

Pupil Premium Strategy Statement (and impact for 2021-2022)

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	366 (358 + 8)
Proportion (%) of pupil premium eligible pupils	20% (74 children)
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	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Carl Glasgow/ Karen Welch
Pupil premium lead	Charlotte Fowles / 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	£113,460
Recovery premium funding allocation this academic year	£7,395
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	£120,855

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 relatively low at 20%. 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	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Attainment gap in children achieving greater depth in core subjects
4	33.5% of our pupil premium children are also SEND
5	Some behaviour difficulties within a core group of children
6	Partial school closures have impacted disadvantaged pupils to a greater extent

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 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.	Sustained high attendance demonstrated by: <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: £99,109.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>UPS teachers appointed to work within Year 6 cohort to allow 4 smaller groups across Writing, SPaG and Maths and 5 smaller groups in Reading.</p>	<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>	<p>2 and 3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Improving social and emotional learning in primary schools – Guidance report.</p>	<p>5 and 6</p>
<p>CPD phonics training for support staff.</p>	<p>Strong phonic knowledge and a good grasp of reading enables pupils to confidently access all areas of the curriculum.</p>	<p>1, 2, 4 and 6</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>	
<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>	2 and 3
<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>	

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

Budgeted cost: £8932

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>£6277 – 75% 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, 465 hours tuition will be provided at a total cost of £8432</p>	<p>2, 3, 4 and 6</p>

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

Budgeted cost: £18,579.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained ELSA teaching assistant to support children with social and emotional learning. (Friends for Life and Talk About)</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>£5,879.25</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 staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Behaviour interventions.</p>	<p>5</p>
<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>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>6</p>

£9,700	Using your pupil premium funding effectively.	
Contingency fund for acute issues. £3000	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: <ul style="list-style-type: none"> • Before and after school care • Transport to and from school • Clothing (uniform and residential) • Food 	All

Total budgeted cost: £126,620

School led tuition allocation £6277.50

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the previous year (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised due to the ongoing impact of the pandemic. For some areas, we are continuing to build on the approaches set out in last year's plan with the activities detailed in this plan. In response to COVID 19, other outcomes have been revised to ensure that we are responding to the needs of our disadvantaged pupils (particularly in relation to mental health and well-being).

Our assessment of the reasons for these outcomes points primarily to the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had originally intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our Home Learning offer and the use of online resources such as those provided by Oak National Academy and White Rose.

We recognise that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan such as Friends for Life and Talk About groups.

Last year's priorities:

- 1. TA and additional teacher support in classes and for focused interventions**
- 2. Funding for educational visits**
- 3. Lunchtime and out-of-school clubs**
- 4. Funding for school meals**
- 5. Funding resources**

Impact

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

Year 6 End of Year data:

39% of disadvantaged children (DA) achieved ARE or above in reading, writing and Maths – this was broadly in line with the national average (NA).

55% of DA children reached the expected standard in reading - this is just below the NA and will be a school improvement priority in 2022-2024.

61% of DA children reached the expected standard in maths - this is above the NA.

61% of DA children reached the expected standard in writing - this is above the NA.

Outcomes for disadvantaged children across the rest of the school are as follows:

Year 3 Reading 46% At or above ARE, Writing 29% At or above ARE, Maths 37% At or above ARE

Year 4 Reading 78% At or above ARE, Writing 67% At or above ARE, Maths 78% At or above ARE

Year 5 Reading 50% At or above ARE, Writing 34% At or above ARE, Maths 50% At or above ARE

Although in school data is only an indicative measure of the progress made by children, the data suggests that leaders should 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.

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

Of the whole school cohort, 68 children accessed musical tuition in 2021-2022. Of these, only 10 were disadvantaged children. Consequently, leaders will be adjusting the PP strategy to improve the musical tuition 'offer' for disadvantaged children.

29 children were supported through the provision of partially or fully funded educational enrichment experiences, 22 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 99% of the school cohort took advantage of this last year and of the disadvantaged children, there was a 100% take-up. This naturally contributes positively to children’s personal development and well-being. Additionally, 4 children were supported further through the provision weekly martial-arts provision for the duration of the academic year.

4. Funding for school meals

5. Funding of resources

Specific children were identified and received additional resources to support their learning, ensuring equity in comparison to non-disadvantaged pupils. This included additional workbooks, laptops and other ICT equipment during school closures.

6. Attendance 2021-2022

School indicative figures – 96.6% for all pupils.

The figure for disadvantaged children is 93.7%

These figures will be validated and compared with respective national averages when the data set is 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 pupil premium eligible pupils?	Parental feedback commented below: “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.”

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