



Pupil premium strategy statement

School overview

Detail	Data
School name	Boarshaw Primary School
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	43.8
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 - 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Jackie Harland
Pupil premium lead	Jackie Harland
Governor / Trustee lead	Osagie Omonjahio

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 265,570
Pupil Premium LAC funding	£ 5,600
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	£ 271,170

Part A: Pupil premium strategy plan

Statement of intent

Boarshaw Primary School is located within Rochdale Local Authority and serves a community experiencing high levels of socio-economic disadvantage. The school has 468 pupils on roll, which is well above the national average. The proportion of pupils eligible for Free School Meals (43.4%) is well above average, indicating that a significant number of pupils face barriers linked to deprivation, including reduced access to learning resources, lower starting points, and wider family pressures.

The school's pupil deprivation base is above average, and the local area deprivation is well above average, which, in line with EEF guidance, necessitates a strategic focus on high-quality teaching, targeted academic support, and wider strategies to remove non-academic barriers to learning.

The proportion of pupils with Special Educational Needs (17.9%) is close to the national average; however, the percentage of pupils with an Education, Health and Care Plan (8.1%) is well above average, reflecting a high level of complex need within the school. The proportion of pupils with English as an Additional Language (26.7%) is close to average, requiring a consistent focus on language development across the curriculum. The percentage of pupils identified as Children in Need (10%) is well above average, highlighting the importance of pastoral, safeguarding, and wellbeing support as part of the school's wider strategy.

The school experiences low pupil stability (67%), which is well below the national average, resulting in high pupil mobility. As identified by the EEF, mobility and interrupted schooling can negatively impact attainment and progress, particularly for disadvantaged pupils. This reinforces the need for robust assessment systems, responsive curriculum planning, and targeted intervention.

These contextual factors shape the school's Pupil Premium Strategy, which is underpinned by EEF evidence and prioritises:

- High-quality teaching as the most effective lever to improve outcomes for disadvantaged pupils
- Targeted academic support informed by diagnostic assessment
- Wider strategies to address attendance, wellbeing, language development, and engagement with families

This approach ensures that Pupil Premium funding is used effectively to mitigate barriers to learning and improve outcomes for disadvantaged pupils.

Key Barriers to Learning (EEF-informed)

Based on the school's context and informed by EEF guidance, the following key barriers to learning have been identified for disadvantaged pupils:

- . Attendance, Stability and Engagement

The school experiences low pupil stability (67%), which is well below the national average, resulting in high levels of pupil mobility. This leads to gaps in learning, inconsistent assessment, and disrupted curriculum continuity. A high proportion of pupils eligible for Free

School Meals and identified as Children in Need (10%) further contributes to challenges around attendance, punctuality, and sustained engagement with learning.

Language, Literacy and Communication

A significant proportion of pupils experience language and communication barriers, including those with English as an Additional Language (26.7%) and pupils with limited exposure to rich language experiences outside school. In line with EEF evidence, weaknesses in oral language and vocabulary impact pupils' ability to access the curriculum, particularly in reading comprehension and written expression.

High Levels of Complex Need

While the overall SEN profile is close to national average, the proportion of pupils with an Education, Health and Care Plan (8.1%) is well above average, indicating a high level of complex and overlapping needs. This presents challenges in ensuring that disadvantaged pupils with SEND can access high-quality teaching and make sustained progress without targeted and specialist support.

Gaps in Prior Learning and Low Starting Points

High levels of deprivation within the school community mean that many pupils enter school with lower-than-typical starting points, particularly in early language, phonics, and early number. Combined with pupil mobility, this results in gaps in prior learning that require carefully targeted academic interventions informed by ongoing diagnostic assessment, as recommended by the EEF.

Social, Emotional and Wellbeing Needs

A high proportion of pupils face non-academic barriers, including safeguarding concerns, family instability, and emotional wellbeing needs linked to deprivation. These factors can negatively affect pupils' readiness to learn, self-regulation, and resilience, reinforcing the EEF's emphasis on addressing wider barriers alongside academic support.

Achieving these objectives

- Improve opportunities for effective teaching and accelerating progress by addressing gaps in pupil's knowledge, skills and understanding and supporting them with strategies to improve retention of basic skills.
- High expectations for all children, quality first teaching and additional learning support aimed at ensuring all children including pupil premium children will reach at least age related expectations.
- High quality first hand experiences, trips and residentials are used to expand children's vocabulary and cultural capital.
- Additional mental health and well being support is provided for children requiring it
- Nurture provision are used to help children and their families, regulate their emotions and develop resilience, perseverance and self esteem.

