

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Bolham Primary School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Governing Body
Pupil premium lead	Denise Woodgate
Governor / Trustee lead	Stephanie Rolfe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,140
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,140

Part A: Pupil premium strategy plan

Statement of intent



Together We Aspire, Together We Achieve

At Bolham Primary School we work collaboratively with our community to ensure that every child receives the pastoral, social and academic support then need to be successful within a nurturing environment. We use data analysis to employ a range of strategies to identify those pupils who need help in overcoming barriers to their learning and to close the attainment gap between Pupil Premium children and their peers.

Our objectives for 2021-22 are:

To provide emotional support for pupils in receipt of pupil premium

A number of our pupils have been identified as being or have been in the care of the local authority and have experienced adverse childhood experiences (ACE's). In all cases we strive to support all pupils who have experienced ACE'S and may require one to one or small group support to ensure their emotional needs are met and pupils are helped to develop positive learning behaviours.

To ensure the outcomes for pupils in receipt of pupil premium are at least in line with non- pupil premium peers

42% of our pupil premium pupils have identified SEN needs and require specialist SEN learning support programmes and small group or individual help to ensure that they make progress from their start point. These pupils are supported by our part -time SENDCo and a dedicated SEN teaching assistant who tailor individual learning programmes to meet their needs and ensure pupil have full access to the curriculum. The school has also accessed the National Tutoring Programme and school based small group tutoring schemes.

To promote culturally enriching experiences for pupils in receipt of pupil premium

A number of pupil premium pupils have limited life experiences and this has been further exacerbated during the Covid -19 lockdowns. Our aim is to provide a culturally broad and rich curriculum experience for all of our pupils this year and to support the development of their self- belief, resilience and promote a love of learning.

Challenges

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

Challenge number	Detail of challenge
1	Adverse Childhood Experiences can affect the emotional, well – being and social needs of children. This in turn can have an impact on the educational outcomes for Pupil Premium and PP+ pupils
2	Some PP pupils have specific SEN needs in addition to ACE’S which can affect educational outcomes for PP and PP+ pupils
3	On average, lower attainment and slower progress rates have been made by PP pupils since the return from Covid-19 lockdown. Overall, PP pupils find it harder to retain/recall prior knowledge
4	PP pupils have limited life experiences and access to resources such as books and technology

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
1. PP pupils have access to high quality emotional and well- being support to help learning behaviours and choices	Children understand the concept of Emotional Logic and can demonstrate the emotional resilience needed to support positive learning behaviours
2. SEN PP pupils are well supported throughout the school the attainment gap between them and non- PP children is narrowed	SEN pupils make good progress from their Autumn Term assessment within their individual intervention programmes
3. PP pupils make expected progress from their individual starting points and	100% of EYFS PP pupils achieve GLD

<p>the gap is narrowed in attainment and progress when measured against non-PP pupils</p>	<p>100% of Year 2 pupils pass their Year 1 phonics test</p> <p>100% of Year 4 pupils achieve the Multiplication Check Test</p> <p>100% of Year 6 pupil achieve ARE in reading, writing and maths</p> <p>100% of Year 2 pupils make good progress in reading, writing and maths at by the end of the year</p>
<p>All PP pupils have the opportunity to take part in cultural and sporting activities and learning experiences which allow them to contextualise their learning</p> <p>All PP pupils will have access to appropriate technology should remote education be required 2021-22</p>	<p>100% of PP pupils take part in after school sports clubs and or music lessons</p> <p>100 % of KS2 PP pupils will participate in extra -curricular activities such as Exmoor Challenge, residential experiences or off - site learning experiences in order to support wider curriculum development and promote self - esteem</p>

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: £1,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Logic Foundation Award training for one teacher and a teaching assistant</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>EEF- Programmes to Practices Identifying effective, evidence-based social and emotional</p>	<p>1,3</p>

	learning strategies for teachers and schools: Evidence review January 2020. At face value, there is evidence to support the use of SEL as a means through which to improve a range of positive outcomes for children and young people.	
Maths CPD – Mindful Maths Snacks for all teaching staff	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery indicates high impact for low cost and can lead to pupil gains of + 5 Months	2,3
NELI – training for EYFS staff	Evidence from Education Endowment Foundation – Effective Professional Development- there is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	2,3

