

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Boothville Primary School
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rebecca Payne
Pupil premium lead	Rebecca Payne Lesley Tobin
Governor / Trustee lead	Rosie Toomey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145890
Recovery premium funding allocation this academic year	£7469
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£153359

Part A: Pupil premium strategy plan

Statement of intent

At Boothville Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve their very best.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of attainment and progress in reading, writing and maths compared to non-PP children
2	Lower levels of parental engagement
3	Pupils' attendance is not in line with national and persistent absence is above national data for PP children.
4	Access to wider opportunities
5	SEMH difficulties for PP pupils

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
Attendance for pupil premium children improves and persistent absence reduces.	Attendance data indicates that the gap to national closes each year
Reduce the gap between non PP and PP pupils achieving Expected and Greater Depth standards in Reading, Writing and Maths at the end of KS2.	Achieve outcomes in-line with, or above, national average by the end of KS2.
Pupils are able to self-regulate and manage emotions in appropriate way	Thrive progress data shows movement in developmental strands for pupils. Emotion Coaching training completed EP visits to support pupils with SEMH difficulties

Implementation of the new reading scheme shows an increase in pupils passing the Phonics Screening Test in Y1.	Three year increase in the Y1 pass rate with pupils achieving above national expectations
Pupils have access to a wide range of enrichment activities	<p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p> <p>Increased numbers of PP children accessing enrichment activities over the length of the strategy</p>

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: £67215 + Write Way Training £1459.98 Steps to Read scheme - £2450
Leadership time - £6864

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff engage in 'in-house' CPD to support Quality First Teaching</p> <ul style="list-style-type: none"> - Steps to Read scheme - The Write Way - Curriculum leader time - Maths training - WRM 	<p>Quality First Teaching is about inclusivity and supporting all pupils' learning and working to narrow any gaps in attainment.</p> <p>Curriculum leaders need to continue to review and adapt curriculum areas</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Smaller groups for teaching in KS2	<p>The EEF states, 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Smaller group teaching will be undertaken in Year 6 for Maths and English and in Year 4 for two reading sessions</p>	1

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

Budgeted cost: £ 18665 TAs Educational Psychologist – £3000 Third Space Learning - 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths catch-up 1:1 tuition -Third Space Learning	Many of our disadvantaged pupils need further support with Maths due to lack of practice and support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Individual and small group phonics sessions	Daily (for some) and multiple session phonic groups facilitated across KS1 to work on individual phonic plans and small group interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Regular targeted interventions delivered by Teaching Assistants across the school	'Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.- EEF	1
Educational Psychologist assessments	To support staff in identifying appropriate support and interventions both academically and in terms of social and emotional development	5
Dyslexia screening	To support staff in identifying appropriate support for pupils with specific learning needs	

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

Budgeted cost: £ 22519 (staffing), Counselling – £1750 Alternative provision - £2700 Enrichment/equipment – Music £3440, Sports - £1782, Wrap Around Care - £2125, Uniform/equipment - £2540 Minibus – £1000 Residentials – Longtown £510 Kingswood £2286 Reading books - £2500 Rain and Shine - £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker and Pastoral Learning Mentors to support parents with early help and support with learning and wider issues such as behaviour.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year' – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2
SLT to focus on attendance of PP pupils Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>Attendance of PP children is below national. Persistent absence is higher in PP groups than any other strands.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,2,3
Use of school minibus to collect disadvantaged pupils to ensure school attendance	<p>Attendance of PP children is below national. Persistent absence is higher in PP groups than any other strands.</p>	3
Enrichment opportunities (music, sports clubs, residential, trips)	<p>Pupils have access to all available activities. Promote equality of access regardless of any barriers</p>	4
Free/subsidised wrap around care, funding available for school uniform and other school equipment	<p>Children are prepared for school with all the necessary equipment</p>	4

Emotional literacy programme Behaviour consultancy	Improved SEMH Improved behaviour for learning Jogo consultancy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Counselling	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF states that ;'SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs'	5
Alternative Provision	To enable the pupil to access mainstream school	1,3,5

Total budgeted cost: £ 149,305.98

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 2021 to 2022 academic year.

Priorities		
Priority 1: Ensure that disadvantaged pupils make accelerated progress and attain in line with non-PP pupils	Specific monitoring of disadvantaged pupils through Pupil Progress Meetings and moderation of work. Further interventions implemented. Data reviewed July 2022. Further work to be continued in narrowing the gap further for disadvantaged pupils	
KS1		
Subject	% of disadvantaged pupils achieving expected or higher	% of all pupils achieving expected or higher
Reading	44	57
Writing	12	42
Maths	25	49
KS2		
Reading	67	72
Writing	57	71
Maths	52	74
GLD	40	51
Year 1 Phonics	73	82
Year 2 Phonics	50	90

Progress		
KS1 (Y2)		
Subject	Progress of disadvantaged pupils	Progress of pupils not disadvantaged
Reading	84% of pupils made expected progress or better (2.06)	97% of pupils made expected progress or better (2.54)
Writing	89% of pupils made expected progress or better (2.78)	99% of pupils made expected progress or better (4.7)
Maths	69% of pupils made expected progress or better (2.1)	98% of pupils made expected progress or better (4.45)
KS2 (Y6)		
Reading	82% of pupils made more than expected progress (7.83)	94% of pupils made more than expected progress (7.6)
Writing	77% of pupils made more than expected progress (6.4)	96% of pupils made more than expected progress (5.42)
Maths	73% of pupils made more than expected progress (6.4)	96% of pupils made more than expected progress (6.03)
Priority 2: To encourage parental engagement		Family Support Worker has increased involvement with families where pupils are in receipt of PP funding. This is an area to continue to develop. Family Support assistant role to be developed and advertised to support workshops for parents.
Priority 3: To continue to ensure the attendance of pupils in receipt of PP is in line with those of peers and to reduce the proportion classed as persistent absentees.		Minibus deployed to collect children whose attendance was low - Second run to be deployed Attendance policy updated and more rigorous approach taken
1.9.22 – 18.7.22 Whole school attendance – 94.28% PP/FSM – 88.1% LAC – 94.52%		

Priority 4: Ensure disadvantaged pupils have access to wider opportunities	Essential school items purchased. Extra-curricular activities funded along with trips. Further work to be completed in ensuring enhanced access for those in receipt of PP funding. Analysis of extra-curricular provision to be undertaken.
Priority 5: Increase support for disadvantaged pupils with SEMH difficulties	Pupils assessed by EP Ride High programme completed Counselling services used for disadvantaged pupils Alternative provision accessed for 2 pupils Continuation of these programmes into next academic year.

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
TT Rockstars	Maths Circle Ltd.
Accelerated Reader	Renaissance Learning
Numbots	Maths Circle Ltd.
Seesaw	Seesaw
MyMaths	OUP

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?	Within targeted interventions by teachers and TAs

What was the impact of that spending on service pupil premium eligible pupils?	Pupils made good progress especially in Reading (all made more than expected progress)
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