

# St Botolph's CE Primary School. Pupil premium strategy statement 2024

This statement details our school's use of pupil premium for the 2023 to 2024 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                                                                                                     | St Botolph's C of E Primary School |
| Number of pupils in school                                                                                      | 365                                |
| Proportion (%) of pupil premium eligible pupils                                                                 | 11.8% (43)                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2026                          |
| Date this statement was published                                                                               | September 2024                     |
| Date on which it will be reviewed                                                                               | October 2025                       |
| Statement authorised by                                                                                         | Rachel Rayner                      |
| Pupil premium lead                                                                                              | Nicky Noble                        |
| Governor / Trustee lead                                                                                         | Shan Barcroft                      |

## Funding overview

| Detail                                                                                                                                                                      | Amount              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £65,632 (Sept 2024) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0                  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £65,632 (Sept 2024) |

## Part A: Pupil premium strategy plan

### Statement of intent

It is our intention to reduce, and ultimately remove, the gap in attainment between PPG children and non-PPG children in our school. We believe that all children have the capacity to learn and holistic support – academic, social and emotional – can remove barriers to achieving this. Specifically we want to:

- Raise the attendance of PPG children with a minimum target of 95% or in line with the general cohort, whichever is higher.
- Improve the reading skills of PPG children to the point of fluency for all by Year 6.
- Offer experiences and knowledge to PPG children that might otherwise be unattainable.
- Support effectively, or seek specialist support for, PPG children when faced with adverse life events or trauma.
- Support those PPG children who have additional learning needs/ SEND with programmes that are research-driven.
- Raise the aspirations and awareness of future opportunities (including careers) for PPG children.

We will engage a wide palette of strategies which address these intentions for every PPG child.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We recognise that not all disadvantaged learners have the same background, educational ambition or starting points. What follows is a list of challenges we have noticed but that are not applicable in every case.

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                         |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p>Attendance of PPG children is lower than the general cohort:</p> <p>Last academic year (23-24) PPG attendance was 92.93% compared to non-PPG at 95.35%.</p> <p>This year to date, persistent absence (&lt;90%) of PPG children is 14.8%. This is against the general cohort of 4.9%.</p> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|   | Lateness is also a challenge. In the current academic year (2024-5) on average a PPG child has been 60.1 mins late. In comparison, non-PPG children have been 15.2 mins late since September 2023.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2 | <p>The school has been delighted with the effect of Sounds Write (linguistic phonics programme) on children's learning of reading and writing. However, it is clear that the benefits are felt more widely at the lower end of school where the programme has been taught from the beginning for four years. Children in Key Stage 2 will continue to benefit from Sounds Write for spellings and our focus on opportunities to read high quality texts on a regular basis to narrow the attainment gap between PPG and Non-PPG children.</p> <p>In summer 2023,</p> <ul style="list-style-type: none"> <li>• 66.6% of PPG children (4 children) passed the expected standard in the Phonics Screening Check in Year 1 compared to 84% Non PPG.</li> <li>• 82% off PPG children (9 child) passed the expected standard in the retake of Phonics Screening Check in Year 2 compared to 43% Non PPG.</li> <li>• Lower numbers of our PPG children reached the expected standard in reading by Y6 (64% PPG/ 80% Non-PPG).</li> </ul> |
| 3 | According to The Mental Health of Children and Young People Survey (2020), mental health issues for children have increased from 1 in 9 (2017) to 1 in 6 (2020). There is no separate data for PPG children, but our experience of children's mental health issues includes these, sometimes vulnerable, children. Support for social and emotional and mental health for many PPG learners, as well as others, is increasingly difficult to access.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4 | Our ADP 2024-2025 prioritises the development of children's personal and academic conduct to promote high levels of self-esteem, self-control, self-discipline and self-reliance. This applies to our PPG cohort most regarding their sense of societal worth and ambition. Some of our PPG children find it particularly difficult to articulate their future ambitions and aspirations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5 | Some further disadvantage may be caused by family disengagement with school. This leads to anecdotal inconsistencies with homework being completed, reading at home and behaviour in school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## 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                                                                                                                                                                                                         |
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| To improve attendance of PPG children.                                                                                                       | <ol style="list-style-type: none"> <li>1. Persistent absence is in line, or less than the general cohort term on term.</li> <li>2. Attendance of all PPG children is above 95% for the academic year 2024-25.</li> </ol> |
| To improve technical reading skills (phonics knowledge and application) and reading prosody to give children greater access to all subjects. | <ol style="list-style-type: none"> <li>1. All* PPG children in Y1 to achieve the expected standard in the Phonics Screening check.</li> </ol>                                                                            |