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

Budgeted cost: £11,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated SEN learning assistant support assistant and deployment for pupils requiring 1:1 SEN programmes including NELI, Speechlink and Fun Fit	Evidence from Education Endowment Foundation Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	2,3

Dedicated learning support assistant provided for each class to support PP pupils	School Data As above and school data 2019 indicates positive outcomes PP pupils	2,3
School based tutoring 1:3	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - moderate impact for low cost Small group tuition can lead to gains of +4 months	2,3,
Introduction of whole school Maths 66 Challenge to develop pupils' knowledge of key mathematical facts	Ofsted subject review May 2021 Pupils need to systematically acquire core mathematical facts, concepts, methods and strategies to be able to experience success when problem-solving and in order to become proficient mathematicians.	2,3

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rolling programme of extra -curricular event or topic- based learning experiences	School based data 100% of non- mobile KS2 PP pupils achieved national outcomes in reading, writing and maths in 2018/19 and accessed this programme.	1,4
Peripetetic music lessons for identified PP pupils	Practicing a Musical Instrument – study – 2008 – M Forgeard The results showed that instrumental children outperformed their control counterparts in verbal ability (Vocabulary) and in non-verbal reasoning (both Raven's Standard and Advanced PM).	1,4
After school sports tuition for identified PP pupils	Nuffield Foundation – after school study 2016	1,4

	<p>After-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils, research finds.</p> <p>Poorer primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not.</p>	
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Total budgeted cost: £16,140

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.

<u>Mid -year review 2021-22</u>	
Intended outcome	Success criteria
4. PP pupils have access to high quality emotional and well- being support to help learning behaviours and choices	<p>Children understand the concept of Emotional Logic and can demonstrate the emotional resilience needed to support positive learning behaviours</p> <p>Support started in February 2022 for 2 groups once training had been completed and a further two groups are due to start this half term.</p> <p>Staff report that the PP children have had the time to reflect on emotions and to begin developing support strategies</p>
5. SEN PP pupils are well supported throughout the school the attainment gap between them and non- PP children is narrowed	<p>SEN pupils make good progress from their Autumn Term assessment within their individual intervention programmes (3 pupils)</p> <p>66% of pupils are judged to be in track for ARE in reading, writing or maths</p> <p>1 pupil has made progress with reading and writing and is now slightly below ARE. They are however significantly below ARE in maths</p>
6. PP pupils make expected progress from their individual starting points and the gap is narrowed in attainment and progress when measured against non -PP pupils	<p>100% of EYFS PP pupils achieve GLD- (1 pupil) - currently on track to achieve GLD</p> <p>100% of Year 2 pupils pass their Year 1 phonics test- (3 pupils) 2 pupils passed their Year 1 phonics test in the Autumn Term 2021 and 1 pupil is on track to pass by the end of the year</p>

	<p>100% of Year 4 pupils achieve the Multiplication Check Test – (2 pupils) currently on track to pass in the Summer Term</p> <p>100% of Year 6 pupils achieve ARE in reading, writing and maths</p> <p>(1 pupil) currently on track to be ARE</p> <p>100% of Year 2 pupils make good progress in reading, writing and maths at by the end of the year</p> <p>(3 pupils) currently not on track to be ARE at the end of the year. Progress in reading and writing can be tracked in books and in intervention entry and exit scores</p>
<p>All PP pupils have the opportunity to take part in cultural and sporting activities and learning experiences which allow them to contextualise their learning</p> <p>All PP pupils will have access to appropriate technology should remote education be required 2021-22</p>	<p>100% of PP pupils take part in after school sports clubs and or music lessons -limited access due to COVID-19 restrictions and staffing difficulties</p> <p>100 % of KS2 PP pupils will participate in extra -curricular activities such as Exmoor Challenge, residential experiences or off -site learning experiences in order to support wider curriculum development and promote self – esteem</p> <p>100% of PP children are due to participate in school residential experiences</p>

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
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

