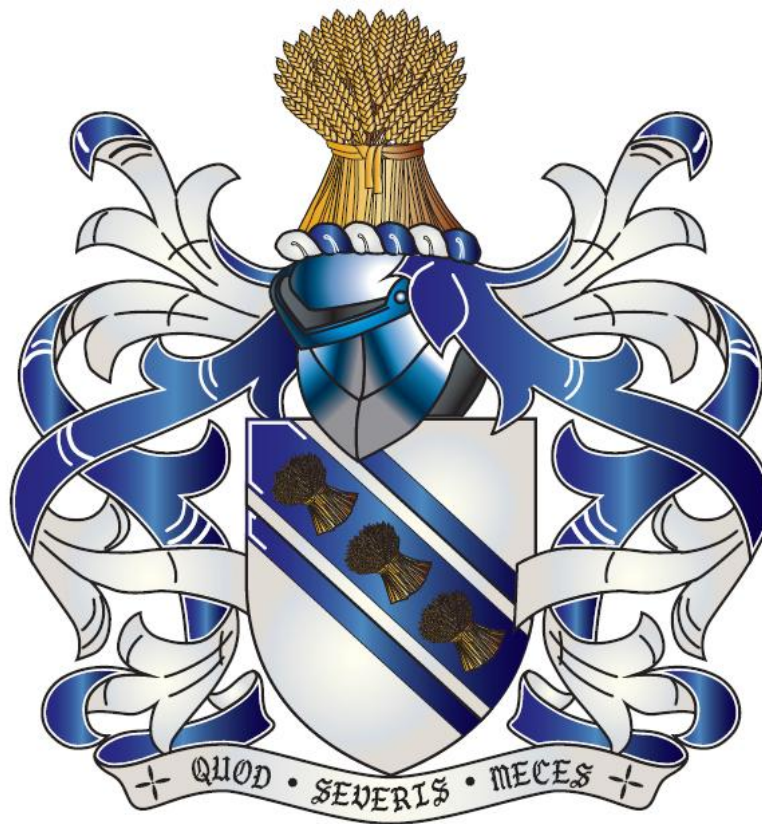


The Bliss Charity School



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

2024-2027

Pupil Premium Strategy Statement – The Bliss Charity School (2024-2027)

This statement details our use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	The Bliss Charity School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year or years covered by statement	2024-2027
Date this statement was published	Current Edits: November 2024
Date on which it will be reviewed	1st October 2025
Statement authorised by	Sherry Hornagold-Prosser (Chair of Governors)
Pupil Premium Lead	Laura White (Headteacher)
Pupil Premium Governor Lead	Leanne Woods

Funding overview: Financial Year 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£35,780
Pupil premium funding carried forward from previous years	£3,000
Total budget for this academic year	£38,780

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.

Our objectives through the Pupil Premium funding are:

- To raise aspirations and foster self-belief.
- To promote positive physical and mental health.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure equality of access and opportunity, regardless of starting point.
- Ensure that basic skills are embedded, and children are given the opportunity to flourish.
- Enrich all disadvantaged pupil's experiences and opportunities in school.

How our current pupil premium strategy plan work towards achieving those objectives?

- Investment in quality first teaching.
- Accurate use of assessment; targeted, high-quality intervention.
- Deployment of pastoral support with wide ranging capacity.
- Sharply focused use of strategies to narrow the gap and consolidate learning.
- Consistency in approach.

Key principles of our strategy:

- High expectations of staff and pupils
- Consistency of teaching and support
- Application of research / evidence-based methodologies
- Regular evaluation, review and development

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment</u> Narrowing the attainment gap in Reading, Writing and Maths between Pupil Premium and non-Pupil Premium pupils.
2	<u>Phonic knowledge, reading fluency and reading stamina</u> Some disadvantaged pupils 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 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>Enrichment</u> Access to enriching experiences, support and and providing opportunities for vulnerable pupils.
4	<u>Well-being</u> Social and emotional mental health needs impact upon learning relationships. A wide ranging and bespoke provision is needed to ensure children are supported in the best ways possible. Early help is essential for families who require additional support; help to support their children's educational journey; financial support; health support ; advice using technology; guidance to manage behaviour; help with accessing external agencies and support with mental health.
5	<u>Attendance</u> Our whole school average is above 95% but for those who are disadvantaged it is below 95%. We will aim to improve attendance outcomes for our most disadvantaged.

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
Progress in Reading	Achieve expected or higher progress from their starting point.
Progress in Writing	Achieve expected or higher progress from their starting point.
Progress in Mathematics	Achieve expected or higher progress from their starting point.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• Qualitative data from student voice, student and surveys and teacher observations.• A reduction in friendship issues.• Increased participation in enrichment activities, particularly among disadvantaged pupils.
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.
Ensure support for families is effective and timely.	There is a rapid response provided to requests for support.

