

2023/24 Bolton Primary School's Pupil Premium Strategy Statement and Impact Review

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 spent the funding in the academic year 2023 - 2024 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bolton Primary School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	14% (9)
Pupil Premium Allocation this academic year	£19,990
Date this statement was published	Sept 2023
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Ruth Elstone
Pupil premium lead	Ruth Elstone
Governor lead	Stephen Tudway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,990

Part A: Bolton Primary's Pupil premium strategy plan Statement of intent

Every year the school receives additional funding in the form of Pupil Premium for all children entitled to free school meals in the last six years, children who are 'Cared For' or previously 'Cared For' and children of parents in the armed forces.

We have high expectations for **all** our pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At Bolton, our proportion of pupils receiving Pupil Premium is below the national average (25.9%); we promise to focus and prioritise this group within our school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve well, closing gaps and ensure good progress for those who are already high attainers. The headteacher joined the RADY (Raising Achievement for Disadvantaged Young People) project in January 2024 and this is having a notable impact on our focus and priorities. We considered the challenges faced by vulnerable pupils, such as those who have a social worker and young carers (when applicable).

High-quality teaching is always at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention groups for pupils whose education has been most impacted, including non-disadvantaged pupils.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not based on assumptions about the impact of disadvantage. The approaches we adopted complement each other to help pupils excel. To ensure they are effective we have:

- ensured all pupils received quality teaching
- acted early to intervene at the point need is identified
- ensured disadvantaged pupils are challenged in the work that they are set
- addressed non-academic barriers to attainment such as attendance, behaviour and wellbeing and aim to broaden aspirations
- ensured that the pupil premium grant reaches the pupils who need it most.
- adopted a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we identified among our disadvantaged pupils. For reasons of confidentiality, in a small school with a low proportion of pupils, this has been kept brief.

Challenge number	Detail of challenge
1	Low performance / attainment in some subjects and in all subjects for some pupil premium pupils. Low attainment upon entry into the school.
2	Lower aspirations for some pupil premium families and pupils
3	Educational outcomes of parents/ carers and their knowledge about education.
4	Lack of consistent approach to homework / periods of disengagement with home commitments e.g. reading. Inability to help with homework (see 3).
5	Less than 90% Attendance for some pupil premium families
6	More limited out of school experiences for a range of reasons
7	Need for emotional/ wellbeing support pupils and parents/ carers, mental health of parents and needs of other family members.

Intended outcomes

This explained the outcomes we were aiming for **by the end of the strategy plan**, and how we measured whether this has been achieved.

Intended outcome	Success criteria
Improve standardised scores in all core subjects: Reading, Writing, GAPS, Maths.	Termly assessments were analysed for progress. Intervention groups were tracked, and we recorded the progress and gaps of Pupil Premium/ Disadvantaged children. They were quickly identified for clinic/ 1 - 1 or small group.
All Pupil Premium children complete homework tasks (including reading requirements) to a good standard. Children and families know where and how to receive help within	Teachers regularly responded to homework and reading engagement on Google Classroom and in Reading Logs. Loan of iPads from Friday to Monday was taken up by some families. Teachers and adults regularly checked in and offered help with homework. Timely communication with parents took place when needed. Teachers/ school reached out to pupil premium parents if they did not attend parent

<p>school. Parents feel supported and informed.</p>	<p>consultations or if homework and reading commitment subsided etc. School made up for any lack or inability to support and made provision to help with homework and reading when needed.</p> <p>Improvements to the Newsletter and general communications (e.g. text messaging) resulted in more engagement and being more informed about the school's aims and events. Teachers targeted conversations with PP families e.g., at other events such as sports days/ charity coffee mornings.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school - particularly our disadvantaged pupils.</p>	<p>Completion of our mental health survey termly (adapted from NHS). SL/ teachers acted upon and followed up with any responses.</p> <p>Good analysis occurred of annual Pupil/ Parent Questionnaires. Consideration of PP pupils/ disadvantaged and parent responses.</p> <p>School has offered a good programme of experiences e.g. author visit, Wheelchair basketball, Buddhist temple, Christmas Performance, Theatre by the Lake, usual Charity events, Residential, sporting events/ fixtures.</p> <p>Pupil Premium children offered free access and priority to afterschool clubs. They are prioritised for uniform donations and similar. They pay 50% less on our residential.</p>

Activity in this academic year

This details how we spent our pupil premium 2023/24 academic year to address the challenges listed above.

