

Pupil premium strategy statement – [Boothferry Primary School]

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	382 inc N
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	M Sibley
Pupil premium lead	M Sibley
Governor / Trustee lead	M Wynne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,955

Part A: Pupil premium strategy plan

Statement of intent

'Learning at Boothferry inspires us to discover, explore and use our knowledge, skills and understanding to develop ourselves as citizens of tomorrow'.

Boothferry Primary school is situated in an inland port. The school has on role above average numbers of children eligible for Pupil Premium, as well as above average numbers of EAL children. This is over 50% in some classes, speaking 18+ languages. The school receives upwards of £100,000 each year to support Disadvantaged Pupils. Developing effective school organisation of people and facilities to the Pupil Premium is at the heart of how the school has responded and how the SLT has gained value for money. Pupil Premium funding does not follow each pupil, but is used to bolster school-wide change and improvements in quality of teaching and learning and curriculum.

Ofsted (2019) said , A higher-than-average proportion of disadvantaged pupils attend this school. They receive well-planned additional support to ensure that they make sustained progress. Work in the books of disadvantaged pupils is equal to, and sometimes stronger than, that of non-disadvantaged. Inventive leadership and consistent management are required to make Pupil Premium work.

The school believes that consistent, well managed approaches to targeted support and intervention are more effective than one-off initiatives. We believe that, in our school, everybody should work to constantly develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation

Our vision: *'Embracing diversity, building a brighter future together'.*

In order to do this, we aim to do the following:

- Ensure all staff, have sufficient understanding of the needs of the children to be able to deliver a curriculum which successfully meets their needs. In particular, as the acquisition of language is a specific barrier for our disadvantaged children, we aim for all staff to have sufficient training to deliver the phonics scheme effectively.
- Ensure whole class reading sessions develop children's vocabulary and reading skills, including challenging more able early readers where appropriate.
- Ensure our reading resources (ReadWriteInc and Accelerated Reader) are used to their best effect to ensure greater progress in reading.

<ul style="list-style-type: none"> • Ensure all staff receive CPD necessary to deliver high quality first teaching in reading and in a broad and balanced curriculum. • Increase our teaching capacity - provision of additional teachers to support children to make rapid progress. • Ensure that early reading interventions are in place - provision of a reading recovery teacher and reading team to support children not make expected progress in early reading • Ensure pupils' pastoral needs are met through use of pupil and family services – employment of Family Liaison Officer and other pastoral to provide family support and emotional support for children • Provide extra-curricular opportunities – provision of outdoor and residential opportunities and a lunchtime nurture group .

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Phonics screening data from 2021 shows that disadvantaged pupils were 12.5% lower than not disadvantaged.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Reading.

	Whilst this gap is narrowing, it is still larger than pre pandemic, especially in our EAL/PPG families.
4	<p>Assessment, observations and internal school data (both internal and historic) of pupils indicate a lack of Reading at home. This is evident from Reception through KS1 and KS2 and in general, is more prevalent among our disadvantaged pupils than their peers. This negatively impacts their reading in school</p> <p>Internal and historic assessments indicate that reading development and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils</p>
5	<p>Our attendance data from 2021-2022 indicates that attendance among disadvantaged pupils has been 2.5% lower than for non-disadvantaged pupils.</p> <p>32% % of disadvantaged pupils have been 'persistently absent' (under 90% since September) compared to 23%% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our Attendance data for 2022.2023 shows that whilst the attendance across the school is above national, disadvantaged pupils are still -1.7% compared with Non disadvantaged.</p>

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
Improved progress and attainment in reading among disadvantaged pupils.	<ul style="list-style-type: none"> PPG average progress scores gap are in line with NPPG
Improve and sustain the attendance of all our pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance of disadvantaged pupils rises to in line with others
Improve the Phonics attainment of disadvantaged children	<ul style="list-style-type: none"> Gap between PPG and NPPG narrows
Narrow the attainment gap caused by partial school closures	<ul style="list-style-type: none"> Disadvantaged pupils achieve in-line with peers in reading, writing and maths Additional support develops and deepens the understanding of disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly 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
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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: £67,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching through use of booster teachers to respond to the needs of the pupils. SMT and extra sessions with trained adults	EEF Teaching & Learning Toolkit covers a widerange of strategies we use our booster teacher for. <ul style="list-style-type: none"> • Feedback +6 • Individualised instruction (where appropriate) +4 • Reducing class sizes (by moving to groups within) +2 • Within class attainment grouping +4 	2,4
Mentoring and coaching of phonics support and purchase of our Synthetic Phonics programme (ReadWriteInc) to embed high quality teaching of phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Teaching & Learning Toolkit +5 for phonics	2
Professional development and staff CPD relating to formative assessment and moderating.	EEF Guide to Pupil Premium Point 3: Quality teaching helps every child	1,2,3,4

