

# Borough Green Primary School Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-22 through to 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Executive Headteacher Ben Cooper
Pupil premium lead	Inclusion Manager Joe Wheatley
Governor	PP governor

## Funding summary for 2022-23 (how much money was spent last year)

Detail	Amount
Pupil premium funding allocation	£80,210.00
Recovery premium funding allocation	£11,696.63
Pupil premium funding carried forward from previous years	£15,633
<b>Total spend for the academic year</b>	<b>£107,539.63</b>

## Funding overview for 2023-24 (how the money is being spent this year)

Detail	Amount
Pupil premium funding allocation this academic year	£85775
Recovery premium funding allocation this academic year	£5686
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£91761</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We are determined to ensure that teaching and learning opportunities meet the needs of all pupils, and that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. Equally, we also recognise that not all pupils who are socially disadvantaged are registered for free school meals.

We are therefore determined to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. All Pupil premium funding will be allocated following a needs analysis which will identify priorities. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

We will take account of the findings of the EEF in making sure that the strategies chosen are based on evidence from available national research into their effectiveness.

Ultimately, we want our disadvantaged children to catch up with and then progress at the same rate or faster than our non-disadvantaged children.

All our current activities are designed to address the challenges that prevent our disadvantaged children from doing this. We recognise that this will take time and persistence, a constant review of what works and what doesn't, and the need to be flexible and react to changing circumstances for individual children or in the light of the ongoing pandemic as more general needs change.

### Challenges

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

These do not apply to every pupil premium child and equally in many instances apply to many other children.

Challenge number	Detail of challenge
1	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.
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been 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	A large number of eligible children have SEND needs which we address as we do our SEND children, but the range of these different needs are the main barriers for these children's educational achievement.
6	For KS2 children, there are some specific areas of difficulty with aspects of learning in English and Maths, which need addressing alongside their normal lessons, so that they can succeed in class and progress more swiftly.
7	Across the school, eligible children have a wide range of other learning needs and specific areas of difficulty, which are the significant barrier to their learning. We need to address these so that they can succeed in class and progress more swiftly. These needs include SEND needs, but not exclusively.
8	Amongst the eligible children are vulnerable children who find coping with life inside or outside of school difficult. These issues and worries affect their ability to concentrate on and progress in their learning. They need sessions which give them both reassurance and strategies to help them cope and continuing pastoral care to enable them to flourish. This has significantly increased during the current pandemic.
9	A further barrier can be that the home life of eligible children is less advantaged and this can prevent educational achievement.
10	Some eligible children have playtime issues, including disputes or lack of appropriate social skills, which can be a barrier, if these prevent concentration in subsequent lessons.
11	Some eligible children cannot access or afford out of school activities, creating a disparity with peers, and a reduced self-esteem. This can lead to a lack of self-belief or limit progress.
12	Some eligible children find National testing arrangements less accessible, and the greater level of challenge and/or their lack of resilience, inhibited their performance.
13	An increasing number of all children, but particularly eligible children entering school with weaker speech and language skills.
14	A number of eligible children have arrived in school as a casual admission and this and the mobility factor in general mean children have gaps in their learning as they switch school.

## 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
PP children to have caught up on from previous lockdown by July 2024	Children on the same age equivalent level as they were before the lockdown.
Despite the increased complexity of home life created by the legacy of the pandemic, that we can support all our children to be able to concentrate on their learning and succeed in school.	Supported children continue regular attendance, continue to make progress in class, and keep up with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from July 2024 onwards demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
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 PP	Sustained higher 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.
<p>How we will measure this and ensure that money is well spent:</p> <ul style="list-style-type: none"> <li>• We track pupil premium children in each year group to ensure that an increasing number of children are reaching the expected standard in Maths and English.</li> <li>• We also track pupil premium children who do not have any SEND needs as a separate group, so that there is clarity on what is making an impact or causing a barrier.</li> <li>• We review the effectiveness of all interventions and drop any which are ineffective.</li> <li>• We follow individual eligible children more closely to see the impact on individuals.</li> <li>• All pastoral work is recorded so that progress can be demonstrated.</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.

As a result of the success of the programmes undertaken in previous years (though some years have been more difficult to measure without national test data) and to cater for the needs of the children currently on roll, the School Leadership Team and governors have targeted the grant to the activities in the chart below.

