

# Bollin Primary School



*Growing hearts and minds together*

## **Pupil Premium Strategy Statement**

**2022 – 23**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bollin Primary
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Johnson ( <i>Chair of Governors</i> ) Chris Brindley ( <i>Trustee</i> ) Kylie Spark ( <i>Executive Head</i> )
Pupil premium lead	Natanya O'Hara (Head of School)
Governor / Trustee lead	Helen Johnson / Chris Brindley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,705
Recovery premium funding allocation this academic year	£5,365
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	£51,070

# Part A: Pupil premium strategy plan

## Statement of intent

We are an inclusive school and are committed to securing excellent outcomes of *all* pupils, especially those who are educationally disadvantaged.

We define Educationally Disadvantaged as: ***any child who faces a barrier(s) to learning that hinders their progress at school and therefore their ability to reach their potential.*** Often this will include those who are in receipt of the Pupil Premium - but not always. We use approaches to teaching and assessment that allow us to review each pupil's barriers and plan to support those most in need at any one time

It is our aim that:

- every child **on track to secure at least age-related expectations** by the end of Year 6 (*unless there is an identified long term educational barrier*);
- every child to **achieve their potential**;
- accelerate progress and **close the attainment gap** between those who are educationally disadvantaged and those who are not;
- enable a **greater percentage of pupils to achieve greater depth** by the end of Year 6;
- **attendance rate above 95%** or if not, show strong evidence of school intervention to promote rapid improvement;
- children to feel and be **safe, secure and happy**, knowing how to seek support and actively seeking when required;
- children are **resilient, active, independent, motivated learners**.

These aims flow from our ethos of inclusion, care and aspiration for every child, they underpin the decisions we make and how we allocate resources to support those most in need.

Our Educationally Disadvantaged Strategy **outlines our plan of action to achieve our long term aims for our educationally disadvantaged pupils and how we will make effective use of Pupil Premium and Recovery Premium funding to support this.**

We are **ambitious for every child** in our school to acquire the skills, knowledge and cultural capital they need to succeed in life; leaving our school having achieved their very best and well prepared for the next stage in their education.

**We are also passionate about ensuring that all pupils are part of a learning journey that develops them not only academically but also socially and emotionally.**

## Challenges

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

Challenge number	Detail of challenge
1	poor attendance
2	unstable home lives
3	limited parent support
4	parents own educational experience
5	low income households
6	lack of confidence, resilience, independence
7	limited vocabulary
8	lack of reading experience at home
9	low attainment

## 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
1. Every child <b>on track to secure at least age-related expectations</b> by the end of Year 6 ( <i>unless there is an identified long term educational barrier</i> )	<ul style="list-style-type: none"> <li>✓ Pupils making <b>at least</b> expected progress where prior attainment is ARE/ARE+</li> <li>✓ Accelerated progress where prior attainment is below ARE so on track to attain ARE/ARE+ by end of Y6</li> </ul>
2. Accelerate progress and <b>close the attainment gap</b> between those who are educationally disadvantaged and those who are not.	
3. <b>Greater percentage of disadvantaged pupils to achieve greater depth</b> by the end of Year 6.	<ul style="list-style-type: none"> <li>✓ Disadvantaged pupils attaining ARE are identified and supported, through targeted provision, to accelerate progress towards attaining GD in Year 6.</li> <li>✓ A greater % disadvantaged pupils attain, or are on track to attain, GD.</li> </ul>
4. Every child leaves Year 6 <b>as a skilled, motivated reader</b> and sees themselves as a reader. They recognise the value and purpose of reading, not only for learning, but have also discovered the pleasure of being 'lost in a book'.	<ul style="list-style-type: none"> <li>✓ Every child leaves Year 6 attaining <b>at least</b> secure ARE in Reading.</li> <li>✓ A greater proportion of disadvantaged children leave Year 6 as GD in Reading</li> <li>✓ Pupil surveys indicate: <ul style="list-style-type: none"> <li>- an increasing proportion of disadvantaged pupils enjoy reading</li> <li>- disadvantaged pupils are reading a wider range of authors / genres</li> <li>- an increasing proportion of parents (particularly disadvantaged pupils) are sharing books and reading to/with their children</li> </ul> </li> </ul>
5. <b>Attendance rate above 95%</b> or if not, evidence of rapid improvement.	<ul style="list-style-type: none"> <li>✓ Attendance rate of disadvantaged pupils is at least 95% or accelerated progress towards</li> <li>✓ No disadvantaged pupils are persistent absentees (below 90%)</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Strong support provided by school for pupils/parents whose attendance is below 90% (persistent absentee)</li> </ul>
6. Every child to feel and be <b>safe, secure and happy</b> , knowing how to seek support and actively seeking when required.	<ul style="list-style-type: none"> <li>✓ Pupil/parent surveys and pupil interviews indicate pupils feel safe and secure in school and know how to seek support</li> <li>✓ Evidence that pastoral support for a child has a positive impact on their happiness, welfare and academic progress (pupil / parent discussion, class teacher feedback)</li> <li>✓ Achievement data (see Intended Outcomes 1 – 3)</li> </ul>
7. Every child to be a <b>resilient, active, independent, motivated learner</b> .	<ul style="list-style-type: none"> <li>✓ Achievement data (see Intended Outcomes 1 – 3)</li> <li>✓ Teacher observation and pupil/parent discussion evidence strong learner behaviours are evident regularly in the classroom and at home</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: £0k

