



Pupil Premium Strategy Statement

2023-2024

Agreed by:

Headteacher: Mr Andrew Moorcroft

Pupil Premium lead: Mrs Claire Blood

Governor lead for Pupil Premium: Mrs Anna Barnes

Date agreed: 7/11/23

Date to be reviewed: 2/2/24
2/5/24
17/7/24

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Boughton Leigh Infant School
Number of pupils in school	214 + 68 Nursery (49 places taken)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Moorcroft
Pupil premium lead	Claire Blood
Governor / Trustee lead	Anna Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77115
Previously children in care	£5060
Pupil premium recovery funding	£7974
Total budget for this academic year	£90149

Part A: Pupil premium strategy plan

Statement of intent

Ensuring that our children who are eligible for pupil premium funding achieve their full potential in all areas of the curriculum and beyond is our ultimate objective. To achieve this, it is important to consider proven strategies to maximise the impact of the funding. We use the Education Endowment Foundation's (EEF) teaching and learning toolkit to underpin our approach to supporting our pupils who are disadvantaged.

Identifying children's individual barriers to learning enables us to plan, implement and review strategies to support progress and attainment. Our strategy plan works towards achieving our aims by supporting children holistically; targeting barriers such as attendance issues as well as academic barriers such as low literacy levels.

Our ultimate objectives for our disadvantaged pupils are;

- To continue to narrow the gap between pupils who are disadvantaged and their peers in reading, writing and maths
- To ensure that pupils who are eligible for pupil premium funding make excellent progress from their starting points
- To support the self-esteem and confidence of pupils who are disadvantaged

We aim to do this through;

- Continually improving teaching and pedagogy to support the needs of all learners
- Involving parents as partners in their children's learning
- Identifying individual and common barriers to learning and how to overcome these barriers
- Small group and 1:1 tuition to develop key basic skills such as phonics and early reading to ensure all children are readers by the time they are 7
- Developing the skills and knowledge of our support staff to ensure pupil needs are met
- Enabling all children to develop their cultural capital through experiences such as learning to play a musical instrument and participating in educational visits
- Ensuring that children's social and emotional health is developed so that they are ready to learn and able to self-regulate

Challenges

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

Challenge number	Detail of challenge
1	The development of and fluency in early literacy skills; phonics, letter formation, basic spelling, oracy and vocabulary development starting from Nursery to Year 2
2	Development of an understanding of and fluency with basic mathematical knowledge and early number concepts
3	A lack of confidence and self-esteem to take on challenges and be resilient in learning
4	Attendance and punctuality issues; attendance below 95% and missing key sessions in the morning such as phonics
5	Parental engagement and knowledge of how to support children's learning to enable children to practise basic skills and gain fluency
6	Self-regulation and emotional literacy to be ready to learn and able to access all social opportunities in and out of school
7	Access to wider opportunities to develop cultural capital

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
Attainment and progress in phonics and early reading	Attainment of pupils eligible for funding is at least in line with national average in the phonics screening at the end of Year 1 Achieving at least national average in reading at the end of Year 2
Attainment and progress in maths	Achieving at least national average in maths at the end of Year 2
Attainment and progress in writing	Achieving at least national average in writing at the end of Year 2
Improve attendance and punctuality	Ensuring the attendance of pupils who are disadvantaged is consistently above 95%
Improved self-esteem and resilience	Thrive assessments show improvement in self-esteem and self-regulation

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD offer (RWI, MM, NASEN); to focus on developing quality feedback and metacognition across school	EEF guide to pupil premium tiered approach; teaching is the top priority including professional development (CPD). Teachers and support staff will use CPD to work together during directed time to improve the key areas of inclusive teaching, Read, Write, Inc., Maths Champions and Mathematics Mastery giving quality feedback and developing metacognition (EEF teaching and learning toolkit identifies metacognition as having a +7 month impact on pupil progress)	1, 2
Supply teacher costs to enable release time for SLT/subject experts to model good teaching	Teacher development is the key priority for ensuring progress and attainment for all pupils, including disadvantaged pupils. Opportunities to work together to plan lesson studies and team teaching enables a dynamic learning community across the school. EEF guide to pupil premium funding identifies that developing the skills of teachers is the top tier priority 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium' (EEF guide to the pupil premium p.3)	1,2
Further develop teacher pedagogy in line with current educational research	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for PupilPremium spending.' (EEF guide to the pupil premium p.5). Teachers to develop an aspect of their pedagogy accessing training and professional development and keeping abreast of up to date research. Engage in action research (NPQs to upskill staff))-sharing with the staff team their developments to impact positively on pupil progress within wider classrooms. This will be linked to their performance management targets.	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one interventions after school for maths, phonics and early literacy skills	EEF teaching and learning toolkit identifies that one to one tuition has an impact of +5 months on pupil progress. Tuition is found to be effective if it is additional to and explicitly linked with normal lessons.- NELI, Maths Champions	1, 2
Resources to support high quality learning in maths, phonics and early reading	'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds' (EEF teaching and learning toolkit). We use Read Write Inc phonics which is one of the DfE's accredited schemes for delivering synthetic phonics. Mathematics Mastery and Maths Champions- EEF projects	1, 2, 4
Additional support staff to deliver high quality interventions	EEF teaching and learning toolkit identifies that teaching assistant interventions have an impact of +4 months. Time for teachers and teaching assistants to work together to ensure interventions support daily teaching will be key to ensuring success.	1, 2
Resources for parents to support learning at home to enable pupils to retain and retrieve what they have learned	The EEF identifies that parental engagement has a positive impact on pupil progress for disadvantaged pupils. Practical strategies and resources will ensure parents have specific ideas and resources to support learning. Providing resources and activities in this way will also enable children to be supported during school holidays or absence through sickness.	1, 4, 5
Using oral language interventions to develop confidence and self-esteem such as Wellcomm Screen, NELI	Oral language interventions have a very high impact (+6 months) as evidenced by the EEF. Some studies also show an improvement in classroom behaviour and climate as a result of improved language and oracy.	1

