

Pupil Premium strategy statement 2021/2022

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	Bolton Brow Primary Academy
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 / 2024.
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	P Kelesidis Headteacher
Pupil premium lead	C Wardle Deputy Headteacher
Governor / Trustee lead	J Wolstenholme Dave French

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,756
Recovery premium funding allocation this academic year	£ 5,256
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4,371
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	£54,012

Part A: Pupil premium strategy plan

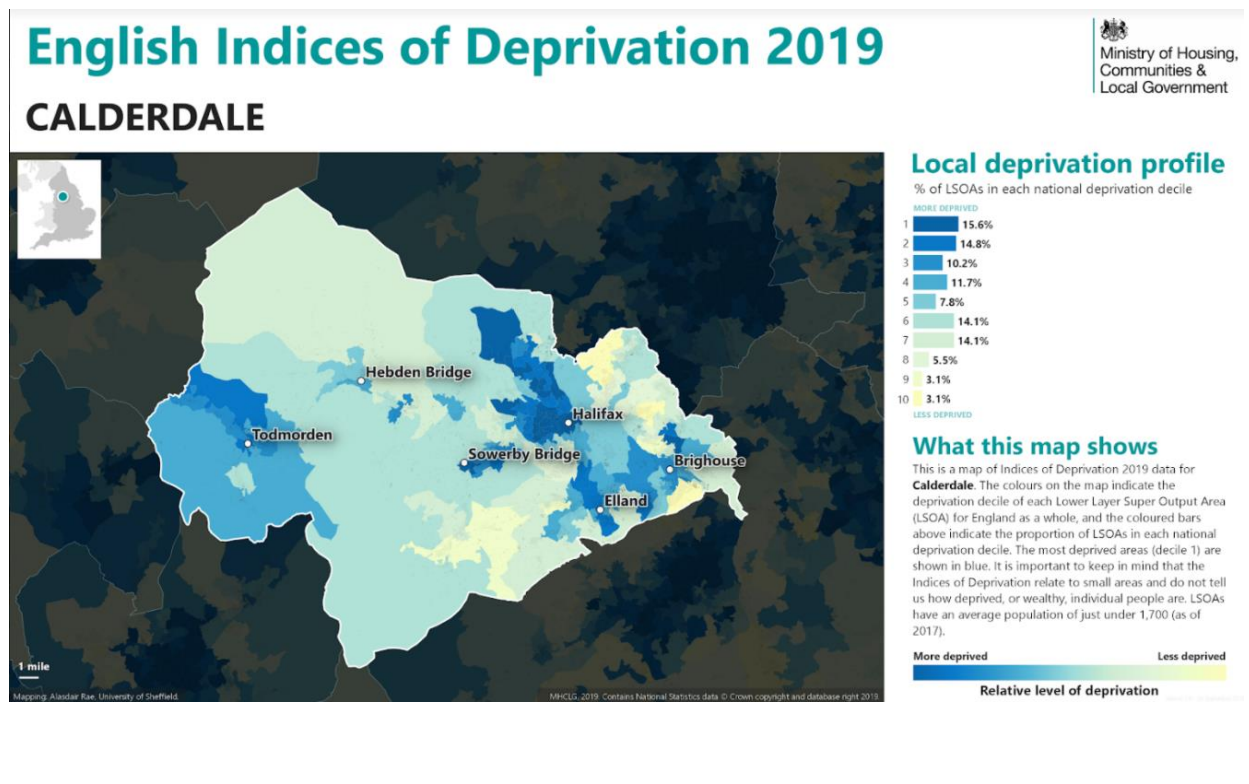
Statement of intent

At Bolton Brow Primary Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of Contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context – map indicating high deprivation in the school’s locality.



Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- > Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- > Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:3 tuition.
- > Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.
- > Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- > Provide appropriate mental health & well-being support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, and mental health. Observations and discussions indicate that the well-being and emotional development of a proportion of our disadvantage pupils has been impacted by the partial closure of school as well as a lack of enrichment opportunities outside of school environment.
2	Speech, language and communication – Assessment, observations and discussions indicate a proportion of pupils have under-developed oral language skills and vocabulary gaps. These under-developed skills are evident from nursery through to KS2.
3	Gaps in reading, writing, maths and phonics. Internal assessment information indicates that there are gaps in reading, writing, maths and phonics and that the partial closure of school has led to this gap widening.
4	Access to wider opportunities – Lack of enrichment opportunities for a large proportion of our pupil premium children.

