

Pupil premium strategy statement (and impact for 2022-2023)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Boldmere Junior School |
| Number of pupils in school | 380 |
| Proportion (%) of pupil premium eligible pupils | 17.4% 66 children (This includes 1 ever six service child). |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Carl Glasgow |
| Pupil premium lead | Matt Sadler |
| Governor / Trustee lead | Under the responsibility of the Education and Standards Committee |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £94,500 |
| Recovery premium funding allocation this academic year | £8,953 |
| 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 | £103,453 |

Part A: Pupil premium strategy plan

Statement of intent

At Boldmere, we believe that the use of Pupil Premium funding should provide inclusivity for all pupils across all areas of school life. Along with good academic progress in the core subjects and all areas of the curriculum (where children achieve their personal best) we want them to be happy, confident and inquisitive learners. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will allocate funding by providing small group and 1:1 opportunities to close any gaps in their learning, address misconceptions and embed new skills whilst also supporting the physical, social and emotional well-being of pupils through the many enrichment opportunities we offer.

In the context of our school, the proportion of children who receive pupil premium funding is 18%; whilst this figure is below the national average, it is higher than the local context which is approximately 13%.

Implementation of provision is driven by pupil progress meetings and the close collaboration between class teachers, senior leaders and their year group teams. We provide quality first teaching, precision teaching in smaller groups (lead by either a teacher, teaching assistant or pupil premium support teacher) or one-to-one teaching where appropriate. Lessons are designed to fulfil the children's targeted needs whilst offering cross-curricular links.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the identified National Strategies for pupils whose education has been worst affected, including non-disadvantaged pupils.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Our ultimate objectives are:

Priority 1: To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Priority 2: To provide children with opportunities to access the wider curriculum at Boldmere.

Priority 3: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that all children make progress from their identified starting points.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Narrowing the attainment gap across Reading, Writing and Maths |
| 2 | Attainment gap in children achieving greater depth in core subjects |
| 3 | Approximately 1/3 of pupil premium children are also SEND |
| 4 | Attendance for some disadvantaged children is below that of others culminating in a 2.2% gap overall and equating to approximately 4 days learning annually. |
| 5 | Imbalance in the access to musical provision for disadvantaged children in comparison to their peers |
| 6 | Disproportionate access to extra-curricular provision and opportunities for Disadvantaged children in comparison to others |

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 |
|--|--|
| To improve Reading attainment among disadvantaged pupils across all year groups. | For disadvantaged pupils to achieve national average progress scores in KS2 Reading. |
| To improve Maths attainment among disadvantaged pupils across all year groups. | For disadvantaged pupils to achieve national average progress scores in KS2 Maths. |
| To improve Writing attainment among disadvantaged pupils across all year groups. | For disadvantaged pupils to achieve national average progress scores in KS2 Writing. |
| To achieve and sustain improved wellbeing in school particularly for our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations |

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| | <ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate of disadvantaged pupils to be in line with non-disadvantaged pupils |

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: £45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Senior leadership team to work within Year 6 cohort to allow 4 smaller groups across Writing, Reading and Maths. | <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that having smaller groups for the core curriculum will allow teachers to increase the amount of attention each child will receive. Classroom teachers can provide targeted academic support based on the needs of their children in their groups.</p> <p>EEF – The tiered approach to school improvement. Areas 1 and 2. (Page 3)</p> | 2 and 3 |
| CPD phonics training and resourcing for all staff (including support staff.) – Sound!Start Phonics. | <p>Strong phonic knowledge and a good grasp of reading enables pupils to confidently access all areas of the curriculum.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics – High impact for very low cost.</p> | 1, 2, 4 and 6 |

| | | |
|---|--|----------------|
| <p>To provide the appropriate support to enable disadvantaged children to fully access their learning across the entire curriculum. Through quality first teaching and timely intervention. Each year group is appointed additional support through the use of Teaching Assistants.</p> | <p>EEF research suggests that TA's have a positive impact on children's learning, having a moderate effect where they are deployed in the ways described in the EEF guide to Pupil Premium.</p> <p>EEF Guide to the Pupil Premium – Autumn 2021</p> | <p>2 and 3</p> |
| <p>Enhancement of our Reading teaching and curriculum planning through a Literacy Shed Plus subscription.</p> | <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Literacy Shed Plus supports this approach through its use of 'VIPERS' which teaches a range of strategies for each of the reading domains.</p> <p>Reading comprehension strategies</p> | |
| <p>Enhancement of our writing curriculum, particularly with regard to grammar, punctuation and spelling through upskilling teachers and the purchasing of revised approaches to the planning and teaching of writing (The Write Stuff – Jane Considine)</p> | <p>https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</p> <p>Whilst Ofsted doesn't favour any particular approaches or strategies regarding teaching and learning, in its review of English teaching in the primary curriculum, the review does suggest the importance of teaching transcription and composition skills and that this may be most effective if done in isolation: we believe the Write Stuff will support teachers in developing further their explicit core subject knowledge to enable this to be achieved skilfully.</p> | |

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

Budgeted cost: £4,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of new phonics books and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics – High impact for very low cost.</p> | <p>1, 2, 3 and 4</p> |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£8416 provided by school led tuition allocation</p> | <p>Having analysed our cohorts, we have identified 31 disadvantaged pupils within years 3, 4 and 5 who need additional academic support to address gaps in their learning across the core subjects.</p> <p>Due to Covid, we have identified that the gap between disadvantaged and non-disadvantaged has widened as well as there being less disadvantaged pupils achieving the higher standard. Therefore, these children will access the NTP.</p> <p>Some of these children also crossover with our SEND register.</p> <p>One to one tuition.</p> <p>Small group tuition.</p> <p>In total, 541 hours tuition will be provided at a total cost of £8416</p> | <p>2, 3, 4 and 6</p> |

