

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium from 2022 to 2024 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 | Bollinbrook CE |
| Number of pupils in school | 131 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/23 2023/24 |
| Date this statement was published | Autumn term 2022 |
| Date on which it will be reviewed | Annually – July 2022, July 2023, July 2024 |
| Statement authorised by | FGB |
| Pupil premium lead | Lynne Le Marinel |
| Governor / Trustee lead | OGB |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year (2023) | £46,800 |
| Recovery premium funding allocation this academic year | £3118.50 |
| 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 | £49,918.50 |

Part A: Pupil premium strategy plan

Statement of intent

- At Bollinbrook Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become ready to take the next step in their educational journey. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our key priorities are:

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Achieving our Objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

Provide high quality CPD for all teaching staff to ensure that all pupils can access high quality first teaching

Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

Provide opportunities for all pupils to participate in enrichment activities including sport and music

Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments indicate that 42% of children eligible for the Pupil Premium Grant have generally low academic attainment across reading, 39% for writing and 35% for maths. |
| 2 | Our data shows that we have a significant number of children eligible for the Pupil Premium Grant that also meet the criteria for being on our SEN Register, currently 35%. This has an impact on attainment. |
| 3 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly around anxiety and around emotional regulation. These challenges particularly affect disadvantage pupils, including their 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 |
|--|---|
| Improved attainment among disadvantaged pupils. | Assessments and observations indicate significantly improved attainment among disadvantage pupils who are not on the SEN register. Reading, writing and maths outcomes by summer 2024 show that 100% of disadvantaged pupils, who are not on the SEN register, have achieved age related expectations |
| Good progress for disadvantaged pupils on the SEN register. | By summer 2024, assessments and observations indicate that all disadvantaged pupils on the SEN register are making excellent progress against their outcomes on pupil profiles or EHCPs |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by summer 2024 are demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of standardised diagnostic assessments for SEN. Time out of class for staff to implement and analyse assessment data.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> | <p>1,2</p> |
| <p>Provide additional CPD focusing on retention of knowledge. Metacognition strategies can then also be used across all subjects</p> | <p>EEF recommends explicit teaching for disadvantaged pupils. 'With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future'.</p> | <p>1, 2</p> |
| <p>Continue to support the social and emotional support through the work of the pastoral team.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>3,</p> |

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

Budgeted cost: £ 3609.91

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1,2 |
| Provide small group and one- to- one tutoring for pupils whose education has continued to be impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide wrap around care for children targeted disadvantaged children to support social, emotional and communication needs. Accessing | Based on our experiences, wrap around care supports children's transition into the school day and offers an extended school day to those children who benefit from the additional social, emotional and communication support that our care providers offer. | 3 |

| | | |
|--|--|---|
| wrap around care also ensures these children receive three substantial meals each day. | | |
| Dedicated Pastoral/Attendance team | Rewards for good attendance and punctuality Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home | 3 |
| Cover the cost of trips, visits and extracurricular clubs for disadvantaged children. | Ensuring all children can participate in trips, visits and clubs enables parity of opportunity and an increase in cultural capital. Whilst participation in trips, visits and clubs can have an impact on academic attainment, it is important to remember that engagement in these activities is of value in and of itself. | 3 |
| Parent workshops, stay and play, etc | Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home | 3 |

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.

Key areas of impact

KS1 and 2 tests went ahead this year for the first time since the pandemic. KS2 outcomes were strong with writing just below national at 67%.

Progress data from end of KS1 will need to be high priority to accelerate progress, to ensure that the majority of children reach age expected outcomes at the end of KS2.

Phonics screening pass was 74%. The phonics scheme implemented across EYFS and KS1 (RWI), feedback indicates that teachers are narrowing the gaps with particular children.

Our internal assessments during 2021/ 2022 show that we have a number of disadvantaged pupils not yet working at age related expectations. Whilst they make expected progress across the year, more need to be making 'good' progress. Many of these are on the SEN register, however 65% of these children are not. Although academic interventions, such as the Nessy programme and additional tutoring, have ensured progress, we now need to focus on these disadvantaged, non- SEN children and support them in making accelerated progress.

Our tracking and observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid- 19 related issues. The impact was particularly acute for disadvantaged pupils. Spending some of our funding allocation on developing a pastoral team and additional targeted nurture support last year has had a positive impact on these children and given them strategies to support self- regulation and better mental health. We also purchased a large number of sensory resources to support children's self- regulation in the classroom. We will continue to build on this approach this year with additional staff training around mental health and a restorative approach to behaviour.

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 |
|--------------|----------------------|
| TT rockstars | play.ttrockstars.com |

| | |
|----------------------|-----------------------|
| Fast Forward Grammar | Lancashire Council |
| RWI portal | Ruth Miskin and RWI |
| LBQ | Learning by Questions |
| my Happymind | Laura Earnshaw |

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.

Key areas of impact

Mixed key stage groupings have allowed phonic practice from KS1/EYFS staff to strengthen the teaching of our phonics programme and the linked spelling programme in KS2.

Progress of children on the RWI programme has been positive but the gap between progress of pupil premium and non-pupil premium still requires intervention so that the gap can be narrowed.

Our pastoral team have managed a significant increase in the number of children and families requiring support this year. Our safeguarding team have also seen an increase in the support required to assist social care this year in comparison to previous years. Annual safeguarding reports by our safeguarding lead to governors show the increased case load and impact of interventions which have been in place this. Pastoral Pop Ins have been introduced to offer families the opportunity to seek support from our pastoral team and wider agencies and our team will continue to offer further support this new academic year. Our mental health lead has also seen an increase in case load due to the significant increase in children presenting with emotional wellbeing difficulties this year.

The introduction of our pastoral team has allowed us to be able to offer an enhanced nurture programme across school. Our pastoral lead has also completed the Mental Health Lead training. The impact of nurture-based interventions are monitored through the use of an SDQ profile.

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 |
|----------------------|----------------|
| Phonics and Spelling | Read Write Inc |
| Maths Planning | White Rose |

| | |
|-----------------------------------|---------------|
| Multiplication Facts Intervention | TT Rockstars |
| Literacy and Numeracy | IDL |
| Dyslexia Screener | GL assessment |

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils..