

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding for 2020 to 2021 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding (and recovery premium) this academic year 2021 to 2022 and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Borough Green Primary School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	22%
Academic years that our current pupil premium strategy plan covers	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Head Teacher Karen Sandberg
Pupil premium lead	Inclusion Manager Nicola Pilfold
Governor / lead	Alison Chugg and George Booth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,826
Recovery premium funding allocation this academic year	£3,406
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	£76,232

## Part A: Pupil premium strategy plan

### Statement of intent

At Borough Green Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers. We will also consider the challenges faced by other vulnerable pupils, such as those who have a social worker or those that are young carers and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through interventions such as the extra tutoring for pupils whose education has been worst affected or speech and language support from our buy-in NHS speech and language programme, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and make good or improved progress in reading, writing, SPAG and maths
- act early to intervene at the point need it is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and that opportunities are given for all disadvantaged pupils to reach age-related expectations

- to support social, emotional development through self-regulation and metacognitive strategies.
- to enrich the experiences of all pupils through a curriculum that delivers a wide range of learning opportunities
- to adopt a rigorous approach to improving attendance where attendance is a barrier

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. An increased number of pupils currently require additional support with social and emotional needs, with 8% (6% of whom are disadvantaged) receiving small group interventions.</p>
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been

	<p>impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
3	The attendance of our children who attract pupil premium funding as a group is often lower than that of the whole school
4	Many of our children who attract pupil premium funding do not have the rich and varied experiences as children that do not attract pupil premium funding and consequently have a more limited understanding of the wider world or vocabulary acquisition, which in turn impacts on language, socialisation and academic achievement
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
In KS2, to close the attainment gap between our children with PPF compared to children who do not attract PPF in reading	KS2 reading outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.
In KS1, to close the attainment gap between our children with PPF compared to children who do not attract PPF in maths	KS1 maths outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.
In KS2 to close the progress gap between our children with PPF compared to children who do not attract PPF in SPAG	KS2 writing outcomes in 2023/4 show that a reduced gap of less than 10% of disadvantaged pupils meeting the expected standard compared with their peers that do not access PPF

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve sustained improvement of attendance in our children with PPF	Sustained high attendance from 2023/24 demonstrated by: the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.

## 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning across the school e.g. an increase in targeted SEL interventions for recognising and regulating emotions such as those identified in the Boxhall Profile, understanding social situations and relationships such as Zones of Regulation, Cartoon Conversations, Emotional Literacy approaches to nurture, Drawing and Talking Therapy and quality mentoring.</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):</p> <p><a href="https://www.eef.org.uk/media/1026/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 2 and 3
<p>Embedding dialogic activities across the school curriculum such as principles of Jane Consandine's</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	2 and 4

<p>'The Write Stuff', pre teach vocabulary and specific and targeted speech and language programmes recommended by SALT. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Purchase of DfE validated Systematic Synthetic Phonics programme such as Essential Letters and Sounds, No Nonsense Phonics or Little Wandle Letters and Sounds revised to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4 and 5</p>
<p>Purchase of standardised diagnostic assessments such as WRAT and further SALT diagnostic assessments as recommended.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2, 4 and 5</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a blend of mentoring and school-led tutoring for pupils whose education has been most 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, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4 and 5
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Purchase of NHS Speech and Language Buy-In Service to acquire professional speech and language assessments, training and modelling of targeted speech and language activities.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4



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

Budgeted cost: £11,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos of ready, respectful and safe.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 and 4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All.

