

Boringdon Primary School Pupil Premium 3-year Strategy 2021-2024 Academic Year 2022-2023



All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

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	Boringdon Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	13.5% (This includes FSM, ever6, military and LAC/PLAC)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah King
Pupil premium lead	Sarah King
Governor / Trustee lead	Bradley Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,839.35
Recovery premium funding allocation this academic year	£0
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	£61,009

Part A: Pupil premium strategy plan

At Boringdon Primary School, we believe that providing the highest quality teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, strong relationships, understanding academic and emotional needs and growing potential in every child.

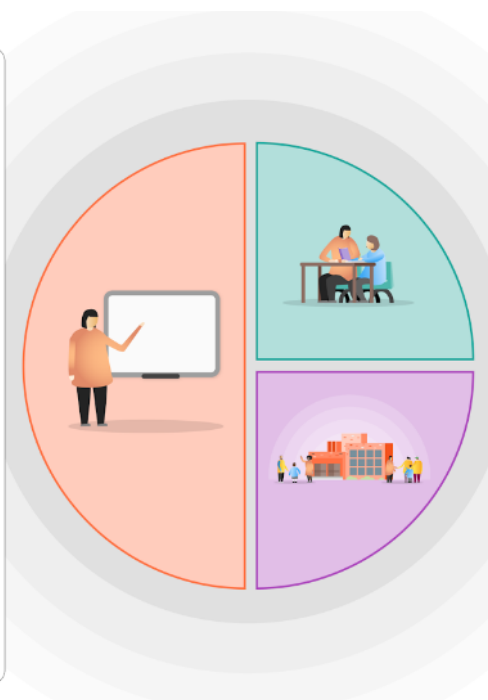
To achieve this, we will focus on every teacher in every classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research to support improvement in order to improve children's outcomes through collaborative approaches across WeST. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together.

The key principles of our strategy plan are:

1 Teaching

Quality teaching first:

- ★ Emphasis on all children working in class with CT as priority.
- ★ Subject planning which has a clear progression of skills and knowledge and is designed to embed these.
- ★ Planning which interests and motivates the pupils and builds from previous understanding, focusing on an overlapping learning.
- ★ Targeted CPD for Teachers and LSA's.
- ★ Phase team meetings and inset
- ★ Access to full curriculum for ALL
- ★ Focus on: Oracy skills, extended vocabulary, cognitive load theory, reading comprehension skills Mastery maths approach.
- ★ Effective use of assessment: summative and formative.
- ★ Clear behaviour expectation and relationship policy.
- ★ Trauma Informed whole school approach.
- ★ RWI in Foundation, Year 1 and Year 2



2 Targeted academic support

- ★ Evidenced based targeted support as appropriate: Precision teaching, 1:1 RWI, School-led tutoring
- ★ ELSA, lego therapy, theraplay, counselling, socially stories, gross and fine motor skills. Delivered by HLTA and PSA.
- ★ Pre and post teaching by CT.
- ★ Additional LSA support for RWI and KS2 writing and maths.
- ★ Use of formative assessment to identify outcomes. (challenge grids)

3 Wider strategies

- ★ Attendance issues actioned.
- ★ Membership of MAST and Speech and language services. Enhanced package due to need 22-23
- ★ Participation in all enrichment activities that help to support wellbeing including Nativity, Father Xmas.
- ★ Bespoke provision for additional needs such as playtime/lunchtime nurture.
- ★ 50% subsidy for residential trip.

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Early reading and vocabulary knowledge.
2	Low writing starting points
3	Social and emotional interaction and understanding.
4	Self-regulation of emotions.

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
Attainment in reading	<ul style="list-style-type: none"> • Achieve national average attainment in reading.
Attainment in writing	<ul style="list-style-type: none"> • Achieve national average attainment in writing.
Attainment in maths	<ul style="list-style-type: none"> • Achieve national average in maths.
Combined attainment	<ul style="list-style-type: none"> • Achieve national average in combined outcomes.