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|                                                                                                                                                                                                                                | 2. All* PPG children reach the expected national standard in Reading by end of Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| To develop writing fluidity, stamina, and confidence in Y4 and 5.                                                                                                                                                              | <ol style="list-style-type: none"> <li>1. PPG children in Y4 and 5 achieve in line with the general cohort at the end of the academic year.</li> <li>2. PPG children's writing is in line with national statistics come Y6.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| To remove barriers to home learning by providing personalised support                                                                                                                                                          | <ol style="list-style-type: none"> <li>1. Homework tasks support learning in class.</li> <li>2. PPG children have fair access to ICT in school to complete independent tasks.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| To encourage ambition and aspiration for the future by offering knowledge of a broad range of subject areas and a broad range of experiences.                                                                                  | <ol style="list-style-type: none"> <li>1. PPG children have access to a knowledge-rich curriculum.</li> <li>2. PPG children access all trips including residential trips.</li> <li>3. PPG children can access clubs.</li> <li>4. The opportunity to learn an instrument is built into the music curriculum.</li> <li>5. PPG children are able to articulate their hopes and aspirations for the future.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>To promote good mental health and improve PPG children's mental ill-health by offering early intervention and effective support.</p> <p>To build PPG children's resilience to significant events now and in the future.</p> | <ol style="list-style-type: none"> <li>1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively.</li> <li>2. Identification: recognising emerging issues as early and accurately as possible.</li> <li>3. Early support: helping pupils and students to access evidence informed early support and interventions.</li> <li>4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</li> </ol> <p>Taken from Promoting Children and Young People's Mental Health and Wellbeing (Gov.uk 2021)</p> |

\* SEND not withstanding

## 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)

| Activity                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                        | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Winning at Writing:<br>1. Teacher training<br>2. Internal CPD for teachers (no cost)                                                                                                                            | 'All courses draw on best-practice and the latest educational research.' HfL website.                                                                                                                       | 2,4                           |
| Reading Fluency: Programme to continue to be run for UKS2 children.                                                                                                                                             | "On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months using YARC assessment." (Herts for Learning) | 2, 4                          |
| Sounds Write Linguistics Phonics:<br>1. Teacher training as needed<br>2. Teacher-led catch-up interventions                                                                                                     | School data from current Year 1 (with complete year of Sounds Write covered in Reception) shows 84% of children were at the expected level or higher in word reading.                                       | 2, 4                          |
| Complete Maths:<br>No cost to school. All teachers trained to plan and deliver lessons.                                                                                                                         | Children have personalised learning programmes that are computer based. This means they can be accessed in lessons and at home.                                                                             | 3, 4                          |
| Reading Reconsidered:<br>The new English Subject Leader to participate in the full RR course.<br><br>AIR reading techniques shared with all teachers to improve levels of reading comprehension among children. | <a href="http://www.readingforlearning.org">www.readingforlearning.org</a> & <a href="http://www.schoolsweek.co.uk">www.schoolsweek.co.uk</a> reviews.                                                      | 2, 4                          |
| Teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos. e.g. RSE covers the importance of stable relationships.                        | Promoting Children and Young People's Mental Health and Wellbeing (Gov.uk 2021)                                                                                                                             | 5                             |

