

# Pupil premium strategy statement



Boorley Park School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Boorley Park Primary School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2024 (annual reviews)
Statement authorised by	Marie-Lou Litton, Executive Headteacher
Pupil premium lead	Tamsin Sillars, Headteacher
Governor / Trustee lead	Rosemary Dawson-Edwards, Chair of Local Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745 (correct at 01.10.2023)
Recovery premium funding allocation this academic year	£0
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	£56,745 <i>We do not pool funding within our academy trust.</i>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to ensure that every child has an equal opportunity to succeed in all aspects of their life and that they have equal access to the life experiences that will enable them to grow and develop. We aim to accurately identify barriers to learning for each individual child and provide opportunities and support to overcome them. In many cases, these are academic challenges, with children receiving additional support and intervention within school to enable them to keep up with their peers. For others, this may be social, emotional or behavioural support to ensure their mental and physical wellbeing is developed.

We aim to prepare all children to be confident, creative, independent and resilient learners to enable them to make a difference to the world.

Each child is treated as an individual and strong relationships between staff and families means that personalised support and intervention can be provided to each child to support them in their learning and development. We make no assumptions about the impact of disadvantage, and instead work to address individual challenges. Early intervention and accurate identification of needs means pupils are motivated to achieve highly in all aspects of school life and are supported to do this.

We focus on providing high-quality inclusive teaching for all children as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Teachers within the school experts in identifying the next steps for each individual child and plan their teaching to meet needs.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment data shows that pupils eligible for the pupil premium grant do not achieve as well as their non-PP peers. These gaps are widest in phonics at the end of Year 1 and reading and writing at the end of Year 2.</p> <p>July 2022 data:</p> <ul style="list-style-type: none"><li>• End of KS1 phonics screening – 44% of PP pupils passed the phonics screening check (vs 89% of non-PP pupils)</li></ul>

	<ul style="list-style-type: none"> <li>• End of KS1 reading – 67% of PP pupils achieved the expected standards vs 89% of non-PP pupils</li> <li>• End of KS1 writing – 67% of PP pupils achieved the expected standards vs 89% of non-PP pupils</li> </ul>
2	Assessments, observations, and discussions with pupils indicate underdeveloped language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<p>Pupils from many of our disadvantaged families have lower aspirations for what they can achieve. Many do not have positive views of themselves as learners and doubt their ability to achieve as highly as their peers.</p> <p>Discussions with parents from disadvantaged families shows that they are less confident in supporting their children with their learning and many have less confidence in their own academic abilities. Some disadvantaged pupils are supported in their learning at home by siblings, who have their own academic challenges.</p>
4	Our attendance data for the last academic year indicates that attendance among disadvantaged pupils is slightly lower than non-disadvantaged peers (91% vs 94% for 2021-2022).

## 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 oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils in Year R meet the Early Learning Goals for Communication and Interaction each year.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
Improved reading and writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• KS1 writing outcomes show that 80% of disadvantaged children meet age related expectations at the end of Year 2.</li> </ul>

<p>Improved skills and confidence for parents to support their children with learning at home.</p>	<p>Parents from disadvantaged families report that they are able to support their children at home with reading, phonics and maths.</p> <ul style="list-style-type: none"> <li>• Completion of home learning tasks increases amongst disadvantaged pupils (evidenced by completion of levels on Numbots, increase in comments in reading records and completion of phonics tasks).</li> <li>• Parents from disadvantaged families engage in opportunities to develop their skills in supporting their children at home (e.g. by attendance at workshops).</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</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: £15,820 (with additional funding provided from the whole school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of the implementation of a DfE validated systematic synthetic phonics programme to secure consistently strong phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
Development of staff knowledge and expertise around supporting pupils with language and communication difficulties to support them in accessing the curriculum.	Evidence shows that language provides the foundation of thinking and learning and should be prioritised. Using a wide range of explicit and implicit approaches, including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.  <a href="#">Improving Literacy in KS1</a>	1, 2
Recruitment of high quality, experienced learning support assistants (including qualified teachers) to support the provision of high-quality inclusive teaching for all children on a daily basis.	Children learn best when they receive expert instruction. By having highly qualified and experienced support staff in the classroom, children have more opportunities to receive this expert instruction.  <a href="#">Teaching Assistant Interventions</a>	1, 2, 3

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

Budgeted cost: £7,390 (including funding from the National Tutoring Programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and delivery of high-quality language and communication interventions to disadvantaged pupils who are at risk of, or who already are, falling behind the attainment of their non-disadvantaged peers.</p>	<p>Evidence shows that prioritising language and communication development in the Early Years provides a strong foundation for reading and writing skills, effectively preparing children for the next steps of their development.</p> <p><a href="#">Preparing for Literacy</a></p>	<p>1, 2</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.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2,</p>

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

Budgeted cost: £13, 850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Family Support Worker to work with disadvantaged families to support overcoming barriers</p>	<p>Offering sustained and intensive support to families has been shown to improve school attendance for disadvantaged pupils and to enable parents to confidently engage with the school.</p>	<p>1, 2, 3, 4</p>

in school attendance and school engagement.	<a href="#">Working with parents to support children's learning</a>	
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £56,745**

## 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 to 2023 academic year.

#### **Improved oral language skills and vocabulary among disadvantaged pupils**

Actions Taken:

- Training for all staff on the importance of explicit teaching of oral language and vocabulary. Whole school systems introduced and followed in all classes. Monitoring shows a high level of vocabulary instruction and modelling of oral language in all classes.
- Specific interventions introduced in Year R for children with poor levels of oral language upon entry to school – targeted groups with evidence-based programmes to support language development.
- Training for support staff on interventions that support pupils with gaps in their oral language and vocabulary.

Impact:

- Monitoring of PP plans and learning walks show that all staff have a good awareness of who the PP pupils within their year group are and as a result, these pupils are receiving targeted support, both in class and through additional interventions/support focused on oral language and vocabulary development.
- 67% (6/9) of PP pupils met the ELG for listening attention and understanding. 2/9 who did not have EHC plans (one is non-verbal).
- 56% (5/9) PP pupils met the ELG for speaking. 3/9 who did not have EHC plans (one non-verbal; two where communication and language is their main need).

#### **Improved writing attainment among disadvantaged pupils.**

Actions Taken:

- Ongoing implementation of a new validated SSP – training and mentoring for staff to ensure HQIT for all pupils and specific intervention for those who need it. A focus on 'keep up' rather than 'catch up' in all year groups.
- Employment of a member of staff to work in the library to support with activities to engage reluctant readers and to improve book stock.
- Investment in additional resources for the library to engage all pupils, particularly those who do not see themselves as readers, in reading.
- Training for the English Subject leader on planning effective learning journeys for writing – training disseminated to all staff and mentoring/coaching in place to ensure effective implementation.

Impact:

- The gaps between PP pupils and their peers remain, but they have not widened. The number of PP pupils on the register has significantly increased this year and this has meant that staff have needed to adapt their interventions and support to



cater for this larger group of pupils, increasing the amount of time spent on HQIT and support in class compared to intervention.

- 60% of PP pupils in Year 1 passed the phonics screening check (all of the 40% who didn't are also on the SEND register with complex needs).

% of PP pupils on track to meet ARE in each year group (figures in brackets are non-PP pupils)

	Yr R	Yr 1	Yr 2	Yr 3
Reading	50% (80%)	62% (58%)	31% (74%)	62% (88%)
Writing	38% (82%)	60% (47%)	15% (69%)	62% (76%)

### **Improved skills and confidence for parents to support their children with learning at home.**

Actions Taken:

- Adaptation of home learning activities to ensure they are tasks that adults can easily understand and support their children with (e.g. use of online games and activities, simple reading tasks, revisiting phonics activities that the children have already completed in class).
- Targeted support for families where engagement is low – e.g. support and advice from family support worker, additional resources to support children at home.
- Parent events/workshops held to showcase learning and engage parents in their children's learning in school.
- 'Walk and Talk' used in Year R – a display with a sentence each day about what they have been learning to support parents with having conversations about learning on the way home.
- Weekly updates posted on the website and links sent home for parents to see the learning that has been taking place in class. Links in the updates included to films etc of class stories being read so parents can engage with these.

Impact:

- Use of carefully planned home learning tasks that parents can support with easily – (e.g. use of TT Rockstars and Numbots, simple and easy-to-follow phonics sheets) have supported parents with working with their children at home. Close tracking of the use of these home learning interventions, which are reviewed each half term, are supporting pupils in closing some gaps in learning (e.g. the use of targeted activities on TT Rockstars has improved a number of PP pupils recall of their times tables, which has supported their progress in Maths lessons). These small steps are, in many cases, supporting pupils with their academic confidence and self-image – PP pupils report feeling successful when they do well with small challenges set for them. This has enabled parents to see the impact of their support.
- Specific 1:1 support for families has been effective in helping them to overcome barriers to education. Where parents have received targeted support, their children are engaging in home learning, particularly reading, more frequently and this is supporting with their progress.

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

**Actions:**

- Support provided from family support worker to vulnerable disadvantaged pupils to ensure they have a positive view of school and look forward to being at school.
- Parent information and education shared regularly about the importance of good attendance.
- Referrals completed to external agencies where needed (e.g. school nursing team, Barnardo's parenting support).
- Funded breakfast club places offered to disadvantaged pupils who had problems with punctuality.

**Impact:**

- Attendance across the school had a high profile for the year, with parents developing an increasing awareness of the importance of good school attendance. As a result of close tracking, early intervention and support provided to parents, the number of pupils counted as "persistently absent" reduced to well below national levels (11.6% - school; 17.7% - national).
- Persistent absence for PP pupils was 17.8%; this has reduced from 25% last year.
- Absence rates for the school as a whole were also below National (5.3% - school; 6.3% - National).
- PP attendance was 92% (compared to non-PP attendance of 95.8%) with the gap having narrowed from last year.
- Individual support was put in place to effectively address barriers to school attendance – e.g. breakfast club provision for PP pupils who were persistently late, support with walking to school for a child who was PP with an EHCP plan, specific ELSA support put in place with anxiety around school. All of these initiatives were successful in individual cases in ensuring good school attendance.

## Externally provided programmes

Programme	Provider