

## Pupil premium strategy statement

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 ( <b>3 year plans are recommended</b> )	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
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
<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	£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"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate of disadvantaged pupils to be in line with non-disadvantaged pupils</li> </ul>

## 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: £91,109.34

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>£19,000</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><a href="#">EEF – The tiered approach to school improvement.</a> 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><a href="#">Improving social and emotional learning in primary schools – Guidance report.</a></p>	<p>5 and 6</p>
<p>CPD phonics training for support staff.</p> <p>£1,028</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><a href="#">Phonics – High impact for very low cost.</a></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>£70,847.34</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><a href="#">EEF Guide to the Pupil Premium – Autumn 2021</a></p>	2 and 3
<p>Enhancement of our Reading teaching and curriculum planning through a Literacy Shed Plus subscription.</p> <p>£234</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><a href="#">Reading comprehension strategies</a></p>	

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

Budgeted cost: £1,647.50

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>£500</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><a href="#">Phonics – High impact for very low cost.</a></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>£1,147.50</p>	<p>Having analysed our cohorts, we have identified 17 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><a href="#">One to one tuition.</a></p> <p><a href="#">Small group tuition.</a></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><a href="#">Social and emotional learning.</a></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><a href="#">Behaviour interventions.</a></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>£9,700</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><a href="#">Using your pupil premium funding effectively.</a></p>	<p>6</p>

<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"> <li>• Before and after school care</li> <li>• Transport to and from school</li> <li>• Clothing (uniform and residential)</li> <li>• Food</li> </ul>	<p>All</p>
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**Total budgeted cost: £111,336.09**



## 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:

50% of disadvantaged children achieved ARE or above in reading, writing and Maths\*

\*Teacher assessments due to Covid19

Year 3 Reading 80% At or above ARE – increase of 18% compared to last year's data

Writing 70% At or above ARE – increase of 16% compared to last year's data

Maths 80% At or above ARE – increase of 11% compared to last year's data

Year 4 Reading 56% At or above ARE – decrease of 9% compared to last year's data

Writing 44% At or above ARE – increase of 3% compared to last year's data

Maths 62% At or above ARE – increase of 4% compared to last year's data

Year 5 Reading 53% At or above ARE – decrease of 22% compared to last year's data

Writing 53% At or above ARE – decrease of 5% compared to last year's data

Maths 47% At or above ARE – decrease of 11% compared to last year's data

\*Teachers have greater ownership of children's targets for progression and therefore providing focused class interventions leading to more rapid small steps progress.

\*Children identified and who have accessed the provision of wellbeing mentor, with check in check out, friendship groups etc, have grown in confidence and self-esteem. They have been much more settled and happy in their lessons, gaining greater access to the whole curriculum.

\*\*Please note, due to Covid19, children spent Spring 1 learning from home. Multiple classes also experienced bubble closures throughout this academic year. Children were also further affected by 10 day isolation periods due to testing positive or being positive contacts.

### **2. Funding for educational visits**

All children have had equity of access to all enrichment opportunities in and out of school and have encountered some exciting, memorable and challenging learning experiences, enhancing and enabling them to embed their learning.

### **3. Lunchtime and out-of-school clubs**

- Positive outcomes for targeted children in regards to behaviour.
- Children more settled in class, therefore fully accessing the wider curriculum.

#### 4. Funding for school meals

- Healthy children who are ready to learn.
- Positive impact on parents as their children have equity.

#### 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.

## 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