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

| Activity                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Herts for Learning Reading Fluency: 8-week programme of prosody development.                    | "On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months using YARC assessment." (Herts for Learning)                                                                                                                                                                                                                                                    | 2, 4                          |
| Sounds Write Linguistics Phonics: High Quality teaching & Teacher-led catch-up interventions    | The pass rate in Year 1 Phonics Screening Checks has improved year on year for three years. Last academic year, 82% of children were at the expected level.                                                                                                                                                                                                                                                                                                    | 2                             |
| Phonics lead dedicated time to monitor SoundsWrite interventions and teaching.                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| Support Plans: Written and actioned by teachers where children need 'catch up' activities.      | Personalised learning targets lead to success when gaps have been identified.                                                                                                                                                                                                                                                                                                                                                                                  | 2, 4, 5                       |
| Trips and visits subsidy: PPG children to be able to access trips at 50% of the published cost. | 'Few robust studies in the UK have explored the extent to which school trips can influence [essential life] skills, and their impact on other outcomes. Improved behavioural, social and emotional outcomes do not always translate into improved grades, or perhaps may translate into improved academic attainment only in the longer term, but schools may well wish to pursue them for their wider benefits irrespective of impacts on attainment.'<br>EEF | 2, 4, 5                       |
| Offer access arrangements to enable PPG children to access learning online from home.           | By removing barriers to learning, we will enable all children to complete and enjoy work at home.                                                                                                                                                                                                                                                                                                                                                              | 2                             |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| <p>Coffee mornings for parents to share key messages about the curriculum e.g. reading.</p> <p>30.9.2024 - Phonics Cafe (KS1)</p> <p>8.10.2024 - Reading Cafe (KS2)</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p>‘Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.’</p> <p>(EEF, reviewed 2021)</p>                                                                                                                                                                                                                                                                                   | <p>1, 2, 5</p> |
| <p>Communication to parents to highlight lateness or poor attendance. Follow up meetings if needed in accordance with the Attendance Policy 2023. (To be updated to DEMAT policy in autumn 2024)</p>                                                                                                                                                                                                                                                                                                                                                              | <p>‘Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.’</p> <p>(EEF Attendance Interventions report 2022)</p> | <p>1, 2, 4</p> |
| <p>Activities that broaden children’s experiences and aspirations e.g.</p> <p>Art exhibition with Holy Trinity church (Sept 2024)</p> <p>Attending academy-wide carol service (Dec 2024)</p> <p>Trip to Peterborough cathedral.</p> <p>Whole school trip to Christmas pantomime (Dec 2024)</p> <p>Participation in a city-wide choral speaking competition (March 2025)</p> <p>Participation in the school’s Futures Day to encourage ambition and career aspiration (July 2025)</p> <p>Access to Impossible Questions lectures (Ongoing) Clubs after school.</p> | <p>Children with the broadest knowledge and experience base will be able to draw on these to inform future learning (paraphrased from Reading Reconsidered programme).</p>                                                                                                                                                                                                                                                                                                                     | <p>2,</p>      |
| <p>Learning Support Mentor:</p> <p>1. Group work and individual sessions for children facing challenging situations at home or school</p>                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>EHAs are written and submitted to professionals in the Local Authority for specialist intervention and support.</p> <p>Other agencies have provided support to PPG</p>                                                                                                                                                                                                                                                                                                                      | <p>5</p>       |

|                                                                                                                                                                                                                                                                 |                                                                                                                                                   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 2. Working with families facing challenges and writing Early Help Assessments with them if needed.<br>3.<br>4. Accessing specialist support through agencies such as Barnardos, Young Carers, MASG meetings.<br>5. Signposting parents to HAFs (holiday clubs.) | families when requested by the school.                                                                                                            |   |
| Two Youth Mental Health First Aiders trained to work with children in crisis.                                                                                                                                                                                   | Keeping Children Safe in Education 2024. Section 43.0<br>CPD 3.9.2024<br>STEPS training as a therapeutic strategy for behaviour.<br>CDP 3.10.2024 | 5 |

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 two year period from Sept 2022 to Sept 2024

When taking into account academic data, we have a mixed picture of success in meeting our objectives for PPG pupils as has been shown. However, attitudes towards learning and internal truancy of certain PPG children has been addressed and eradicated. Our phonics data shows that PPG children are generally narrowing the gap in attainment in the PSC over this two-year period.

Improvements to whole-class strategies and the introduction of a number of interventions are supporting PPG attainment and progress.

The gap in attendance between the general cohort and PPG has narrowed but has not been entirely closed yet. This is something we continue to monitor and improve through close liaison with parents. We are also mindful that lateness adversely affects PPG children's access to learning and mental wellbeing, which has been brought to parents' attention and is something we are supporting them with.

Our pastoral support continues to be a strength and PPG children benefit from whole class and individual support when facing adversity. We teach children about self-esteem and resilience. Fewer PPG children need behaviour risk assessments.



Pupils and parents value the pastoral support the school provides and the liaison with families. Behaviour support and changes to approaches meant that PPG children are now more able to focus on work.

Fifteen PPG children attended after school clubs where, over the year, 131 places were available. This represents 11.5% of club attendance which is in line with the PPG population in the school. However, in order to improve access to experiences outside school, we will aim to build on this in 2024-2025.

## 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                                                    |
|---------------------------------|-------------------------------------------------------------|
| Sounds Write                    | Sounds Write                                                |
| Reading Fluency Project         | Herts for Learning                                          |
| Winning at Writing              | Herts for Learning                                          |
| Complete Maths – Complete Tutor | La Salle Education                                          |
| Reading Reconsidered            | Teach Like a Champion (DEMAT training via Uncommon Schools) |
| STEPS                           |                                                             |

## Further information (optional)

Our activity in all aspects of child welfare and development is monitored by the Diocese of Ely Multi Academy Trust.