Teaching - Budgeted cost: £16,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All classes with pupil premium children have TA support in core subjects (mornings).</p> <p>(HQT)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Teaching assistants at BPS are delivering lessons (planned by teachers) in maths or deliver Little Wandle sessions etc rather than being an additional adult in the classroom.</p> <p>Time pupils spend being led and taught by TAs and then by teachers is considered so that all children receive equal access to experienced teachers.</p> <p>Small group tuition. High quality focused small group teaching to meet needs and gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.'</p>	1,2,4,7
<p>(EYFS as a separate cohort 5 mornings allows Class 1 Y1/2 to have less pupils (1:17) in the morning and access to a TA for maths (1:10).</p> <p>(HQT)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>"The range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller."</p> <p>Reducing class size has a positive impact of +2 months on average. There can be additional benefits for younger children in the earlier stages of primary school. The quality and quantity of feedback is likely to be improved.</p>	1,2,4,7
<p>Purchase of iPads / Laptops to support high quality teaching and learning.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1693737653</p>	4,1,2

<p><i>Offer iPad loan from Fridays 3.30 pm until Monday 9 am for homework, Lexia, TT Rockstars and Google Classroom.</i></p>	<p>Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do but may be most effective when used as a supplement rather than a substitute for other forms of modelling.</p> <p>Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p>	
<p><i>Sustained Professional Development of experienced teachers. Subscription to the National College.</i></p>		

Targeted academic support – Budgeted cost: £2,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>See - Termly Learning Support timetable - sessions of additional support and drop-in clinic in each class weekly (HL, GB, CR)</i></p>	<p>Small group tuition. High quality focused small group teaching to meet needs and gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.'</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	<p>1,2,3,4,7</p>

<p><i>Phonics scheme 'Little Wandle' with whole school staff training and monitoring by reading lead.</i></p> <p><i>(intervention)</i></p>	<p>Phonics Toolkit Strand Education Endowment Foundation</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>1,2,3</p>
<p><i>Class 1 teachers to teach the Mastering Number programme and introduce White Rose maths at Reception 23/24.</i></p> <p><i>Regular Maths staff meetings/ training by lead and HT. Priority 2 (SIP 23 24) to develop maths reasoning throughout the school.</i></p>	<p>DfE and National Centre for Excellence in the Teaching of Mathematics evidence. EEF evidence.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>'Improving Mathematics in the Early Years and Key Stage 1' offers 5 recommendations for developing the skills of 3 - 7 yr olds. These include -</p> <p>integrating maths into different activities throughout the day (snack time/ registration). Story books and board games.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches?utm_source=/education-evidence/early-years-toolkit/early-numeracy-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Early numeracy approaches have a positive impact on learning equivalent to 7 additional months progress for early maths outcomes.</p> <p>Approaches tend to produce larger effects when they are designed to address the breadth of the mathematics curriculum, commit a regular amount of time to developing mathematics (2 - 3 hrs p wk),</p>	<p>1,2,3</p>

	are designed specifically for the early years setting and include some specific individual interaction.	
<i>Purchase practice SAT material for both Y6 (for both in school and home use)</i>	<p>SATs will help both parents and teachers to gauge the progress that a child is making. This enables teachers to identify areas where a child may need additional help, and then arrange for this help to be provided either in the classroom or via outside assistance.</p> <p>We motivate children to beat their personal bests and not worry about what others are doing.</p> <p>One of the most effective strategies for substantially boosting learning under a wide array of situations is practice testing and a century of research says so.</p>	1,2,3
<i>Offer homework support club (2 lunch times run by Y6 volunteers and staff)</i>	<p>See small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Also peer mentoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	1,4
<i>Continue to subscribe to Lexia (personalised Literacy programme Y1-4 & PP) and encourage home use. Subscribe to TT Rockstars.</i>	<p>https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,3

Wider strategies - Budgeted cost: £462

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Free access and priority to After School Clubs and encouraging participation in lunch time clubs (continue to employ additional support at lunch time)</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. There is a small positive impact on academic attainment (+1 month). <i>Why this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides.</i></p>	<p>1,2,4,6,7</p>
<p><i>Emotional Literacy Groups - see timetable</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. The ELSA programmes are a more specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>These approaches can have a positive impact on average of 4 months over the course of an academic year.</p>	<p>7,1,2,4</p>
<p><i>Subsidised Residentials and excursions. (Class 3).</i></p>		<p>6,7</p>
<p><i>Parent meetings longer or extra to Parent Consultations or offer telephone consultations</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3,4,5,7</p>
<p><i>Attendance policy and continue with the monitoring and actions (see</i></p>	<p>See DfE - The Link between Absence and Attainment (2016).</p>	<p>1,5</p>