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

Budgeted cost: £40,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral and Admin team members to support families with improving attendance ½ day per week</p>	<p>The DfE document ‘Supporting the attainment of disadvantaged pupils: articulating success’ outlines that ‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.’ Some of our disadvantaged pupils have been persistent absentees which has been a barrier for their progress.</p>	<p>2, 3, 4</p>
<p>Positive attendance strategies to be implemented across the whole school to incentivize attendance for parents and pupils</p>	<p>Strategies recommended in the DfE document: Working together to improve attendance will be implemented. Sharing success with parents to ensure that they are informed and able to see the impact of the strategies.</p>	<p>4</p>
<p>Thrive subscription and support for social and emotional learning. Developing a Thrive resource base to enable pupils to access bespoke support. Thrive assessments to enable teachers to plan for SEL teaching in all aspects of daily life in school.</p>	<p>The EEF guidance document ‘Improving social and emotional learning in schools’ states that ‘There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income’. Developing social and emotional learning as a part of school life will enable all children to be ready for learning as well as developing their self-esteem and confidence. This has an impact of +4 months</p>	<p>2, 3, 5, 6</p>

<p>School based play - therapist to access support and therapy</p>	<p>The EEF guidance document ‘Improving social and emotional learning in schools’ states that ‘There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income’. Developing social and emotional learning as a part of school life will enable all children to be ready for learning as well as developing their self-esteem and confidence. This has an impact of +4 months.</p>	<p>2, 3, 6</p>
<p>Funded breakfast club to enable pupils to be on time for school and ready to learn.</p>	<p>The EEF evidences that phonics has an impact of +5 months. In our school, phonics is timetabled as the first lesson of the day. Funding breakfast club places for our disadvantaged pupils enables pupils to be at school and ready to learn to access high quality phonics teaching.</p>	<p>2, 3, 6</p>
<p>Funded enrichment and extra-curricular activities; after school clubs, learning to play a musical instrument and performing for an audience</p>	<p>John Dunford specifies how narrowed experiences lead to a narrowed vocabulary which impacts on reading comprehension as well as other areas. Our pupils also gain self-esteem and confidence from taking part in these activities</p>	<p>2, 6, 7</p>

Total budgeted cost: £90,149

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 to 2023 academic year.

The gap between disadvantaged and non-disadvantaged pupils at the end of Year 2 has reduced in reading (+1) and maths (+12) but increased in writing (-3).

Comparative data for 2022 shows that non-disadvantaged pupils outperformed their peers in reading (85% compared to 46% a gap of -39) writing (74% compared to 38% a gap of -36) and maths (82% compared to 50% a gap of -32).

Comparative data for 2023 shows that non-disadvantaged pupils outperformed their peers in reading (77% to 42% a gap of -35,) writing (72% to 37% a gap of -35) and maths (77% to 42% a gap of -35).

Comparative data for 2024 shows that non-disadvantaged pupils outperformed their peers in reading (89% to 55% a gap of -34) writing (78% to 40% a gap of -38) and maths (83% to 60% a gap of -23)

The three year trend is showing a closing gap attainment gap in all three areas. Writing is an outlier this year in that although PP pupils have produced the best performance out of the last three years. Non-PP pupils have in turn produced their best year for writing leading to the increase in attainment gap.

Our 23-24 strategy has continued the use of Education Endowment Foundation recommended programmes for raising attainment. This has had a positive impact on pupil achievement, and closing the attainment gap with their non-premium peers.. The National Tutoring Programme has enabled targeted pupils to receive additional tutoring outside of school hours.

Our whole school attendance for PP pupils has risen each year 2021-22= 88%, 2022-23= 89.9% and 2023-24 (June 24) 91%. This is a 3% increase. Non-PP attendance (June 24) is 94.9% resulting in a gap of 3.9%.

In September 2024 we aim to be participating in a programme offered by Challenging Education- Raising Attainment of Disadvantaged Youngsters (RADY).

Externally provided programmes

Programme	Provider
Read, Write, Inc	Ruth Miskin Training, OUP
Mathematics Mastery	Ark

NELI	NFER
Wellcom Toolkit	GL Assessment
Maths Champions	National Day Nursery Association