parents, wider safety e.g. swimming, basic first aid, anti-social behaviour education, internet safety and reporting.

During 2023/24, the school offered a wide and varied range of after school clubs, accessible to all year groups. In total over the year there were 61 extracurricular clubs were on offer from Foundation stage to Year 6. From this, 1067 signs ups led to 47% of children from Y1-6 representing the school in 61 competitions. Overall 48% of children from Y1-Y6 represented the school, with a staggering 442 opportunities.

We have a sensory room which has been installed this year. 64 identified children access this daily/weekly to support with their sensory needs, social skills, gross and fine motor skill development and self-regulation, preparing them for their learning. We secured funding for this but continually resource it.

### **Attendance**

Disadvantaged overall absence has decreased by 0.5% and severe persistent absence has remained the same at 0%.

Our data shows that our overall absence has decreased by 0.3% from 5.8% in 2021/22 to 5.5% in 2022/23. Our average over the last 3 academic years is 4.8%, in line with national.

Attendance continues to be an area of focus across the school, and we continue to address persistent absence and attendance which falls below 97%.

Our Attendance Lead continues to develop a strategy of becoming more stringent with her attendance monitoring and reporting to our Senior Leadership Team. This will continue to be a focus as we move towards the end of this strategy. A recent incentive has been working with Merseyside Fire and Rescue service, where targeted children attended a 6-week course which was designed to improve aspirations. We are also involved in a research project alongside the University of Manchester.

We continue to see a rise in children suffering from anxiety related conditions and worries. Not only can this impact on attendance but also impacts on wellbeing and learning. We have increased our offering to support our children with their mental health and wellbeing needs. Our main form of support is through our Place2Be school counselling service where 69% of our children receiving support from one of our trained counsellors are disadvantaged. This is being supplemented with non-funded support from MHST, Cradle to Career, Flourish and Family Toolbox.

Pupil Premium funding has been used to reduce and/or remove the cost of educational visits, extra-curricular clubs, events, residential for our disadvantaged children therefore removing any potential barriers for our children not taking advantage of every opportunity to enrich their experiences.

We take pride in the progress we have made in the third year of this strategy. We continue to adapt and build on successes to ensure sustainable change is made.