There are also a number of additional measures, also listed here that the school has put in place which have a positive impact on all children, which do not require additional funding, but research shows have a particularly significant impact on Pupil Premium children.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12976

[illegible]

the Speech Link and Language Link programmes. These facilitate early identification of hidden language difficulties and allow support to be built in from an early stage. £704		
Embed DfE validated Systematic Synthetic Phonics programme Little Wandle and ensure KS 2 children get catch up phonics where needed. £1700	<i>EEF Phonics Toolkit</i>	2, 5, 6, 13
The school behaviour and learning policies focuses on key skills including Collaboration Resilience (identified as a barrier above for some eligible children), and Independence. As well as the importance of being ready, respectful and safe in school. Training will be provided for all staff as required. £1750	<i>(Collaborative learning +5 months),</i>  <i>(Behaviour Interventions +4 months)</i>	1,5,7,8, 10,12
The quality of verbal feedback, with eligible children a particular focus of this. (£0)	<i>(Feedback +8months)</i>	5,6,7, 12, 13

## Targeted academic support

Budgeted cost: £44150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular (daily) reading for children who particularly need it (including eligible children) with teaching assistants or volunteer adults. £1650	<i>(Reading Comprehension Strategies +5 months)</i>	1,2,5,6,9, 12,13,14
Development of NHS Speech and Language Buy-In Service to acquire professional speech and language assessments, training and modelling of targeted speech and language activities £6500	<i>Oral language interventions / EEF</i>	5,6,13

Pay the salaries of additional Teaching Assistants for specific focus and intervention groups £36000	<i>(Individualised instruction +2 months)</i>	1,2,5,6,7,8,12,13
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## Wider strategies

Budgeted cost: £34635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To help fund a FLO who, with particular reference to eligible children will:</p> <p>Work holistically on early identification and prevention with families to improve children's wellbeing both socially and academically.</p> <p>Make links between the home, school and other relevant community resources.</p> <p>Support parents/carers of children with early signs of social, emotional, health or behavioural issues and work with them, school staff and other support agencies to prevent potential barriers to learning.</p> <p>Work with families to develop parenting skills and promote children's wellbeing, emotional and social development.</p> <p>Work alongside the Inclusion Manager and Attendance Team, teachers, parents and children to identify reasons for a child's non-attendance. Ascertain the probable causes of the absences and implement strategies / action plans to resolve the situation.</p> <p>To work with individual children or small groups for the purpose of nurture work.</p> <p>To advise on practical child care and parenting skills, including how to meet the emotional needs of children for example setting boundaries and consistent discipline, according to the requirements of the agreed care plan.</p> <p>Provide all relevant resources to enable this work to take place effectively.</p> <p>£21535</p>	<i>(Parental involvement +3 months)</i>	1,2,3,7,8,9,10,11,14
<p>Run lunchtime clubs with a focus on positive play and as an opportunity to talk and problem-solve via guided conversations with priority given to those who need this.</p> <p>£3700</p>	<i>(Behaviour Interventions +4 months)</i>	1,2,3,7,8,10,14



Fund resources to support the interventions identified above. £500	<i>(Behaviour Interventions +4 months)</i>	As above
Provide funding to enable Pupil Premium (PP) children to access wider opportunities by making them affordable, including swimming, music tuition, residential trips and sports clubs. £2500	<i>(Arts and Sports participation +4 months)</i>	4,9,11
Fund additional resilience and teamwork training (including Forest School) to help children be more successful learners and to cope with the greater demands of the new national testing arrangements. £3000		1,4,8,9,11
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	<i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i>	3
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos of ready, respectful and safe. £400	<i>(Behaviour Interventions +4 months)</i>	7,8,10,12
Contingency fund for acute issues. £2700		As spent.

**Total budgeted cost: £ 91761**

## 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 2022-23 academic year.

The pupil premium was spent in line with the previous year's plan. This had a significant positive impact on many children in terms of their well-being and catering for their wider social emotional needs. In terms of academic outcomes, see the % figures below.

*Please bear in mind that these groups are less than the 10 children required for them to be statistically significant, and that other wider needs such as Special Educational Needs may also affect individual results. Because of this the children, their level of need and their outcomes vary cohort to cohort as can be seen from the variation from 2022 and 2023.*

We ensure that all our PP children have additional targets/interventions beyond those of the rest of the class, and track them closely to ensure that they are not only making good progress but are catching up with their peers.

KS1 Results  (% Expected or above)	Phonics		Reading		Writing		Maths	
	2022	2023	2022	2023	2022	2023	2022	2023
PP	67		50	44	33		50	44
Non-PP	76		89	87	60		89	87
KS2 Results  (% Expected or above)			Reading		Writing		Maths	
			2022	2023	2022	2023	2022	2023
PP			71	33	71	17	71	33
Non-PP			91	85	70	73	70	73

## 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
Speech and Language Programme	Speech Link
NHS Speech & Language Buy-In service	NHS
Counselling.	Fegans/Spurgeons
Play Therapy	PTUK
Phonics	Little Wandle