

# Pupil premium strategy statement 2022-25



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	Boughton Primary
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025 (funding for current cohort of PP and PP+ will end in 2024/5)
Date this statement was published	October 2022
Date on which it will be reviewed	Annually
Statement authorised by	Mary James
Pupil premium lead	Mary James
Governor / Trustee lead	Karen Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6204
Recovery premium funding allocation this academic year	£not known
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6204

# Part A: Pupil premium strategy plan

## Statement of intent

Our Mission Statement, “Excellence through Effort and Enjoyment”, captures our objectives for every pupil at Boughton Primary School.

We work in partnership with parents, and as a highly trained team of professionals, to ensure every child achieves their full potential, despite any barriers to learning they may have.

Whilst the proportion of disadvantaged pupils at our school is small, it is our belief that everyone should have the chance to be the best version of themselves. To that end, our first priority is high quality training and development for our staff, in order that they can be excellent practitioners in whichever role they hold in school.

Our current plan combines training and development, with targeted support for groups and individuals. In this way, we ensure that every child accesses Quality First Teaching, which in many cases reduces the need for focused intervention; the universal offer is “keep up” rather than “catch up”.

Our precious staff resource can then be carefully targeted to where it is most needed, ensuring that every individual has the best chance of success.

Our 2022 end of KS2 SATS outcomes, and our Y1 and Y2 Phonics’ Screening results were very good and showed the impact of our ongoing work for every child, which was supported by our Pupil Premium funding. For 2022-23 we aim to see the impact of our work in our end of KS1 outcomes, and in the numbers of pupils achieving greater depth across the school.

### **KEY PRINCIPLES**

- Our Pupil Premium and Recovery Premium strategies are embedded within our School Improvement Plan, not an “add-on”
- Training and Development is carefully planned for every member of staff, relevant to their role, ensuring everyone is equipped to do the best they can for every child
- Quality First Teaching, delivered by highly skilled, qualified staff.
- Rapid, time-limited intervention provided within a clear plan, do, review cycle
- Additional needs clearly identified; staff supported by specialist professionals when necessary.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Resilience; social, emotional and mental health and wellbeing:</b> lack of resilience in facing challenges, either in learning or social situations; increase in numbers of pupils experiencing challenges with their SEMH and wellbeing; greater difficulties in managing overwhelming feelings and emotions, and in expressing feelings appropriately (particularly for learners who were in Reception and KS1 during the pandemic closures).
2	<b>Safeguarding; social, emotional &amp; mental health:</b> Greater exposure to risk factors in the home due to impact of lockdowns on adult mental health
3	<b>SEND</b> taking longer to identify and assess, periods of partial school closure have masked issues for some pupils or led to delays in specialist assessment and support.
4	<b>Speech and language:</b> gaps in speech and language development, for example vocabulary and sentence structure, which impacts upon reading and writing outcomes
5	<b>Phonics and spelling:</b> gaps in these areas due to periods of partial closure meaning that teaching and learning for some pupils wasn't fully embedded; whilst we have made great progress in these areas during 2021-22, there is continued work needed to ensure automaticity for our pupils, especially those who missed some of the early teaching in Reception and KS1.
6	<b>Writing:</b> pupils' stamina and ability to write at length has been impacted by the two periods of partial closure in 2020 and 2021. We are still seeing the ongoing impact of this.

## 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
Pupils facing challenges in the classroom and playground will be able to cope with them and, as a result, achieve their potential.	<b>School Improvement Plan Strand 2 &amp; 3: Behaviour and Attitudes, and Personal Development.</b> Zones of Regulation and the language of Character Education used by pupils to describe the challenges they are experiencing and to help them overcome them. Learning behaviour in classrooms is observed to be at least good. Work

	in books shows perseverance. Outcomes are at least in line with national or above.
Pupils will be able to manage overwhelming feelings by using their words to express emotions and following strategies to help them.	<b>School Improvement Plan Strand 2 &amp; 3: Behaviour and Attitudes, and Personal Development</b> Zones of Regulation used for individuals, groups and whole classes.
Adults in school will have a full understanding of risk factors in the home and from children's early development (which may include the period during the pandemic), will be able to identify pupils who may be at risk, and provide appropriate support.	<b>School Improvement Plan Strands 3 &amp; 4: Personal Development and Leadership and Management</b> Weekly focus on safeguarding in staff meetings to look at risk factors (as discussed on training day 01/09/22) Use of My Concern to identify concerns; follow up and escalation where necessary is evidenced; case closures when appropriate.
SEND will be promptly identified and the right support given to ensure all pupils make progress in line with their potential.	<b>School Improvement Plan Strand 1 &amp; 4; Quality of Education, and Leadership and Management</b> Referrals to SENCo via class teachers, ensuring pupils are given the right support either within class through high quality first teaching or via intervention.
Pupils will be able to speak in complete sentences, with appropriate vocabulary, and will write complete sentences as a result.	<b>School Improvement Plan Strand 1: Quality of Education</b> <b>English subject action plan</b> Triangulated data (lesson observation, assessment, book looks) evidences that children speak and write in complete sentences.
Pupils will be able to use phonics to read with fluency, and to spell accurately	<b>School Improvement Plan Strand 1: Quality of Education</b> <b>English subject action plan</b> Phonics screening data Triangulated data
Pupils will be able to write for longer or for sustained periods, at length (according to age, stage and task), and with attention to the quality of their output.	<b>School Improvement Plan Strand 1: Quality of Education</b> <b>English subject action plan</b> Triangulated data shows quality of writing improving over time.