**Total budgeted cost: £**

## **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.

2020/21 Results				
	<p><b>PP NON SEND</b></p> <p><i>(Pupils eligible for PP pupils without special educational need or disability)</i></p> <p><b>Borough Green Primary School</b></p>	<p><b>NPP/NON SEND</b></p> <p><i>(Pupils <b>not</b> eligible for PP pupils without special educational need or disability)</i></p> <p><b>Borough Green Primary School</b></p>	<p><b>PP - All</b></p> <p><i>(Pupils eligible for PP including pupils with special educational need or disability)</i></p> <p><b>Borough Green Primary School</b></p>	<p><b>NPP - All</b></p> <p><i>(Pupils <b>not</b> eligible for PP including pupils with Special educational need or disability)</i></p> <p><b>Borough Green Primary School</b></p>
<p><b>KS2</b></p> <p>% making expected plus standard or above in SPAG</p>	80% (5)	79% (29)	50% (8)	74% (35)
<p><b>KS1</b></p> <p>% making expected plus attainment in writing</p>	57% (7)	60%(24)	31% (13)	60% (25)

KS1 % making greater depth in writing	29% (7)	4% (24)	15% (13)	4% (25)
KS1 % making expected plus attainment in SPAG	57% (7)	60% (24)	31% (13)	60% (25)
% making greater depth in SPAG	27% (7)	4% (24)	15% (13)	4% (25)

Desired Outcome	Chosen Approach	Estimated Impact	Lessons Learned
<b>To increase attainment in SPAG</b>	Increased focus on PP group in KS2 Spelling, punctuation and Grammar with systematic monitoring and evaluation of small group and individualised teaching and intervention.	Attainment in SPAG for all pupils with PPF have significantly increased from 13% of pupils making expected standard in 2018/19 to 50% of pupils making expected standard in 2019/20 and	Increase in training and understanding of different approaches to spelling, punctuation and grammar have helped to vary teaching approaches. To be continued next year and to

<p><b>for pupils attracting PP funding in KS2</b></p>	<p>Continue to strengthen our teachers and TA skills in supporting mastery learning.</p> <p>Increased focus on assessment of high frequency words, common exception words and tricky words.</p>	<p>2020/21 despite school closures due to the pandemic.</p> <p>Pupils that attract PPF and do not have SEN are in line with pupils in the same group but that that do not attract PPF at reaching the expected standard in SPAG. Children with identified SEN did not reach the expected standard in SPAG and this will be a focus next year.</p> <p>Attainment in SPAG for pupils with PPF and that do not have special educational needs has tripled from 34% in 2018/9 to 67% in 2019/20 to 80% this year</p> <p>14% of pupils with PPF reached greater depth in SPAG</p> <p>The gap between all pupils with PPF and those who do attract PPF has significantly reduced from 63% in 2018/9 to 27% in the last two academic years</p> <p>All pupils with PPF are in line regarding expected progress between KS1 and KS2 with pupils who do not attract PPF resulting in a close in the gap in progress between pupils. However, more pupils that do not attract PPF made accelerated progress in SPAG and this is a focus for next year.</p>	<p>include more targeted approaches for pupils with SEN.</p> <p>Increased cognitive assessments of pupils with PPF who have difficulties in literacy has resulted in an increase in the identification of dyslexia and other processing difficulties in KS2. To be continued next year.</p> <p>Observations of classroom strategies and book scrutiny by senior leaders has supported teaching. To be continued next year.</p> <p>Purchase of effective resources to support intervention in spellings such as ACE dictionaries, word games and ICT learning tools. A review of effective intervention strategies for pupils with SEN required.</p> <p>Regular assessment against targets with new targets set every 6 weeks has enabled any slow progress to be addressed quickly by teachers through intervention. To be continued next year.</p> <p>Effective interventions especially precision reaching, reviewed every three/six weeks by TAs and Inclusion Manager have ensured that interventions are timely, effective and appropriate. To be continued next year.</p> <p>Additional teacher targeted grammar in extra sessions each week has aided faster progression and the strategy to continue next</p>
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		.	<p>year to include targeted approaches to include Spelling. .</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have supported SPAG effectively. To be continued next year.</p> <p>Phonics and dyslexia training and support for teaching assistants in-house training by Inclusion Manager has improved understanding and feedback. To be continued next year.</p>
<p><b>To further improve spelling and writing skills in KS1 for PP pupils so that the gap between pupils attracting PPF and those that do not is significantly closed.</b></p>	<p>Increased focus on assessment of high frequency words, common exception words and tricky words.</p> <p>Increased use of Jane Constantine's The Write Stuff ' strategies to enhance writing skills.</p> <p>Continued use of writing strategies such as colourful semantics and clicker for children with SEN.</p> <p>Focus on handwriting style and fluency for pupils in KS1</p> <p>Continue to strengthen our teachers and TA skills in supporting mastery learning.</p>	<p>Attainment for writing and SPAG for pupils who attract PPF and that do not have SEN are in line with the similar pupils who do not attract PPF.</p> <p>A significantly higher proportion of pupils with PPF are reaching high score in writing and in SPAG than pupils who do not attract PPF.</p>	<p>There is a higher percentage of pupils with SEN in the group that attract PPF than those who do not attract PPF and therefore more than one barrier to learning. More emphasis on targeting pupils with SEN is required.</p> <p>Increase in training and understanding of different approaches to spelling, punctuation and grammar have helped to vary teaching approaches. To be continued next year and to include more targeted approaches for pupils with SEN.</p> <p>Additional resources to support pupils with SEN, especially those that are disadvantaged is needed next year.</p> <p>Regular assessment against targets with new targets set every 6 weeks has enabled any slow progress to be addressed quickly by</p>

