



Pupil premium strategy statement

School overview

Metric	Data
School name	Baguley Hall Primary School
Pupils in school	512
Proportion of disadvantaged pupils	54%
Pupil premium allocation this academic year April 22-March 23	Pupil Premium - £355,080 + (£8,550 EY) April 22-March 23 NTP funding: £38,232 (academic year) Recovery grant: £36,685 (academic year)
Academic year or years covered by statement	2021 - 2025
Publish date	1.12 22
Review date	30.9.23
Statement authorised by	Kate Bulman
Pupil premium lead	Kate Bulman
Governor lead	Mike Allison

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Available in Dec data release
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (RWM)	45%
Achieving high standard at KS2	14%

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver RWI/Fresh Start and Literacy and Language effectively
Priority 2	Purchase test books and work books required and ensure all relevant staff (including new staff) have received paid-for training to deliver the Power Maths scheme effectively. Continue to work with the maths hub to embed Teaching for mastery across all year groups
Barriers to learning these priorities address	Below ARE reading/writing/maths skills Inconsistency of provision Missed learning because of Covid 19 interruptions.

Projected spending	<p>£6,117.91 for RWI training and resources projected spend. Breakdown:</p> <ul style="list-style-type: none"> • Ruth Miskin Consultancy RWI and L and L training: £4,500.00 • Oxford owl portal: £230.00 • RWI/FS resources: £1,137.92 • Plazoom: £249.99 <p>£5,853.79 for Power maths subscription and books (CCU) Supply cover for maths team to work with maths hub (included below)</p>
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve +ive progress scores in KS2 Reading (>0)	July 23
Progress in Writing	Achieve +ive progress scores in KS2 Writing (>0)	July 23
Progress in Mathematics	Achieve +ive KS2 Mathematics progress (>0)	July 23
Phonics	Achieve local average expected standard in PSC (79% in 2019)	July 23
Other	Improve attendance of all pupils to local average (2019 96%)	July 23

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver RWI/Fresh Start and Literacy and Language effectively Literacy Interventions: FFT Lightening Squad; School Led Tutoring reading comprehension/writing skills; Nelli; RWI 1:1 tutoring; Accelerated reader; Reading Beanstalk; KS2 Reading volunteer.
Priority 2	Purchase test books and work books required and ensure all relevant staff (including new staff) have received paid-for training to deliver the Power Maths scheme effectively. Continue to work with the maths hub to embed Teaching for mastery across all year groups Maths Interventions: School Led Tutoring Power Maths intervention.
Barriers to learning these priorities address	Below ARE reading/writing/maths skills Inconsistency of provision Missed learning because of Covid 19 interruptions. Low confidence/self esteem
Projected spending	(SLT)School Led Tutor £25,552 academic mentor £23,794, +RR Sept - Dec £7,771 fft intervention £7,500 .8 teaching cover throughout year(maths team cover and lit team cover) £49,249 1.4 HLTA £49,830, 4.5 TA3 £137,556, 7.4 TA2s £205,779

	<p>£1,750.00 Magic Breakfast</p> <p>£ 390.00 Coram Beanstalk</p> <p>£2,246.58 Accelerated Reader Licences and Training</p> <p>£ 153.43 Resources for Accelerated Reader</p> <p>£2,290.00 Salford Library Service</p>
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Wider strategies for current academic year

Measure	Activity
Priority 1	Children and Families Team offering ongoing support with attendance and acute need
Priority 2	Embed Nurture Principles
Priority 3	Subsidise Visits and visitors
Barriers to learning these priorities address	<p>Poor attendance / parental engagement</p> <p>SEMH needs</p> <p>Limited cultural capital</p>
Projected spending	<p>1.6 HLTA £56,949, + .6 Grade 5 £21,356 + £1000 per year group for trips/visits.</p> <p>£5,080.22 Ghyll Head Trip (including coaches and expenses) less contributions requested from parents (subsidising non-pp pupils also)</p> <p>£5,779.00 Wick Court Trip (including coaches) less contributions requested from parents (subsidising non-pp pupils also) - estimate as uncertain how many pp students (who will be asked for lower contribution)</p> <p>£ 450.00 Supervision sessions for CAFT team</p> <p>£5,850.00 Educational Psychologist</p> <p>£6,003.00 SALT wider provision</p> <p>£4,400.00 DLD input (pupil premium eligible students only)</p> <p>£ 995.45 Studybugs</p> <p>£ 228.00 Storytime Magazine Subscription</p> <p>£ 668.33 Specialised learning resources</p> <p>£ 713.86 Attendance & Behaviour rewards</p> <p>£4,250.00 Pupil placements in Newall Green Primary School (Autumn costs, total may increase if placements continuing Spring and Summer)</p> <p>£ 105.53 Peace Mala Resources</p> <p>£6,650.00 Thompsons Academy</p> <p>£ 280.00 Bridgelea Interventions</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Inset days; weekly RWI/L&L coaching sessions; RWI consultancy tutoring; weekly Maths team coaching sessions
Targeted support	Catch up interventions	Literacy Interventions: FFT Lightening Squad; School Led Tutoring reading comprehension/writing skills; Nelli; RWI 1:1 tutoring; Accelerated reader; Reading Beanstalk; KS2 Reading volunteer. Maths Interventions: School Led Tutoring Power Maths intervention. Nurture Provision Catch up
Wider strategies	Engaging the families facing most challenges	Review Attendance strategy Collaborating with other local schools.

Review: last year's aims and outcomes

Aim	Outcome
Progress measures in Reading Writing and Maths at KS2	R -1.4 W -0.2 M -0.2
Phonics	21 22 Y1 phonics outcome 79% Manchester 68% National 75%
Attendance	The Covid pandemic and ongoing isolation guidelines continued to have implications for attendance in 21 22, particularly for habitual poor attenders and it remains a key issue. 21 22 whole school 90% ; Non disadvantaged 94%; disadvantaged 88%Disadvantaged 89.6%