

# Pupil premium strategy statement – Bolham Primary School 2023-2026

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	114
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 11th 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Milne
Pupil premium lead	Sarah Milne
Governor / Trustee lead	Steph Rolfe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,730.00
Recovery premium funding allocation this academic year	£2,000.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£10,730.00

# 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](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 high quality 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 aim is to implement additional interventions at the earliest opportunity in order to close any attainment gaps from the outset. 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, hindering the development of social skills. Lack of engagement in extra-curricular activities impacts on children's social, emotional and mental health and limits their cultural development.
2	Through routine assessments and observations we notice that some of our disadvantaged pupils arrive in school with delayed speech and language skills.
3	A lack of resilience in some disadvantaged pupils can mean that they give up too quickly and have a negative view of themselves. These pupils require support with their SEMH.
4	There is a legacy of the absence of some early literacy skills among our disadvantaged pupils due to COVID. Some of our children who are also

	disadvantaged are identified as having special educational needs and require additional support with basic skills in the classroom.
--	---

## 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 children eligible for pupil premium support will take part in activities outside of the classroom and increase their level of cultural capital and all children will be able to attend residential activities and / or school trips without a financial barrier.	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. 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.
Disadvantaged pupils will be assessed twice a year whilst in their Reception class in order to identify any speech / language delays or disorders. Where necessary, interventions will be carried out to address needs and onward referrals will be made in a timely manner as waiting lists to see professionals are long.	Pupils will be assessed using the Infant Speech and Language Link programs – reassessment will show progress over time (this will depend on the need of the child). ‘Blue’ children will have reached age related expectations by the end of the year and ‘red’ children will make progress according to their individual needs (these are likely to require continued support into 2024-25).
Pupils who are lacking in resilience and have poorer social, emotional and mental health will be able to articulate their difficulties and have strategies for supporting themselves.	The Emotional Logic intervention will provide children with 1:1 / small group support to build relationships and develop a feeling of safety. In turn, the pupils will develop language associated with their needs and be able to articulate how they are feeling and why. The whole school Building Learning Powers focus will also celebrate resilience and perseverance.
Pupils who are disadvantaged without additional SEND 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. Pupils who also have SEND will make progress at a level in line with their own capabilities and school assessments (as

	outlined in the Information Report) will show 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: £6,657.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence-based strategies to support quality first teaching. Support from MAT with school improvement foci and continued CPD around adapted teaching within universal practice.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>  <a href="https://www.eef.org.uk/blog/moving-from-differentiation-to-adaptive-teaching">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
Introduce well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, questioning, vocabulary. Staff will be supported with this during regular coaching sessions.	<a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>	4

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

Budgeted cost: £3,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Logic Intervention	<a href="https://www.emotionallogiccentre.org.uk/what-is-it/faq/#:~:text=What%20evidence%20is%20there%20that,safe%20as%20well%20as%20effective">https://www.emotionallogiccentre.org.uk/what-is-it/faq/#:~:text=What%20evidence%20is%20there%20that,safe%20as%20well%20as%20effective</a>	3
Language Link	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. Some children will require some additional intense 1:1 support around specific speech sounds or language acquisition.</p> <p><a href="#">Speech and Language Link - support for SLCN</a></p> <p><a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	2
Ready Steady Read Programme	4 children will be given the opportunity to work with a qualified teacher for 40 minutes a day focussing on early reading skills, fluency of reading and writing. Evidence has shown that children make rapid accelerated progress and move up at least 2 book band colours in eight weeks.	4

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

Budgeted cost: £1,073.00

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	1
Subsidised music lessons.		1
Subsidised after school clubs		1

	a student will draw upon to be successful in society, their career and world of work).	
Embed the principles of good practice set out in the DfE's Improving School Attendance advice.	<a href="http://publishing.service.gov.uk">Working together to improve school attendance</a> (publishing.service.gov.uk)	1

**Total budgeted cost: £10,730**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Bolham (all pupils) achieving ARE	Number of PP pupils	Pupil Premium achieving ARE	Non Pupil Premium achieving ARE
GLD	87.5%	0	N/A	87.5%
Phonics Y1	92.3%	1	100%	94%
Reading Y2	100%	0	N/A	100%
Writing Y2	81.3%	0	N/A	81.3%
Maths Y2	81.3%	0	N/A	81.3%
Reading Y6	80%	4	100%	73%
Writing Y6	73%	4	100%	64%
Maths Y6	73%	4	100%	73%

- In all formal DfE assessments at the end of 2022-23 academic year, disadvantaged pupils achieved above that of non-pupil premium recipients.
- 75% of PP pupils take part in after school sports clubs and or music lessons.
- 87.5% 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.
- 87.5% 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
N/A	





## 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.*