

Pupil premium strategy statement – Bolham 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	110
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2 nd 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Milne
Pupil premium lead	Sarah Milne
Governor / Trustee lead	Steph Rolfe / Juliet Hillier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8443.33
Recovery premium funding allocation this academic year	£2000.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£10443.33

Part A: Pupil premium strategy plan

Statement of intent

Bolham Primary School is committed to supporting all children with acquiring the knowledge and attributes that they need in order for them to become life-long learners and responsible citizens within their communities. They will be prepared for the next phase of their education and achieve their academic potential.

We aim to remove the barriers that disadvantaged children may face which in turn, will lead to all children fulfilling their potential regardless of their background.

To ensure we use our funding to it's potential, we have used the EEF guidance (https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf) to inform our strategy. The evidence suggests that the most important factor in closing the disadvantaged attainment gap is teaching, and as such, the bulk of our focus will ensure that all children receive high quality teaching. When necessary, we will also use targeted, evidence-based interventions to support the needs of individual or small groups of children. Our strategy also ensures that enrichment opportunities are available to disadvantaged pupils removing the cost barrier to such activities.

Challenges

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

Challenge number	Detail of challenge
1	Financial constraints on families can make it difficult for disadvantaged pupils to attend trips and residential activities.
2	Lack of engagement in extra-curricular activities impacts on children's social, emotional and mental health and limits their cultural development.
3	A lack of resilience in some disadvantaged pupils can mean that they give up too quickly and have a negative view of themselves.
4	There is a legacy of the absence of some early literacy skills among our disadvantaged pupils due to COVID.

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
All PP pupils take part in activities outside of the classroom and increase their level of cultural capital.	Further development of the curriculum will be completed to ensure all children are exposed to a range of cultural experiences, including theatre trips, educational visits and sports clubs.
All children will be able to attend residential activities and / or school trips without a financial barrier.	There will be high levels of engagement in clubs, residentials and other trips particularly among disadvantaged families. Children eligible for Pupil Premium funding will be exposed to the same diverse experiences as those who attend clubs independently from school.
Pupils who are disadvantaged will achieve outcomes in line with their peers by the end of each key stage.	We will notice sustained high outcomes in all subjects at the end of each key stage.

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: £7112.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence-based strategies to support quality first teaching.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	3, 4

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

Budgeted cost: £2500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Logic Intervention	https://www.emotionallogiccentre.org.uk/what-is-it/faq/#:~:text=What%20evidence%20is%20there%20that,safe%20as%20well%20as%20effective	3

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

Budgeted cost: £831.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised residential and other school trips.	To help develop pupils cultural capital (Cultural Capital is defined as the accumulation of knowledge, behaviours and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the ingredients a student will draw upon to be successful in society, their career and world of work).	1,2
Subsidised music lessons.		1,2
Subsidised after school clubs		1,2

Total budgeted cost: £10443.33

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children understand the concept of Emotional Logic and are starting to demonstrate the emotional resilience needed to support positive learning behaviours. Support started in February 2022 and 5 groups of children including two PP pupils have received support to date. Staff report that the PP children have had the time to reflect on emotions and are beginning to develop support strategies.

- (3 pupils) 66% of pupils achieved ARE in reading, writing and maths at the end of the year.
- 1 pupil made good progress with reading and writing and is only slightly below ARE. They are significantly below ARE in maths.
- 1 pupil did not achieve GLD as unable to manage personal emotions sufficiently to achieve the expected level for assessment.
- 100% (2 pupils) of Year 2 pupils passed their Year 1 phonics re-test.
- 100% (2 pupils) of Year 4 pupils achieved a good score on the Multiplication Check Test.
- 100% (1 pupil) of Year 6 pupils achieved ARE in reading, writing and maths.

Progress in reading and writing can be tracked in books and in maths intervention entry and exit scores.

- 100% of PP pupils take part in after school sports clubs and or music lessons.
- 100 % of KS2 PP pupils participated in extra-curricular activities such as residential experiences and off-site learning experiences in order to support wider curriculum development and promote self-esteem.
- 100% of PP children a participated in school residential experiences

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.