

# Boringdon Primary School Pupil Premium 3-year Strategy 2021-2024

## Academic Year 2021-2022



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	406
Proportion (%) of pupil premium eligible pupils	13%
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	25.09.21
Date on which it will be reviewed	July 2022
Statement authorised by	Jason Scales
Pupil premium lead	Helen Connett
Governor / Trustee lead	Sean Rapson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66 381
Recovery premium funding allocation this academic year	£5 945
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	£72 326

# 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:

- \*Improve high quality teaching for all pupils through quality professional development on curriculum delivery.
- \*Professional development for staff on effective retrieval and feedback approaches within high quality teaching.
- \*Targeted CPD for Teachers and TA's including participating in the 'Achievement for All' programme.
- \*To allocate funding to implement providing small group work focussed on overcoming gaps in learning.



## 2 Targeted academic support

- \*Evidence based interventions and support targeted as appropriate: for example-precision training.
- \*ELSA, theraplay and counselling delivered by PSA and SEND team.
- \*Pre/post teaching in maths.

## 3 Wider strategies

- \*Support for residential trips and enrichment activities.
- \* Wide breadth of extra-curricular activities including lunchtime provision.
- \*Membership of MAST
- \*MKC Heroes

## 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	Disruption to school life during the global pandemic (attendance/face-to-face education).
2	Early reading and vocabulary knowledge.
3	Maths fluency knowledge.
4	Social and emotional interaction and understanding.
5	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
Quality of curriculum and curriculum delivery improves.	<ul style="list-style-type: none"><li>• BPS curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers.</li><li>• Consistency in curriculum delivery across the school and across the curriculum.</li><li>• Teachers have a secure understanding of how children learn.</li><li>• Teachers feel confident in mastery curriculum delivery.</li></ul>
Children are ready to learn.	<ul style="list-style-type: none"><li>• Attendance figures are above the national average.</li><li>• School environment is safe, calm, orderly and positive.</li><li>• Children engaged and motivated to learn.</li></ul>

	<ul style="list-style-type: none"> <li>• Children able to regulate and respond to their emotional wellbeing.</li> </ul>
Children's potential to perform improves.	<ul style="list-style-type: none"> <li>• RWM % ARE and GD improve above the national expectation and within the top 20% of schools nationally.</li> <li>• Progress from start points improves for all groups of children.</li> <li>• Children secure knowledge to their long-term memory.</li> <li>• Children understand what learning looks like at BPS.</li> <li>• Children understand, apply and retrieve knowledge across the curriculum.</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: £8 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for teachers on what they teach and how they teach it.	EEF Feedback +8 EEF Metacognition +7 EEF Individualised instruction +3 EEF Collaborative learning +5	1 2 3
Intrinsic coaching for maths mastery/fluency and Read, write inc.	EEF Mastery Maths +5 Rosenshine principles	1 3
Achievement for All	EEF Parental engagement +4 EEF Teaching Assistant Intervention +4	4 5

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

Budgeted cost: £42 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teach for maths.	EEF Small group tuition +4 Minkel 2015	3
Early reading and phonics targeted support.	EEF Early intervention +5 EEF Phonics +4 Ofsted Reading Framework July 2021	2
Maths Fluency targeted support.	EEF Small group tuition +4	3
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	4
Rising stars analysis of Maths and English Intervention	EEF Small group tuition +4 One to one tuition +5	3
Dyslexia Specialist	One to one tuition +5	5

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

Budgeted cost: £21 576

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	4 5
Wellbeing Champion.	Metacognition and self-regulation +7	4 5

	Socially and emotional learning +4	
MAST access and support.	Metacognition and self-regulation +7 EEF Parental engagement +4	4 5
Nurture provision.	Behaviour intervention +3	4 5
PSA referrals to more intensive programmes for families in crisis.	Parental Engagement +3	4 5
MKC Heroes activities across the year for service children.	Socially and emotional learning +4	4 5

**Total budgeted cost: £72 326**

## 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.

- Access to remote education through provision of digital equipment to all.
- High overall attendance at onsite school education during the lockdown periods.
- Attendance for disadvantaged group improved from 92.4% to 96% across the year through support from EWO services.
- Families and children supported through the global pandemic through the MAST provision and weekly or daily contact from school team.
- Increase in referrals to support services in MAST.
- Overall whole school attendance for 2020-2021 was 97.4%.
- Recovery curriculum written each term to respond to children's needs during the pandemic.
- New positive behaviour approach implemented across the school to promote consistency and equality. Children able to understand and begin to regulate their emotions.
- The targeted intervention work is had a positive impact upon progress the group despite the disruption of lockdown.

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

Subject	Full cohort	Boys	Girls	PP	Non-PP	SEND	Non-SEND
Reading	70%	66%	73%	58%	72%	44%	72%
Writing	55%	51%	60%	50%	56%	30%	58%
Maths	73%	71%	75%	50%	63%	24%	65%

### 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

## 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)

- COVID recovery plan supported the Pupil Premium Strategy during the academic year 2020-2021.
- Recovery curriculum written each term to respond to children's needs during the pandemic.
  - Forest School/Wild Tribe activities.
  - MAST
  - RWI resources