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: £10,780

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: Phonics EEF educationendowmentfoundation.org.uk	1, 2
Continued enhancement of our maths teaching and curriculum in line with DfE and EEF guidance. Work with the Enigma Maths Hub will enable us to continue to embed and assess our use of the mastery maths approach.	Improving Mathematics in the Early Years and Key Stage 1 EEF educationendowmentfoundation.org.uk Improving Mathematics in Key Stages 2 and 3 EEF educationendowmentfoundation.org.uk	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, 2
Re-develop the School Metacognition programme.	EEF blog: New Animation: Metacognition – a brief explainer EEF educationendowmentfoundation.org.uk Metacognition and Self-regulated Learning EEF educationendowmentfoundation.org.uk	1

Targeted academic support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part-fund teachers so that targeted and effective support and challenge can be provided for all pupils, and so that targeted work can take place with disadvantaged children in every class.</p> <p>Utilise Teaching Assistants to support our most vulnerable learners.</p>	<p>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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</p>	1, 2
Ensure quality first teaching using current evidence-based approaches.	High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2
<p>Pupil Progress meetings.</p> <p>Use of assessment to support judgements including: White Rose assessments, NFER and No More Marking.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	Attainment Measures database EEF (educationendowmentfoundation.org.uk)	1, 2
Identified pupils who are pupil premium and working towards expected standards in Maths and Reading, to be targeted for intervention.	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Accelerated reader – what does the research tell us? EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Professional Support including, for example: Behaviour, Educational Psychologist provision, therapies	Some families and some children with highly complex needs require the advice and support of highly trained professional in the field of mental health to give one example. These professionals help the school to devise appropriate programmes of work for individuals. The results can be seen in positive pupil voice and outcomes evidence.	1, 4

Wider strategies

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support given for disadvantaged pupils so that financial assistance can be provided to families for trips, uniform, clubs and music tuition.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3, 4
Enhancing sensory regulation provision (sensory resources and support etc). Equipment available for learners with enhanced sensory needs.	Effectiveness of Sensory Integration Interventions in Children With Autism Spectrum Disorders: A Pilot Study - PMC (nih.gov)	4
Attendance improvement strategies including close tracking and monitoring of disadvantaged attendance.	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.	5
<ul style="list-style-type: none"> Supporting well-being including pastoral support, <i>Drawing and Talking</i> and time for our ELSA to support our most vulnerable children. 	Continue to utilise Drawing and Talking, Lego Therapy and sensory circuits.	3, 4

	<p>Give time during the week to our ELSA to support learners who need the most support.</p> <p>EEF article summarises the importance of social and emotional learning.</p> <p>https://tinyurl.com/2j83zt9f</p>	
<ul style="list-style-type: none"> Whole staff training on behaviour strategies with the aim of developing our school ethos and improving behaviour across school. Review of Behaviour Policy and relaunch of strategies. 	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4, 5

Total budgeted cost: £38,780

Part B: Review of outcomes in the previous academic year (2023 – 2024)

Pupil premium strategy outcomes

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

Intended outcome	Success criteria	Progress in 2023-24 academic year
Improved oral language for disadvantaged pupils.	<p>Teacher assessment of disadvantaged pupils' spoken language to be <i>broadly in-line</i>¹ 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>	<p>The implementation stage of our revised curriculum has enabled a consistent approach to subject specific language. The use of knowledge organisers support children in referring back to previously learned knowledge and allows all children to have access to the same vocabulary- levelling this is vital for 'underserved' children.</p> <p>We use STEM sentences to support language which gives children a sentence structure to reduce cognitive load and embed understanding.</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>¹ 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 has continued to improve (from 81% to 85%). Data for PP was suppressed due to numbers, but all children are benefitting from the fidelity to the RWI scheme.</p> <p>Suppressed data but outcomes of PP children show that progress had been made from their starting point. 89% of children achieved the expected standard.</p>
Disadvantaged to develop a stronger command of spelling, punctuation and grammar, and are	<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-</p>	<p>85% of children achieved at the expected level or higher. This was above National Average.</p> <p>GPS: Supressed data but PP children showed progress from their starting point. 78% of children achieved expected level, this is above national average.</p>

¹ 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.

able to communicate clearly in writing, appropriate to age-related expectations.	disadvantaged peers at the school and nationally.				
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.	Disadvantaged pupils' phonics assessment results at the end of the KS1 to be <i>broadly in-line</i> with their non-disadvantaged peers.	Multiplication check scores have shown an improvement.			
	Disadvantaged pupils' times-tables assessment results at the end of Year 4 to be <i>broadly in-line</i> with their non-disadvantaged peers.	These results were broadly in line with the national average.			
		Year 4 Screening MTC (multiplication tables check) (brackets show difference from previous year)			
		2024	School	National	Difference
		% Scored (25/25)	25%	34%	9% (-)
		(Comparison to previous year)	(+15% from 2023)		
Average Score	22% (+2.6)	20.6%	1.4% (+)		
	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.	NB: multiple children scored 24 marks out of 25. If they had achieved 1 more mark, the school would have achieved well above NA.			
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 our PP children was above national average (TBCS: 94.4; National: 89%).			