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress than their peers.
2	Children typically enter Boarshaw Primary with lower levels of literacy and more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
3	Some children in receipt of Pupil Premium have limited life experience beyond their home and Middleton, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers and internet.)
4	Attendance of disadvantaged children (91.5%) is below other children (94.5%). Punctuality is also a concern for disadvantaged pupils.
5	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to lack of self belief, determination, resilience and poor mental health. They can struggle to reflect upon and evaluate their own learning, can lack self motivation and confidence to improve.
6	Some pupils in receipt of Pupil Premium Funding have challenging family / home lives resulting in them coming to school not ready to learn due to high levels of deprivation, various child protection issues including parental mental health, domestic violence and drug and alcohol abuse and high social care involvement.
7.	Lack of reading/ love of reading beyond the classroom, poor fluency, poor comprehension skills and immature vocabulary.
8.	Attendance and punctuality.

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
<ul style="list-style-type: none"> • Disadvantages pupils make at least expected progress from their individual starting points across all areas of the curriculum but specifically in Reading, Writing, Maths and Phonics. • The gap is narrowed in the progress and attainment of PP and other children/ both in school and nationally. 	<ul style="list-style-type: none"> • The gap between PP and non PP pupils achieving GLD in Literacy will diminish • The gap in phonics attainment between PP and non PP pupils will diminish • By the end of KS1 the gap between PP and non PP in R,W and M is closing rapidly. • By end of KS 2 proportion of PP pupils achieving RWM combined is at least in line with national. • Quality of teaching across school is good or better.
	<p data-bbox="655 824 959 853">How this will be achieved</p> <ul style="list-style-type: none"> • Data will be analysed and used to identify children who need additional support. • Targeted small group and 1:1 interventions will be delivered to those who need to make accelerated progress across the core curriculum and phonics. • Rising Stars Phonics programme will be used across EYFS and KS1 and school will embed additional resources to support home reading linked to phonics teaching. • High quality, vocabulary rich literature (classical and contemporary) will be used to improve enjoyment of and attainment in reading. • High quality first teaching and in class support will utilise AFL strategies to identify and address learning gaps and misconceptions. • Writing opportunities across the curriculum will be planned drawing on first hand experiences when appropriate. • Mastery curriculum

Intended outcome	Success Criteria
<ul style="list-style-type: none"> Provision for disadvantaged/ EAL pupils is high quality and language deficit diminishes for pupils. 	<ul style="list-style-type: none"> High quality teaching of a well- planned progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum.
	<p>How this will be achieved</p>
	<ul style="list-style-type: none"> TALC and Wellcomm strategies are used across school in order to improve children’s vocabulary and expressive language development. Targeted children will receive additional speech and language support and intervention. Vocabulary development is inherent within the school curriculum with children exposed to tier 2 and 3 vocabulary in lessons.

Intended outcome	Success Criteria
<ul style="list-style-type: none"> Disadvantaged pupils develop the necessary cultural capital allowing them to engage appropriately in all lessons, preparing them for the next stage in their educational journey and life inside/ beyond school. Children have high aspirations. 	<ul style="list-style-type: none"> Significant proportion of children achieve the expected standard across the curriculum Gap between PP and non PP attainment closes rapidly. Quality first teaching is used effectively to impart knowledge and AFL strategies used in order to ensure that children retain and apply key knowledge across the curriculum.
	<p>How this will be achieved</p>
	<ul style="list-style-type: none"> High quality knowledge and language rich curriculum ensuring that children know more, remember more and understand more. Well planned visits and visitors matching the school curriculum used to promote engagement in learning and develop understanding of the wider world. Children will have access to a well stocked library providing access to high quality texts.

Intended outcome	Success Criteria
<ul style="list-style-type: none"> Disadvantaged pupils will meet at least national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is at least in line with national other PP Persistent absence will be in line with national Punctuality for PP pupils will improve and be in line with non PP
	<p>How this will be achieved</p>
	<ul style="list-style-type: none"> Attendance tracking will be robust and rigorous. Attendance letters will be issued for any children with under 95% attendance EWO support will be utilised to encourage good attendance Attendance policy – reviewed and followed

Intended outcome	Success Criteria
<ul style="list-style-type: none"> Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. SEMH outcomes will improve across school. 	<ul style="list-style-type: none"> Most pupils involved in nurture interventions will make at least expected progress from their starting points. % of PP pupils being suspended will be reduced. Key vulnerable families will be accessing a comprehensive offer through Early Help, and those families at CIN/CP will be supported by school C4C children and other children with/ have had a Social Worker will make progress and gap between them and their peers will diminish
	<p>How this will be achieved</p>
	<ul style="list-style-type: none"> Nurture curriculum and practices will support children in developing the skills required to develop resilience so that they can positively safeguard their own mental health and wellbeing. MyHappyMind will be embedded across school

