

# 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> )	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Headteacher Karen Jackson
Pupil premium lead	Deputy Headteacher and Inclusion Lead Joe Wheatley
Governor	PP governor

## Funding summary for 2023-2024 (how money was spent last year)

Detail	Amount
Pupil premium funding allocation	£85775
Recovery premium funding allocation	£5866
Pupil premium funding carried forward from previous years	£0
<b>Total spend for the academic year</b>	<b>£91761</b>

## Funding overview for 2024-2025 (how the money is being spent this year)

Detail	Amount
Pupil premium funding allocation this academic year	£92000
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£92000</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are included in the classrooms and school, and make good progress to achieve their best possible outcomes across the curriculum.

The focus of our pupil premium strategy is 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.

We recognise that disadvantaged pupils may have been disproportionately impacted by the Covid-19 pandemic and school closures. This is reflected in gaps in their learning and, for some, the negative impact on their wellbeing and mental health.

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.

## 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	Assessments and observations suggest that many disadvantaged pupils enter the EYFS with poor communication skills, vocabulary gaps and underdeveloped oral language skills.
2	Our assessments and observations indicate that the education and well-being 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
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	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.
7	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.
8	A further barrier can be that the home life of eligible children is less advantaged and this can prevent educational achievement.
9	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.
10	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.
11	An increasing number of all children, but particularly eligible children entering school with weaker speech and language skills.
12	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
Improved oral language skills and vocabulary among disadvantaged pupils with strong foundations in EYFS	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident in a variety of forms-lesson observations, learning walks, pupil voice, book scrutiny and ongoing formative assessment.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing within the school over the next three years demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative and quantitative data from pupil voice, pupil and parental questionnaires and teacher observations</li> <li>• Use of Boxall profile to assess the wellbeing of pupils and use this data to plan nurture provisions</li> <li>• An increase in participation in enrichment activities/wellbeing groups, particularly among disadvantaged groups</li> </ul>
<p>To achieve sustained improvement of attendance in our children with PP</p>	<p>Sustained higher attendance for 2024-2025 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>
<p>How we will measure this and ensure that money is well spent:</p> <ul style="list-style-type: none"> <li>• We will 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 will 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: £12,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Make social and emotional (SEL) learning across the school a part of our inclusive classroom approach. Also run targeted SEL interventions for recognising and regulating emotions such as those identified in the Box-hall 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. This includes therapeutic and counselling sessions where needed, in a bespoke room in school. £8822</p>	<p>(EEF) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><i>EEF Play-based learning (+4 months)</i></p>	<p>1, 2, 7, 11</p>
<p>Comprehensive screening of speech and language using 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</p>	<p><i>Early Intervention</i></p>	<p>5, 11, 13</p>
<p>Embed DfE validated Systematic Synthetic Phonics programme Little Wandle and ensure KS 2 children</p>	<p><i>EEF Phonics Toolkit</i></p>	<p>2, 5, 6, 11</p>

get catch up phonics where needed. £1700		
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,

## 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, 11,12,
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	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5,6,11,12
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,

## Wider strategies

Budgeted cost: £28,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND assistant to deliver ELSA sessions to develop Emotional Literacy, self-regulation and resilience among vulnerable pupils. £300 training course</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 4, 6, 7</p>
<p>To help fund a FLO who, with particular reference to eligible children will:  Work holistically on early identification and prevention with families to improve children's wellbeing both socially and academically.  Make links between the home, school and other relevant community resources.  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.  Work with families to develop parenting skills and promote children's wellbeing, emotional and social development.  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.  To work with individual children or small groups for</p>	<p>The FLO allows the school to build strong relationships with those families who may not otherwise engage in discussion / conversation with school staff. This supports wellbeing and attendance.</p> <p>The EEF evidence research base concludes that parental engagement has a positive impact of +4 months progress</p>	<p>1,2,3,7,8,9, 10,11,</p>

<p>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>		
<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>	<p>Targeted interventions and universal approaches have positive overall effects (+4 months)</p>	<p>1,2,3,7,8,10,12</p>
<p>Fund resources to support the interventions identified above.</p> <p>£500</p>	<p>Targeted interventions and universal approaches have positive overall effects (+4 months)</p>	<p>As above</p>
<p>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.</p> <p>£2500</p>	<p>These lessons will increase the engagement of the pupils and promote their attendance at school. Music lessons will enable children to develop holistically and develop pupil engagement beyond core subjects. The research suggests that participation in the arts improves outcomes by 3 months.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4,9,11</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>3</p>
<p>Whole staff training on behaviour management and de escalation with the aim of developing our</p>	<p>Targeted interventions and universal approaches have positive overall effects (+4 months)</p>	<p>7,8,10,12</p>

school ethos of ready, respectful and safe. £500		
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.*

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.

<b>KS1 Results</b> (% Expected or above)	Phonics		Reading		Writing		Maths	
	2023	2024	2023	2024	2023	2024	2023	2024
PP	62.5.	50	44		33		44	
Non-PP	75.8	76.7	87		60		87	
<b>KS2 Results</b> (% Expected or above)			Reading		Writing		Maths	
			2023	2024	2023	2024	2023	2024
PP			33	66.7	16.7	50	33	50
Non-PP			85	77	70	71.1	67	64.4

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