	<p>Continue to strengthen our children's skills in self-editing and improving spelling, punctuation and grammar skills.</p> <p>Increased use of interventions such as No Nonsense Phonics.</p>		<p>teachers through intervention. To be continued next year.</p> <p>Increased cognitive assessments of pupils with PPF who have difficulties in literacy has resulted in an increase in the identification of dyslexia and other processing difficulties in KS2. To be continued next year.</p> <p>Observations of classroom strategies and book scrutiny by senior leaders has supported teaching. To be continued next year.</p>
<p><b>Pupils show increased resilience, good mental health and well-being and consequently improved engagement in learning.</b></p>	<p><b>To provide mental health and wellbeing support that leads to significant improvements in children's mental health, and social and emotional skills</b></p> <p>Targeted nurture provision for those that struggle to meet wellbeing threshold for learning.</p> <p>Targeted counselling and therapy for pupils identified to require support.</p> <p>To improve oral language interventions.</p> <p>To target behaviour interventions.</p>	<p>'Growth Mindset' is actively taught and consistently promoted in class.</p> <p>Mental wellbeing as specific lessons in school using the Zones of Regulation approach.</p> <p>Well-being checks twice a year and identify pupils in need of extra support and extra support in place to support.</p> <p>Parents have engaged with outside agency support such as Early Help, Dandelion Time and Educational Psychology courses provided online.</p> <p>Specific interventions to support needs of pupils in this group such as those that</p>	<p>Continued approaches to support SEL are required for long term success.</p> <p>The consistent nurture activities and approaches have delivered good academic progress and improved engagement in class and learning in general. Next year further nurture and mentoring activities should be established in school with use of a consistent nurture approach for identified pupils.</p>

		<p>promote resilience e.g .ELSA, counselling or nurture provision.</p> <p>Monitoring and encouragement of pupils who attract PP funding to have equal opportunities to take on positive roles of responsibility</p> <p>PP pupils that are positive role models have been identified to work collaboratively with other pupils</p> <p>TA's and teachers have monitored and encouraged the completion of homework that is targeted at the correct level of ability.</p> <p>Positive relationships have been fostered between parents and staff.</p> <p>Academic progress of pupil's that are attending SEL interventions has been tracked and some are making accelerated progress.</p> <p>Attendance of pupils while accessing SEL interventions and support has been monitored.</p> <p>Access to opportunities to attend workshops and events aimed at supporting greater depth attainment in</p>	
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		<p>both core and foundation subjects has been limited due to covid restrictions.</p> <p>Behaviour of targeted pupils has been measured and the impact of interventions aimed at improving behaviour.</p> <p>Academic progress of targeted pupils aimed at improving speech and language has been measured and some are making accelerated progress.</p> <p>The use of nurture provision such as ELSA and in-house nurture activities has been monitored and academic progress has increased.</p>	
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## 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
NHS Speech & Language Buy-In service	NHS