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: £89,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on high- quality, inclusive teaching and ongoing CPD. Development off language rich classrooms and explicit vocabulary instruction across the curriculum.</p> <p>Tailored and specific continuous professional learning and development delivered to all staff in approaches of teaching Phonics, Reading, Writing, Handwriting and Maths. £5000 Includes cover costs and resources.</p> <p>Reading areas around school to promote engagement and interest in a range of reading genres. Improve reading stamina, fluency and comprehension.</p>	<p>EEF identifies high-quality teaching as having the greatest impact on disadvantaged pupils. Consistent, evidence informed classroom practice reduces the need for withdrawal interventions and supports pupils with SEND.</p> <p>Evidence from Education Endowment Foundation ‘Teaching and Learning Toolkit’</p> <ul style="list-style-type: none"> - Mastery and Learning (+5 months) - Phonics (+5 months) - Reading comprehension strategies (+5 Months) <p>Evidence from Education Endowment Foundation ‘Early years Toolkit’ Phonics/Toolkit Strand/Education Endowment foundation/EEF</p> <ul style="list-style-type: none"> - Early Numeracy approaches + 6 months - Early Literacy approaches + 4 months - Communication and language approaches + 6 months <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium; A tiered approach to spending</p> <p>The EEF recognises that reading for pleasure and reading engagement are closely linked to improved outcomes in reading attainment, evidence from the Reading Comprehension Strategies and Literacy strands of the Teaching and Learning Toolkit indicates that increased exposure to texts, opportunities to read widely, and motivation to read contribute to improvements in fluency, stamina, and comprehension when combined with effective teaching.</p> <p>The EEF also highlights the importance of creating a positive reading culture, particularly for</p>	<p>1,2</p>

<p>Subject Leadership time including attendance at PiraMidd SL meetings. £20,000</p> <p>Designated SEND time to monitor and review planning and progress for pupils with SEND £20,000</p>	<p>disadvantaged pupils, to support reading volume, vocabulary development, and confidence.</p>	
<p>Fund afternoon sessions for Nursery class. £60,244</p>	<p>Evidence from Education Endowment Foundation 'Early years Toolkit'</p> <ul style="list-style-type: none"> - Earlier starting age + 6 months - Extra hours + 3 months 	1,2

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

Budgeted cost: £ 60,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language support for children requiring it. Screening and intervention programmes based on TALC and Wellcomm £26,207</p>	<p>DfE Guidance: Choosing a Phonics Teaching Programme (Updated 27 July 2021) includes RWI on the list of validated systematic synthetic phonics (SSP) programmes. Evidence from Education Endowment Foundation, 'Early Years Toolkit' Communication and Language Approaches + 6 months Early Literacy + 4 months</p>	1,2
<p>Additional support for children requiring intervention in reading and Maths in small groups led by Teaching assistants Y6 booster lessons led by Y6 teachers £4,968</p>	<p>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit'</p> <p>Individualised instruction + 4months 1:1 tuition + 5 months Small group tuition + 4 months</p>	1,2
<p>Catch up support for pupils joining school mid-year, including baseline assessment and personalised learning plans.</p>	<p>Addressing gaps quickly helps to mitigate the negative impact of mobility and interrupted schooling Assessment and feedback: +6 months Small group tuition (used to address identified gaps): +4 months</p>	1,2
<p>Targeted support for pupils with SEND and EHCP's including specialist resources and interventions programmes.</p>	<p>EEF guidance stresses the importance of tailored support for pupils with complex needs to ensure access to high- quality teaching. Teaching Assistant interventions (when structured and focused on learning): +4 months</p>	

	Small group tuition (used to address specific gaps): +4 months Feedback (embedded within tailored support): +6 months	
Welcomm and programme delivery for selected EYFS pupils. Additional adult to support targeted children. £28,275	Evidence from Education Endowment Foundation, 'Early Years Toolkit' Communication and Language Approaches + 6 months Early Literacy + 4 DfE Guidance: Choosing a Phonics Teaching Programme (Updated 27 July 2021) includes Rocket Phonics on the list of validated systematic synthetic phonics (SSP) programmes	1,2
Targeted interventions Century Learning £2100 Lexia Reading Dream box maths Reading Plus	Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit' Individualised instruction + 4months 1:1 tuition + 5 months	1,2