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
To improve maths attainment amongst disadvantaged pupils.	Achieve outcomes in-line with or above national average by the end of KS 2
To improve reading attainment amongst disadvantaged pupils.	Achieve outcomes in-line with or above national average by the end of KS 2.
To improve writing attainment amongst disadvantaged pupils.	Achieve outcomes in-line with or above national average by the end of KS 2.
To improve phonics attainment amongst disadvantaged pupils.	Achieve at least 90% of pupils in Year 1 to pass the PSC
Improve oral language skills and vocabulary among disadvantage pupils.	Assessments and observations indicate improvements in oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including deep dives of books.
To support and sustain the well-being of all pupils in our school particularly those who are disadvantaged.	Increasing levels of well-being demonstrated by: <ul style="list-style-type: none"> - Qualitative data, student voice and parent and teacher surveys. - Baseline and end point intervention groups



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: £ 41,310 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancements of our maths teaching and curriculum planning in line with DFE and EEF guidance.	Mastery specialist in school to support through CPD and coaching. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3	3
Deployment of teaching assistants across Early Years, Key Stage 1 and Key Stage 2.	Use of EEF Making best use of Teaching Assistants document used to support the deployment and expectations of teaching assistants. Making Best Use of Teaching Assistants	2,3
Training for staff to ensure guided reading and language links are made.	The is a strong evidence base that oral language is a basis for strong guided reading. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2,3
Whole school training to support writing approaches in all year groups.	Further CPD around 'The Simple View of Writing' alongside diagnostic assessment will provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct support through teacher instruction or intervention. Updated Improving Literacy in Key Stage 2	2,3
To enhance our teaching of writing and curriculum in line with EEF and DFE guidance	The EEF guidance is based on a range of the best available including: Improving Literacy in Key Stage 1 Updated Improving Literacy in Key Stage 2	3

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

Budgeted cost: £ 8,300 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the expertise of a private SALT to improve speech sounds.	1:1 and small group tuition implemented as soon as the disordered speech has been identified	2,3
Purchase the expertise of a private SALT to consolidate understanding and extending of vocabulary.	School work with private SALT practitioners who use evidence based practice to support pupils' speech and language difficulties. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2,3
Purchase of a DFE validated synthetic phonics programme to continue to secure phonics teaching for all pupils. (CPD)	Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children. Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme and additional tutoring for those affected by the pandemic and those higher attaining pupils in both KS1 and 2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF – One to one tuition.	3
Use of language programmes (Language Legends/Cookbook) to improve listening narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. (Oral language intervention EEF)	2,3



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

Budgeted cost: £4,400 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
School are part of the mentally healthy steering team	School work with a team of Mental Health practitioners who use evidence based techniques to support pupils' mental health. www.annafreud.org	1
Staff training on well-being and promoting strong mental health within school.	School work with a team of Mental Health practitioners who use evidence based techniques to support pupils' mental health. www.annafreud.org	1
<i>Senior mental health training to be undertaken by the lead mental health person</i>	The Government Green paper 'Transforming Children and Young People's Mental Health Provision' recommends a mental health lead in every school. https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper	1
<i>Contingency fund for acute issues</i>	Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,4
<i>Forest School/ Yoga, Band/Choir</i>	Forest school, exercise and musical programmes have been found to have positive impacts on children's mental health and wellbeing https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470658/	4

Total budgeted cost: £ 54,012

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.

Information from our previous pupil premium plan

Statutory testing was suspended and then cancelled during the last academic year. The school tracked the attainment and progress of all pupils including those eligible for the Pupil Premium Grant up to 20th March. During the period of school closures some of the eligible children attended school during the wider reopening of school to Nursery, Reception, Year 1 and Year 6. However, the planned provision supported by the pupil premium grant was suspended as it was impossible to deliver the vast majority of this. The progress and attainment for last year's Pupil Premium pupils up to this date is available in the end of year review.

During the Pandemic

The school continued to support Pupil Premium families during lockdown by providing devices to aid in all children being able to access learning via Google classroom, providing paper packs of learning for those families who continued to struggle with internet access and offering pupil premium children the opportunity to attend school during the national lockdown. Participation in home learning was tracked by class teachers and regular phone calls were made to families to aid in supporting them through this difficult time.

Returning to school post Pandemic.

Our assessments and observations indicated that pupil well-being and mental health issues were impacted last year due to COVID-19 related issues. The issues were acute for some disadvantaged pupils. We used pupil premium funding to continue to support the well-being of students by working closely with external mental health professionals when we returned to school, close working relationships with families and prioritising whole class mental health and well being activities.



Further Information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Utilising a DfE grant to train a senior mental health lead. Through this we will continue to develop our pupils' needs and give pupils a voice in how we address wellbeing.

Being part of the Mentally Healthy Steering Group, which provides school with additional training and advice and a mental health support worker half a day per week.