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

Budgeted cost: £54,453

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Recruitment of senior learning mentor (trained in ELSA) to support the growing number of mental health/emotional well-being concerns experienced by our children.</p> <p>% of vulnerable children in school has increased to 90 children (24% of school population).</p> <p>This will include the leading of specific interventions such as friends for life, talk about, cherished and more recently ROAR)</p> <p>Things this may include: social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem and counselling skills such as solution focus and friendship.</p> <p>£34,703</p> | <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and 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 and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. The interventions will be used for both disadvantaged and non-disadvantaged pupils.</p> <p>Social and emotional learning.</p> | <p>5 and 6</p> |
| <p>Whole class musical instrumental teaching – opportunity for</p> | <p><i>“In the same way that we teach children literacy and numeracy to prepare them for adult life, we must</i></p> | |

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| <p>every year four child to learn to play a musical instrument (either dhol drum, violin or clarinet)</p> <p>£4,500</p> | <p><i>also give them the musical tools they need for a lifetime of music-making and enjoyment. For some, music will be the foundation of a career in one of the country's most important and globally-recognised industries. For others, it will provide experiences and skills which develop their creativity. For many, music will simply be a source of joy, comfort and companionship throughout their lives."</i> DfE The Power of Music to Change Lives – June 2022.</p> | |
| <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of enhancing further our whole school ethos and culture.</p> <p>£1,750</p> | <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Behaviour interventions.</p> | 5 |
| <p>To provide wider experiences beyond the curriculum. (Trips and visits to be funded or partially funded by school / access to music lessons / additional sports clubs.)</p> <p>£Approx 10,500</p> | <p>Teachers will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p> <p>Using your pupil premium funding effectively.</p> | 6 |
| <p>Contingency fund for acute issues.</p> <p>£3000</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Some of these needs include:</p> <ul style="list-style-type: none"> • Before and after school care • Transport to and from school • Clothing (uniform and residential) | All |

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 2022-23 academic year.

Impact

1. TA and additional teacher support in classes and for focused interventions

Year 6 End of Year data:

41% of disadvantaged children (DA) achieved ARE or above in reading, writing and Maths – this was broadly in line with the national average (NA) and a 2% increase on the school's previous figure.

77% of DA children reached the expected standard in reading - this is significantly above the national average for this group. Further, KS2 outcomes in reading evidence that the gap between this group and non-disadvantaged children has narrowed significantly (gap now 11%, narrowed from 38%).

71% of DA children reached the expected standard in maths - this is above the NA for this group and is a 10% increase on the comparable data with the school's previous cohort.

53% of DA children reached the expected standard in writing - this is broadly in line with the NA for this group and evidences a slight dip on the previous cohort's comparable data; this will be a whole school priority this year.

Indicative (provisional) end of key stage progress data identifies that disadvantaged children made greater progress relative to their starting points than non-disadvantaged children in each of reading, maths and writing.

With regard to in-school attainment data, our disadvantaged children continue to achieve well in the reading curriculum, with 78% and 80% respectively, achieving the expected standard in year five and year four. The respective outcomes for maths is not as favourable and the headline data suggests that leaders should continue to prioritise the improvement of writing outcomes for disadvantaged children. This will be prominent in the school's improvement plan and reflected in the adjustment to the pupil premium strategy.

2. Funding for educational visits and experiences

All children have had equity of access to all enrichment opportunities in and out of school to enhance their curriculum experience and personal development.

6 x disadvantaged children were supported through the provision of weekly musical tuition – all are accomplished and aspirational musicians and are completing relevant gradings.

Additionally, due to the revision of the previous strategy and the funding of whole class instrumental provision an additional 24 disadvantaged children were provided weekly musical tuition. As a consequence, this saw 30 disadvantaged children have access to weekly musical tuition, 3 x greater than the previous year.

32 children were supported through the provision of partially or fully funded educational enrichment experiences, 15 of which were residential outward bound experiences.

3. Extra-curricular sports' clubs

The school makes provision for all children to have access to at least extra-curricular sports/activity club that will last the duration of the half term.

Tracking data identifies that 98% of the school cohort took advantage of this last year and of the disadvantaged children, there was a 96% take-up.

4. Attendance 2022-2023

School figures – 95.5% for all pupils – this is above the indicative NA

The figure for disadvantaged children is 93.3% - comparison to national data will be made once available.

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 |
|------------------|-----------------|
| KidsUK | Andy Markham |
| ELSA | Futures in Mind |

| Measure | Details |
|--|---|
| Opportunity for parental engagement with child whilst stationed overseas | Fortnightly arranged remote call between child and parent facilitated during the school day and facilitated by school leadership. |
| What was the impact of that spending on service | Parental feedback commented below: |

| | |
|---------------------------------------|---|
| <p>pupil premium eligible pupils?</p> | <p>“As a service person, the school have and continue to support my child and me with contact and arrangements to allow quality time prior to, during (Skype) and post deployments. I appreciate schooling and learning is of the highest priority however, there are many service personnel who do not receive the same commitment and support that I have received from Boldmere school. A huge well done on getting it right and thank you.”</p> |
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