<p>Pupil Progress meetings concentrate on PPG children as a Vulnerable groups</p> <p>Developing high quality teaching, assessment and curriculum through subject leader release time.</p>		

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

Budgeted cost: £ 37,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support for reading through the implementation of RWI programme</p> <p>Targeted academic support for reading through the implementation of Accelerated Reader programme</p>	<p>Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. EEF Teaching & Learning Toolkit</p> <p>+6 for Reading Comprehension strategies +5 for 1-1 group tuition (FTT)</p>	1,2
<p>Targeted approach to regular reading for children who do not have as much access at home. Rewards, reading clubs, Golden ticket, word millionaires etc</p>	<p>Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. EEF Teaching & Learning Toolkit</p> <p>+6 for Reading Comprehension strategies (Reading Recovery)</p>	1,2
<p>Targeted academic support for reading (and writing) through</p>	<p>Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial</p>	1,2

Curriculum Vocab lists concentrating on technical language at the correct milestone.	component of early reading instruction. EEF Teaching & Learning Toolkit +6 for Reading Comprehension strategies (Reading Recovery)	
School 'Viper' approach to comprehension.	Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. EEF Teaching & Learning Toolkit +6 for Reading Comprehension strategies	1,3,4
Open events targeted at engaging parents with communication, oracy and learning	Parental engagement has a positive impact on pupils wellbeing and outcomes for children. +4 for parental engagement	3,4,5
Targeted support via nurture/ family lead as well as signposting to Children's centre/ ELSA	Parental engagement has a positive impact on pupils wellbeing and outcomes for children. +4 for parental engagement	3,4,5
Home learning tasks chosen to engage with family learning. Practical tasks encourage	Parental engagement has a positive impact on pupils wellbeing and outcomes for children. +4 for parental engagement	3,4,5

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

Budgeted cost: £ 30,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance by embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
Supporting the wellbeing, behavioural needs and emotional stability of our pupils. These include: Sporting costs Music tuition costs School visits/residentials etc	<p>The DfE states (in Using pupil premium: guidance for school leaders) that you should also develop an understanding of any nonacademic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example:</p> <ul style="list-style-type: none"> • wellbeing, mental health and safeguarding concerns • access to technology and educational materials <p>EEF Teaching & Learning Toolkit +3 for arts participation</p>	4,5
Access to support services, mental health first aid as well as Education psychologists etc	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)	1,2,3,4,5

Total budgeted cost: £ £146,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Disadvantage Gap

Definition of disadvantage

Disadvantaged pupils are ordinarily defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order.

Before the pandemic, the disadvantage gap index had reduced between 2011 and 2018 - indicating that the attainment gap between disadvantaged pupils and their peers was becoming smaller - before remaining at a similar level between 2018 and 2019. The index increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic had a greater impact on disadvantaged pupils. The gap in 2023 has reduced slightly from 2022 but remains almost as high as it was in 2011.

How well have disadvantaged children done?

	Disadvantaged School (14)	Disadvantaged National	Non-disadvantaged School	Non-disadvantaged national
Reading EXS+	64.3%	60.1%	68.6%	77.9%
Reading High	21.4%	17.4%	17.1%	33.9%
Writing EXS+	64.3%	58.1%	57.1%	77.1%
Writing GDS	0%	6.5%	0%	16.1%
Maths EXS+	50%	62.5%	60%	78.9%
Maths High	14.3%	12.8%	11.4%	28.5%
GPS EXS+	78.6%	59%	71.4%	77.9%
GPS High	28.6%	18.5%	11.4%	34.8%
RWM EXS+	42.9%	43.8%	40%	65.9%
RWM High	0%	3.1%	0%	10%

Overall, disadvantaged pupils have performed well in comparison with disadvantaged pupils nationally. Therefore, the gap is narrower between the disadvantaged and non-disadvantaged than the national gap.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accerated Reader	Renaissance Learning

Further information (optional)

Reading interventions that target the bottom 20% may include some of the disadvantaged children. Additional meetings between parents of disadvantaged children and class teachers. If there is any further areas of support that are identified in these meetings then more individual support can be put in place for the families. In previous years this has included additional support for parents to support their children with their phonics learning.