<p><i>policy) with a particular focus on PP.</i></p>		
<p><i>Assembly programme/ PHSE/ P4C opportunities to cover themes such as attendance, behaviour and attitude, well-being, aspirations.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning</p>	
<p><i>Behaviour Intervention SIP priority following Ofsted 23. All staff relentless routines and consistency carrying out the behaviour plan.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase.</p>	

Total budgeted cost: £19,990.00

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 2023 to 2024 academic year. *(For reasons of confidentiality the information has been kept general and brief).*

It is felt that looking exclusively at data in a small school does not tell the full story of impact.

Alongside statutory data, internal assessments take place termly followed by a pupil progress meeting where we track and make decisions about 'all' our pupils needs and gaps in learning. We ensure that our pupil premium/ disadvantaged children are clearly identified and highlighted in our tracking. We share this with our Governing Body. We strongly felt that the best way to support our pupil premium pupils was through high quality teaching and timely small group support in areas of need.

89% of our pupil premium had intervention/ small group support when needed at some point over 2023/4. For some this has been up to 90 mins support per week.

When placing children in intervention groups, senior leaders prioritised pupil premium children, for example, even when they were borderline discussions and rationale was given.

We were aware that home reading and homework support was a challenge for some pupils we offered, two weekly homework clubs run by Class 3 pupils and staff. We also had a weekly timetabled session in each class known as 'clinic' where we could address any difficulties or misconceptions in learning. Pupil Premium pupils are also prioritised for this available time.

Regular staff training was devoted to launching RADY and an INSET Day. This involved looking at our disadvantaged and pupil premium pupils and families in more detail and identifying needs and challenges.

We also prioritised disadvantaged children for representing their school e.g. sports and chess tournament or when auditioning for main parts in the school performance.

All pupils participated in mental health surveys termly. Any concerns were dealt with case by case, where needed.

To increase activity and promote healthy lifestyles, lunchtime sports clubs and the use of the running track was encouraged, along with leadership roles for pupil premium pupils.

In a small school, we know our families well and are able to handle situations sensitively with a personal approach. We supported our pupil premium families with for example extra meetings e.g. regarding attendance meetings, subsidising trips and residentials, free access to after school clubs and providing uniform.

We have regularly offered phone meetings in cases where there are difficulties with transport or used planned school events as a chance to catch parents for conversations/ informal meetings. There was an effort to be pro-active with our pupil premium families and to raise/ deal with any issues immediately. This has worked well, along with the informal approach to communications.

In 2021, we made decisions to change the uniform policy so that parents could purchase jade items from less expensive retailers and that only key items needed the logo. We regularly encourage and remind parents about our 'borrow' boxes with wellies and shin-pads, boots/ trainers. We offer sessions at least twice each year to exchange and take free grown-out-of uniform.

The school has an excellent range of experiences for pupils e.g. author visit, science museum trip, Beatrix Potter Museum etc. Three pupil premium children participated in the residential to Hawse End at a subsidised cost.

Parent Questionnaire Results (June 24):

100% of parents agree that the school has high expectations for their child (Agree or Strongly Agree).

100% of parents agree that teaching is good at this school (Agree or Strongly Agree).

100% of parents agree that the school makes them aware of what their child will be learning throughout the school.

100% of parents agree that overall, they are happy with their child's experience at school.

100% of parents agree that the school provides an interesting range of activities outside lessons.

Note* 67% of our pupil premium pupils did not start school at Bolton Primary.

Measuring the impact of PPG spending in 2023/24

(NB* The low numbers in cohorts affects the data)

KS1 SATS/ Y2	No pupils in receipt of Pupil Premium Funding	
Reading		
Writing		
Maths		
KS2 SATS/ Y6	% of pupils receiving Pupil Premium who achieved the expected standard	% of pupils NOT receiving Pupil Premium who achieved the expected standard.
Reading	100% (one at greater depth)	90%
Writing	100%	80%
GAPS	100%	80%
Maths	100%	90%

NB* EYFS - No Pupil Premium Pupils

Y1 - 100% of Y1 pupil premium pupils met the expected standard in their phonic screening test.