

Pupil premium strategy statement – Bollinbrook CE Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	24 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	L.LeMarinel
Pupil premium lead	L.LeMarinel
Governor / Trustee lead	OGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,740 (23-24 academic year)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42,740

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.

Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support where there is a need to help overcome any barriers to learning that may be impacting on the wellbeing or academic achievements of disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language delay on entry to school. Low and delayed speech, language and communication skills Pupils with limited use of spoken language and unclear diction. Limited vocabulary. Poor listening and attention skills.
2	Vulnerable families with emotional and social needs - Delayed and poor social and emotional skills Pupils' exhibit limited ability to resolve conflict and behaviour difficulties. Limited self-regulation and poor self-control. Poor resilience
3	Underachievement due to lack of engagement with education. Pupils can be tired, lack organisation, be hungry and are unsure of boundaries. Low attendance and punctuality. Some parents can have low aspirations for their children and a low value of education due to their

	own negative experiences in education. Some parents are unsure of how best to support their children with learning as education has moved on since they went to school. Low parental engagement
--	---

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
In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD) with a focus on Communication and Language, Personal, Social and Emotional Development and Literacy.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees	Attendance gap closed with in school non-pupil premium pupils and national non-pupil premium. Number of persistent absentees reduces
To close the gap in pupils social and emotional development.	To enable all pupils to be at right time development socially and emotionally
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions where needed to support them making progress

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: £11,100

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

<i>My HappyMind</i> for all pupils in order to identify relevant objectives for whole class action plan supporting the teaching of PSHE	EEF indicates that social and emotional interventions can impact +4 months on pupils learning	2,3
Read Write Inc development for all EYFS, KS1 and for some Y3 pupils	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Use of LBQ to motivate and support pupils learning.	EEF indicates that digital technology can impact on pupils learning by +4 months.	3
Speech and language screen and interventions in place for identified pupils using NELI or other S&L toolkits.	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months) Pupils provided with immediate access to Speech and Language Therapy.	1

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

Budgeted cost: £26,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing 1:1 and small group support for pupils identified with specific delayed social and emotional developmental needs	EEF indicates moderate impact for social and emotional interventions (+4 months)	2,3
Purchase of Chatty Toolbox in order to promote required vocabulary that children need to access learning across the curriculum	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months)	1

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

Budgeted cost: £ 4,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to increase attendance and punctuality	School has a higher rate of pupils/families with persistent attendance issues and punctuality issues.	3
To provide parent workshops to enable parents to know more on how to best support their children with their learning.	Parents are sometimes unsure of how to best support their children with schoolwork and activities. Supporting parents could allow pupils to consolidate learning and practice new skills.	2,3

Total budgeted cost: £ 42,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key areas of impact

Teaching Assistant Support

We are continuing to use a large proportion of PP funding for extra teaching assistant hours to support attendance and deliver social and emotional interventions across school. Three staff were trained in block therapy and this has been rolled out in school with pp children in both key stages accessing this. We remain an ELSA accredited and the TA funding ensures ongoing support for disadvantaged pupils.

Additional phonics sessions targeted at disadvantaged pupils in KS1 who require further phonics support

We continued to invest in our phonics scheme Read, Write, Inc. which is aligned to the National Curriculum. It is a systematic synthetic phonics programme with easy-to-follow lessons plans, resources and assessment to teach Reception, Year 1 and Year 2. We have continued to provide catch up interventions (fast track tutoring) for children who need this support

Forest School (A,B,C & D)

The school has a trained practitioner to provide the children with a forest school experience. The aim is to help children to build relationships. This enables the development of confidence and resilience as well as widening understanding of the world. All pupil premium children have been offered this over the last year.

Extra-curricular clubs and activities (A,B,C & D)

We enable and monitor access for all PP children to ensure affordability and equal access for the children who are disadvantaged. The school will subsidise day trips and clubs where it is deemed necessary. We continually carry out audits and monitor all PP and SEN children to see if these disadvantaged children are accessing clubs and extra-curricular activities if they want to. We are committed to making sure as many children a possible have access to an interest outside of daily school life. We have also ensured HAF places at our wrap around care have been accessed by those that need it.

School trips and clubs have been subsidised to allow affordability and equal access to the children who are disadvantaged and need assistance to help to engage pupils in their learning.

Teacher Assessment Results

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was good.

The gap in the attainment of our PP children and that of their peers is not widening – they have made mostly expected progress in their attainment when comparing attainment at the end of Key Stage 1 and at the end of Key Stage 2

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rock Stars	Maths Circle
LBQ Subscription	LBQ
Read Write Inc online	Oxford