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)

Costs: -

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD to improve staff subject knowledge and teaching approach. Focus on curriculum design and effectiveness.</p>	<p>Through our curriculum review CPD and discussions, planning and teaching and through an external QAR we have identified subject knowledge development as a key area which will have an impact on outcomes for our children.</p> <p>Our curriculum is beginning to be designed to make use of low stakes retrieval practise, enquiry, progressive steps, knowledge organisation and cognitive load theory.</p> <p><i>Mary Myatt- Curriculum course</i> Rosenshine principles</p>	1,2
<p>Writing and English planning focus: Working with neighbouring school to apply an approach that has been evidenced to improve outcomes. Focus on: high expectations, effective marking and feedback, 'nut and bolts', writing for effect and year group objectives</p>	<p>EEF Mastery Maths +5 Rosenshine principles</p>	2
<p>Oracy and vocabulary focus</p>	<p><i>Chris Quigley 'Infusing Rich Vocabulary throughout the Primary Curriculum'</i></p> <p>This course and the Plymouth Oracy project have provided the motivation and evidence for us to highlight the development of vocabulary and oracy skills at the centre of our curriculum, in order to impact on all, but specifically disadvantaged children's, outcomes.</p> <p><i>EEF: Oral Language Interventions</i> <i>DFE The Reading Framework document</i></p>	1

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

Cost £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre and post teach and small group targeted support: By class teachers and TA's	<p><i>Oliver Lovell Swellers: Cognitive load Theory in action and Reach Felton Feedback and evidence.</i></p> <p>Research has shown that pre and post teaching aspects of lessons aids the reduction of cognitive load and therefore enables children to remember and then retrieve knowledge effectively and efficiently.</p>	1,2
Early reading and phonics targeted support.	<p>EEF Early intervention +5 EEF Phonics +4</p>	2

	Ofsted Reading Framework July 2021	
Early identification of Speech and Language needs, timely referral to therapy followed up by specialist school intervention	EEF: Early Years Communication and Language Approaches Intervention +6	1
Rising stars analysis of Maths and English Intervention	EEF Small group tuition +4 One to one tuition +5	2
School led tuition: Writing focus	Evidenced through DFE backed approach	2

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

Budgeted cost: Staff £40,439 MAST: £17,170 Resources £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and Trauma informed practice used in targeted support.	Metacognition and self-regulation +7 Socially and emotional learning +4	3,4
MAST access and support.	Metacognition and self-regulation +7 EEF Parental engagement +4	3,4
Nurture provision.	Behaviour intervention +3	3,4
PSA referrals to more intensive programmes for families in crisis.	Parental Engagement +3	3,4
MKC Heroes activities across the year for service children.	Socially and emotional learning +4	3,4

Total budgeted cost: £61,009

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 2021 to 2022 academic year.

- Increase in referrals to support services in MAST due to enhanced subscription.
- Wellbeing questionnaires evidence that pupil's emotional wellbeing has improved through support from the PSA and SEND team.

	% meeting ARE (expected standard) or above		
Pupil Premium: 12 (3 children SEN)	School	Non- Pupil Premium: 46	School
Reading	83%	Reading	71%
SPAG	83%	SPAG	72%
Mathematics	58%	Mathematics	78%
Writing	50%	Writing	61%
Overall RMW	42%	Overall RMW	80%

KS2 Results: Reading and SPAG results better than non-PP children. Maths and writing, below non-PP children.

Maths and writing are a focus in the SDP for this year.

Whole school data: Writing is a clear issue across the school for all groups and cohorts and so is a focus for the SDP across all groups.

WHOLE SCHOOL DATA (% at or exceeding the expected standard)

Subject	Full cohort	Boys	Girls	PP	Non-PP	SEND	Non-SEND
Reading	74%	70%	79%	69%	75%	23%	79%
Writing	42%	44%	59%	24%	55%	6%	65%
Maths	73%	74%	70%	61%	75%	29%	77%

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
Read, write inc	RWI
MAST	MAST Plymouth

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Teaching assistant to support with emotional literacy. Teaching assistant to liaise with parents and offer wellbeing support.
What was the impact of that spending on service pupil premium eligible pupils?	Children able to feel emotionally ready for learning through having a known trusted adult to talk with.

Further information (optional)