## 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: £1,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD from Creative Education</i>	EEF – Effective Professional Development	1
<i>Wellbeing Education training – character and behaviour for learning</i>	EEF – Effective Professional Development EEF – Social & Emotional Learning (universal)	1
<i>The Key Safeguarding Training Package for governors, staff and volunteers</i>	EEF – Effective Professional Development	2

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

Budgeted cost: £2,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 support for pupils with Speech &amp; Language difficulties</i>	EEF – Effective Use of Teaching Assistants	4
<i>1:1 support for pupils with Social &amp; Emotional difficulties</i>	EEF – Social & Emotional Learning	1, 2
<i>1:1 support for pupils with gaps in phonic knowledge (Precision Teaching)</i>	EEF – Improving Literacy in KS1 and KS2	5
<i>1:1 support for pupils working below their potential in reading (Switch On)</i>	EEF – Improving Literacy in KS1 and KS2	5
<i>1:1 support for pupils at risk of poor attendance</i>	EEF – Social & Emotional Learning	Potentially all, mainly 1, 2, 3

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

Budgeted cost: £1,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Anti-Bullying Ambassadors training</i>	EEF – Social & Emotional Learning (universal and targeted)	1, 2
<i>Zones of Regulation book and programme</i>	EEF – Social & Emotional Learning (universal and targeted)	1, 2, 4
<i>Dyslexia and Phonics company dyslexia screenings and recommendations</i>	EEF – Special Educational Needs in Mainstream Schools  EEF – Metacognition and Self-Regulated Learning	3, 4, 5, 6
<i>Thrive Occupational Therapy services</i>	EEF – Special Educational Needs in Mainstream Schools	1, 6
<i>Short term subsidised attendance at Breakfast and Afterschool club</i>	Regular school attendance impacts positively on pupil outcomes.	1, 2

**Total budgeted cost: £ 6204**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Although our strategy is planned over 3 years, last year marked the first uninterrupted school year for 3 years and therefore the first set of statutory outcomes since 2019.

Our 2022 end of KS2 SATS outcomes, and our Y1 and Y2 Phonics' Screening results were very good and showed the impact of our ongoing work for every child, supported by our Pupil Premium strategy.

Progress in KS1 was very good, however the impact of the pandemic is apparent in end of Key Stage attainment.

Therefore the Pupil Premium strategy, plus any additional funds from the Recovery Premium, will be used to further support the progress of learners moving through KS1 and in lower KS2. This will be via a combination of training and development, the universal offer (quality first teaching), and direct support for pupils.

### 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
Kinetic Letters	Kinetic Letters
Sounds-Write phonics	Sounds-Write

### 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?	Included in the overall spend
What was the impact of that spending on service pupil premium eligible pupils?	The eligible pupil had left before the funding came into the budget, due to the way that funding is allocated.

## Further information (optional)

Our successes since 2017 have been based around upskilling all staff in order to benefit all pupils.

This forms the basis of our plan, year-on-year.

Given our demographic, pupil premium eligible pupils form a very tiny % of our whole school. However, we do not shy away from ensuring that all staff are working to meet every child's individual needs.

We do this by ensuring that teachers and TAs access the same training and development to improve classroom practice; by ensuring that every member of staff and every trustee has access to high quality safeguarding training; and by knowing every child as an individual, so that we can ensure they are each meeting their potential, with support wherever needed.

Since 2017, we have funded much of our staff CPD from our pupil premium budget. This has included:

Kinetic Letters

Talk for Writing

Transforming Reading (Talk for Reading)

Sounds-Write phonics

Same Day Intervention (maths)

East Midlands Maths Hub

Safeguarding training from Barnados and Plumsun

Various training sessions online from SEND station

Training from Target Autism

FFT training: Write Away Together