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £118.8k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted, planned READING intervention</b> for children identified as having gaps in their learning so as to accelerate their progress and close the gap.</p> <ul style="list-style-type: none"> <li>- <i>Skilled, experienced Teaching Assistant led interventions</i></li> </ul> <p>Intervention cycle:</p> <ol style="list-style-type: none"> <li>1. <b>IDENTIFY</b> children working below ARE           <ul style="list-style-type: none"> <li>- <i>Analyse last set of summative assessments</i></li> <li>- <i>Teacher assessment</i></li> <li>- <i>Fluency / Phonics Assessments</i></li> </ul> </li> <li>2. Complete and <b>L'Explore/Phonics DIAGNOSTIC ASSESSMENTS</b></li> <li>3. <b>READING PUPIL PROGRESS MEETINGS</b> to discuss needs of individual children and plan for next intervention cycle</li> <li>4. <b>1:1 / paired INTERVENTIONS</b> take place with continued monitoring of progress           <ul style="list-style-type: none"> <li>- <b>Phonics</b> intervention</li> <li>- <b>Fluency/Comprehension</b> Intervention using results from L'Explore</li> </ul> </li> </ol> <p>Assessment of progress and <b>REVIEW</b> at end of each intervention cycle (3x a year)</p>	<p>EEF 1:1 Tuition <i>+5 months</i></p> <p>EEF Small Group Tuition <i>+4 months</i></p> <p>EEF Improving Literacy in Key Stage 2:</p> <ol style="list-style-type: none"> <li>2. <i>Support pupils to develop fluent reading capabilities</i></li> <li>6. <i>Target teaching and support by accurately assessing pupil needs</i></li> <li>7. <i>Use high quality structured interventions to help pupils who are struggling with their literacy</i></li> </ol>	<p>3, 4, 7, 8, 9</p>

<p><b>Maths Tutoring</b> School-Led Tutoring from a highly experienced and skilled TA who know our children and have secure understanding of White Rose Scheme (language, models, images)</p> <p>Intervention cycle:</p> <ol style="list-style-type: none"> <li>5. <b>IDENTIFY</b> children working below ARE <ul style="list-style-type: none"> <li>- Analyse last set of summative assessments</li> <li>- Teacher assessment</li> </ul> </li> <li>6. Complete and <b>White Rose DIAGNOSTIC ASSESSMENTS</b> with identified children</li> <li>7. <b>PUPIL PROGRESS MEETINGS</b> to discuss needs of individual children and plan for next intervention cycle</li> <li>8. <b>1:1 TUTORING</b> take place with continued monitoring of progress using DfE/NCETM 'Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England' for the relevant year group</li> <li>9. Assessment of progress and <b>REVIEW</b> at end of each intervention cycle (3x a year)</li> </ol>	<p>EEF 1:1 Tuition <b>+5 months</b></p>	<p>3, 4, 6, 7, 9</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19.9k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Designated Attendance Lead – timetabled released from class responsibilities every morning to follow-up on absences and to continue to foster and build positive relationships with parents and families. <b>(£16.9k)</b></p>	<p><i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance ... While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.”</i> EEF Pupil Premium Guidance</p> <p>Attendance Lead designated time was introduced from September 2020 and had a significant and positive impact on attendance rates in 2020-21 (see below)</p>	<p>1, 2, 3</p>
<p>Provide <b>financial support for families</b> to enable purchase of school uniform, access to extra-curricular activities and school experiences <b>(£3k)</b></p>	<p>A number of families rely on our support to enable their child to have full access to school life. The uptake of this offer for pupils entitled to free school meals is strong.</p>	<p>5</p>

**Total budgeted cost: £138.7k [£0k + £118.8k + £19.9k]**



## 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.

#### Impact of MATHS pupil premium activity in 2021-22

- **In class support (including in class and post-lesson support) and 1:1 / small group intervention** has enabled disadvantaged and targeted children to successfully access in class maths teaching with additional support and scaffolding.
- For many of these children, loss of confidence was as much a barrier as gaps in knowledge and the support of our skilled staff has supported these children through the year. This has ensured all have made progress in maths, some taking small steps but all making progress towards achieving ARE+.
- Some children have been targeted to secure ARE and accelerated towards GD.