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

Budgeted cost: £ 121,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in aspects of school life	Evidence from Education Endowment Foundation – 'Teaching and learning Toolkit:' Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self regulation + 7 months Evidence from Education Endowment Foundation- The Guide to Pupil Premium: A Tiered Approach to spending.	3,4,5,6
Breakfast club places for identified pupils £12,000	EEF Magic Breakfast	1,4,5,6
Nurture bases across school.	Evidence from Education Endowment Foundation – 'Teaching and learning Toolkit:' Behaviour interventions + 4 months Social and emotional learning + 4 months	5,6
Employment of Children's Welfare Officer to work with vulnerable families	Evidence from Education Endowment Foundation – 'Teaching and learning Toolkit:' Behaviour interventions + 4 months	5,6

£ 41,223	Social and emotional learning + 4 months Metacognition and self regulation + 7 months	
Teaching Assistant Level 4 for Social, Emotional and behavioural support and interventions. £44,391	Evidence from Education Endowment Foundation – ‘Teaching and learning Toolkit:’ Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self regulation + 7 months	5,6
Admin time dealing with Attendance and Punctuality £1880	Embed principles of good practice set out in new DfE guidance August 2024	4
Purchasing of school uniform including PE Kit £500	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A Tiered Approach to Spending	5,6
Subsidising trips and visits £ 20,000	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A Tiered Approach to Spending	3
Contingency fund for acute issues £2,000	Based on prior experience and the high volumes of children transferring into school in year who required additional support on a range of fronts, an amount is set aside to support these pupils swiftly when deemed appropriate.	ALL

Total budgeted cost: £ 272,203

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 2024 to 2025 academic year.

Disadvantaged & Non-Disadvantaged Data July 2025

All pupils KS2.

Reading, Writing, and Maths (combined)

Year	This School National Average Compared with National Average		
Latest 3-year avg	56%	61%	Close to average
2024/25	56%	62%	Close to average
2023/24	48%	61%	Below
2022/23	65%	60%	Close to average

Insights:

- Overall performance has fluctuated: dipped in 2023/24 and then recovered in 2024/25.
- Currently, the school is close to the national average.

Disadvantaged Pupils' Performance

Reading, Writing, and Maths (combined)

Year	This School National Average Compared with National Average		
Latest 3-year avg	49%	46%	Close to average
2024/25	56%	47%	Close to average

Insights:

- Disadvantaged pupils are performing at or slightly above the national average for similar pupils.

- The trend shows steady improvement in 2024/25.

Reading

Year	This School National Average Compared with National Average		
Latest 3-year avg	60%	62%	Close to average
2024/25	63%	63%	Close to average

Insights:

- Reading is slightly below the national average for all pupils, but close to the average for disadvantaged pupils.
- Improvement is visible in 2024/25.

Writing

Year	This School National Average Compared with National Average		
Latest 3-year avg	55%	59%	Close to average
2024/25	66%	59%	Close to average

Insights:

- Significant improvement in 2024/25 for disadvantaged pupils, above the previous three-year average.

Maths

Year	This School National Average Compared with National Average		
Latest 3-year avg	71%	60%	Above
2024/25	75%	61%	Above

Insights:

- Maths is consistently a strength for disadvantaged pupils, well above the national average.

Disadvantaged Pupils' Performance Gaps

- The gap between disadvantaged pupils and national non-disadvantaged pupils has narrowed in 2024/25 across all subjects.
- Combined RWM gap: -13 pp (better than -31 pp in 2023/24)
- Reading gap: -18 pp (improved from -26 pp in 2023/24)
- Writing gap: -13 pp (improved from -38 pp in 2023/24)
- Maths gap: -6 pp (improved from -23 pp in 2023/24)

Insights:

- The school is making significant progress in closing the disadvantage gap, especially in writing and maths.

MTC

Disadvantaged pupils perform slightly lower than non disadvantaged peers.

Key Stage One.

Combined Not disadvantaged 57.1% Disadvantaged 38.5%

Reading Not disadvantaged 75% Disadvantaged 57.7 %

Writing Not disadvantaged 57.1% Disadvantaged 42.3%

Maths Not disadvantaged 75% Disadvantaged 57.7%

Phonics.

All pupils 49% passed phonic screening (all pupils)

Disadvantaged pupils 40% passed phonic screening, compared with 53% non disadvantaged. (LA 68% National 67%)

22% of this cohort have EHCP's.

31% are EAL

EYFS

Good level of development Not disadvantaged 68.6 % Disadvantaged 47.6%

Achieved all goals Not disadvantaged 65.7% Disadvantaged 47.6%

Average number of goals Not disadvantaged 14.3 Disadvantaged 13.7

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
Century Learning	Century Learning
Times Tables Rockstars	Times Tables Rockstars
Spelling Shed	Ed Shed
Lexia Reading	Lexia
Dreambox Maths	Dreambox Learning
Reading Plus	Dreambox Learning

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A