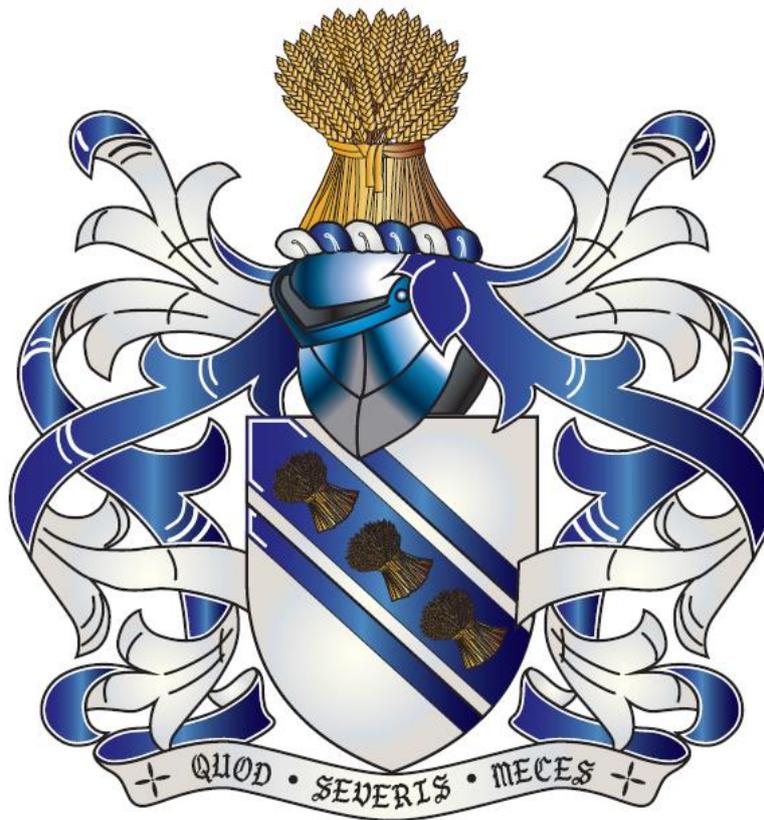


The Bliss Charity School



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	187
Proportion (%) of pupil premium eligible pupils	11%
Academic year or years covered by statement	2021-2024
Date this statement was published	Current Edits: December 2023
Date on which it will be reviewed	1st October 2024
Statement authorised by	Sherry Hornagold-Prosser (Chair of Governors)
Pupil premium lead	Laura White (Headteacher)
Governor lead	Leanne Wood (Lead for Disadvantaged Pupils)

Funding overview: Financial Year 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year ¹	£45,393
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£48,438
School-Led Tutoring Grant	£1,215

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us improve the attainment for all disadvantaged pupils at our school.

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

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 (2022-2023) and observations in class during the autumn 2023 term.

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. This was reflected in the Year 1 Phonic Check scores in June 2022- we need to continue developing excellence in this area. The reading fluency and stamina of some disadvantaged pupils in Key Stage 2 does 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. This was reflected in the Multiplication Check Scores at the end of 2023.
4	<u>Gaps in prior learning for writing</u> Disadvantaged learners at our school show a lower level of achievement in writing. This is particularly evident in pupils' sentence construction which can lack age-related grammatical accuracy and punctuation.
5	<u>Attendance</u> Our whole school average is 96% but for those who are disadvantaged is 94.2%. We will aim to bring this more in-line with our average.

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 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>
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>
Disadvantaged to develop a stronger 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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in 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 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 literature spine and library book offering 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	
Revise the school's metacognition programme:	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: £35,438

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
Targeted, small group English and mathematics tuition for lower attaining pupils including 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4
Weekly homework support for those who haven't been able to complete at home.	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	3

	<p>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>	
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Wider strategies

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support given for disadvantaged pupils so that financial assistance can be provided to families for trips, clubs and music tuition.</p>	<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>	<p>3, 5</p>
<p>Attendance improvement strategies including close tracking and monitoring of disadvantaged attendance.</p>	<p>Greater progress and higher attainment for disadvantaged 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. Working closely with our attendance officer, reporting and reviewing attendance as well as celebrating whole class success in our celebration assembly will support the development of this area.</p>	<p>5</p>

<ul style="list-style-type: none">• Supporting well-being	Train specific staff in supportive therapies such as: Drawing and Talking, Lego Therapy and sensory circuits. EEF article summarises the importance of social and emotional learning. https://tinyurl.com/2j83zt9f	
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Total budgeted cost: £45,393

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Progress in 2022-23 academic year
Improved oral language for disadvantaged pupils.	<p>Teacher assessment of disadvantaged pupils' spoken language to be <i>broadly in-line</i>³ 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>	The introduction of a new curriculum has enabled more consistent subject specific language throughout the school. The children's language in subjects such as history is much more consistent as vocabulary is explicit for each subject.
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>	<p>Phonics score improved significantly from the previous year- rom 65% to 81%. Data for PP was suppressed due to numbers but all children are benefitting from the fidelity to the RWI scheme.</p> <p>Supressed data but 2 thirds of PP children scored in line with or greater than their peers</p>
Disadvantaged to develop a stronger 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>	<p>69% achieved at the expected level or higher. This was broadly inline with NA.</p> <p>GPS: Supressed data but 2 thirds of PP children scored in line with or greater than their peers</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>	<p>Phonics score improved significantly from the previous year- rom 65% to 81%. Data for PP was suppressed due to numbers but all children are benefitting from the fidelity to the RWI scheme.</p> <p>Times-tables continues to be a focus.</p> <p>These results were broadly in line with the national average.</p>

³ 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.

Increased attendance rates for pupils eligible for the Pupil Premium.	The attendance of disadvantaged pupils across the school to be <i>broadly in-line</i> with their non-disadvantaged peers.	Attendance for PP children was above national average for the same group.
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