		<i>Number of Pupils</i>	<i>% attaining ARE+ (Sept 2021)</i>	<i>% attaining ARE+ (July 2022)</i>	<i>% Attaining GD (Sept 2021)</i>	<i>% attaining GD (July 2022)</i>
N	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	2	N/A	100%	N/A	N/A
R	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	6	N/A	50%	N/A	N/A
Y1	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	1	100%	100%	0%	0%
Y2	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	1	0%	0%	0%	0%
Y3	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	9	56%	44%	11%	11%
Y4	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	5	20%	60%	0%	20%
Y5	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	7	57%	71%	0%	0%
Y6	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	13	46%	69%	0%	8%

The combination of in-class support, post-lesson support, and targeted intervention has enabled many pupils to regain their confidence in maths and all have made progress from their starting points in September 2021. Many children made accelerated progress and are now working within age-related or have secured age-related expectations. However, there is much work still to be done and we continue to be dedicated in our mission to enable every educationally disadvantaged child to achieve ARE+ and increase % disadvantaged pupils attaining GD.

#### Impact of READING in-class support and TA Targeted Intervention in 2021-22

- **In class support (including in class and post-lesson support)** has enabled disadvantaged and targeted children to access in class English teaching with additional support and scaffolding. For many of these children, loss of confidence and lack of reading experience through lockdown was as much a barrier as gaps in knowledge. The support of our skilled staff has supported these children through the year, this has ensured all have made progress in reading, some taking smaller steps than others but all making progress towards achieving ARE+.
- **Reading intervention** has had positive impact for many target children and they have made accelerated progress towards attaining ARE.
- **Phonics intervention** has had positive impact for our target children with accelerated progress made. Year 1 Pupil Premium res

		<i>Number of Pupils</i>	<i>% attaining ARE+ (Sept 2021)</i>	<i>% attaining ARE+ (July 2022)</i>	<i>% Attaining GD (Sept 2021)</i>	<i>% attaining GD (July 2022)</i>
<b>N</b>	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	2	N/A	100%	N/A	N/A
<b>R</b>	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	6	N/A	50%	N/A	N/A
<b>Y1</b>	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	1	100%	100%	100%	100%
<b>Y2</b>	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	1	0%	100%	0%	0%
<b>Y3</b>	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	9	56%	44%	56%	44%
<b>Y4</b>	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	5	40%	60%	0%	0%
<b>Y5</b>	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	7	43%	86%	0%	0%
<b>Y6</b>	<b>Disadvantaged Pupils</b> (Pupil Premium funded)	13	54%	92%	0%	23%

The combination of in-class support, post-lesson support and targeted intervention has enabled many pupils to regain their confidence in reading and all have made progress from their starting points in September 2021. Many children have made accelerated progress and are now working within age-related or have secured age-related expectations. However, there is much work still to be done and we have adapted our use of both the Pupil Premium and Recovery Premium, to even more effectively meet the needs of our children.

## 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*

<b>Programme</b>	<b>Provider</b>

## Further information (optional)

Please read this Pupil Premium Strategy Statement in conjunction with our Educationally Disadvantaged Strategy for further details of our how we support children who are Educationally Disadvantaged.

### **Historical Data**

Our progress figures over four years demonstrate the strong progress that has been made historically in raising standards and closing the gap for our disadvantaged pupils, particularly in Reading. This progress has been continued over the last two years despite the challenges of the COVID-19 pandemic although we recognise there is still work to be done and we are absolutely committed to closing the gap so that every child in our school has the best life chances.

This table summarises our progress figures for the last two years' SATs results.

### **Attainment:**

	2018 SATs	2019 SATs	2022 SATs
<b>Reading ARE All</b>	93%	85%	90%
<b><i>Reading ARE Disadvantaged</i></b>	<b><i>56%</i></b>	<b><i>60%</i></b>	<b><i>92%</i></b>
<b>Reading GD All</b>	44%	44%	54%
<b><i>Reading GD Disadvantaged</i></b>	<b><i>0%</i></b>	<b><i>20%</i></b>	<b><i>23%</i></b>
<b>Writing ARE All</b>	93%	93%	92%
<b><i>Writing ARE Disadvantaged</i></b>	<b><i>78%</i></b>	<b><i>100%</i></b>	<b><i>77%</i></b>
<b>Writing GD All</b>	29%	32%	27%
<b><i>Writing GD Disadvantaged</i></b>	<b><i>11%</i></b>	<b><i>20%</i></b>	<b><i>0%</i></b>
<b>Maths ARE All</b>	85%	95%	87%
<b><i>Maths ARE Disadvantaged</i></b>	<b><i>78%</i></b>	<b><i>80%</i></b>	<b><i>69%</i></b>
<b>Maths GD All</b>	64%	64%	44%
<b><i>Maths GD Disadvantaged</i></b>	<b><i>22%</i></b>	<b><i>20%</i></b>	<b><i>8%</i></b>

