

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Boroughbridge Primary School and Nursery
Number of pupils in school	231 (206 – Nursery)
Proportion (%) of pupil premium eligible pupils	47 (20.3%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Emma Ryan
Pupil premium lead	Emma Ryan
Governor / Trustee lead	Jules Preston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,627
Recovery premium funding allocation this academic year	£5220
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	£64,847

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that teaching and learning opportunities meet the needs of all the pupils.
- To ensure that all children are competent readers.
- To ensure that all children have the opportunity to experience curriculum enhancements (including the use of a laptop for home learning) with no or minimal need for additional financial commitment from parents.

How our current pupil premium strategy plan works towards achieving those objectives?

- Implement the 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school to ensure all children are competent readers, irrespective of their starting point.
- Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading.
- Support the development of reading by purchasing a wide range of decodable books for use at home and school, including e-books.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.
- Support with wraparound care for disadvantaged pupils, which includes support with reading and homework activities.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children make progress.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- That all learners, irrespective of financial barriers, have access to appropriate support.

Challenges

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

Challenge number	Detail of challenge
1	Lack of progress in specific areas of the curriculum for certain children
2	Specific difficulties which necessitate individualised teaching based on individual starting points.
3	Low self-esteem and emotional issues for some children
4	For a small proportion of children, unsettled home environment.
5	Attendance for disadvantaged pupils was 91.89% for the 2022/2023 academic year. (In comparison with 96.31% for the non-disadvantaged pupils).
6	Lower attaining reading and maths so further reading and maths support is needed.

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
For children eligible for pupil premium grant to make at least expected progress from starting points with a proportion of children making better than expected progress	<p>All children make at least expected progress.</p> <p>The gap between pupil premium children and other learners is reduced.</p> <p>An increased number of children achieve age-related expectations.</p> <p>This will be measured through teacher assessments, termly standardised tests and statutory assessment.</p> <p>School tracking will compare the progress of Pupil Premium groups and other children.</p>
To improve self-esteem and resilience so that all children are ready to learn and able to make at least expected progress from starting points.	<p>Daily Teaching assistant time in place to provide emotional support for specific children.</p> <p>Children can access emotional support when needed.</p> <p>Progress of children identified as having emotional needs is comparable to other children.</p>

	<p>Children report that they are happier – measured through emotional check ins and pupil voice.</p> <p>Progress of children in their learning will be measured through teacher assessments, termly standardised tests and statutory assessment. School tracking will compare the progress of Pupil Premium groups and other children.</p>
Provide high- quality, tailored interventions in place to ensure to support specific needs.	<p>Interventions are tailored to meet specific needs through Little Wandle phonics, Rapid Catch Up and SEND Phonics.</p> <p>Successful delivery of tailored interventions results in more pupil premium children making at least expected progress.</p>
Ensure progress in reading and mathematics.	<p>All children make at least expected progress in reading and mathematics. The gap between pupil premium children and other learners is reduced.</p> <p>This will be measured through teacher assessments, termly standardised tests and statutory assessment.</p> <p>School tracking will compare the progress of Pupil Premium groups and other children.</p>
Improve attendance for disadvantaged learners.	<p>The attendance gap between pupil premium children and other learners is reduced.</p>
All disadvantaged pupils to be offered learning club during break time to support academic progress and well-being.	<p>Teacher and Teaching assistant timetabled to provide learning club for all pupils particularly to support with reading and maths. Those identified, attend sessions regularly.</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: **£15,347**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and during targeted intervention.	Phonics EEF (educationendowmentfoundation.org.uk) All staff to be trained in the revised Letters and Sounds SSP, 'Little Wandle Revised'. Evidence states that 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. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (Impact +5 months)	1, 2 and 6
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET Days. All staff to lead effectively are released at least once every half term.	1,2,3,4,5 and 6

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

Budgeted cost: **£44,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for Reading and Maths Little Wandle and 3-part reads.	EEF- small group interventions. Ensure children have enough time and support to close gaps and make rapid progress.	1,2,3 and 6
One-to-one support and small group interventions led by TAs and Teacher	EEF evidence shows that this is an effective approach in primary school especially in Literacy where gains of 6+ months can be made. Data analysed termly to identify gaps in learning and interventions planned accordingly.	1,2,3 and 6

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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional check-ins	EEF Social and Emotional Learning Children ready for learning	3 and 4
Residential costs and other trips	For some children the only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. All residential are linked to Topics that they are studying.	3 and 4

Total budgeted cost: £64,847

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.

1. Improve oral language skills, starting with early intervention and identification of children with barriers to learning related to speech and communication.

Implement the 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school to ensure all children are competent readers. This gave a consistent approach to phonics and oral language which the children were exposed to. We purchased decodable books and online e-books are available. Children were supported during live teaching during Covid 19 lockdown to support the teaching of reading and developed oracy during school closures. Reading for pleasure included new whole class reading books and new books were ordered to encourage reading for pleasure across the school. The 3-part read was accessible to pupils to support their oracy, comprehension and reading skills.

2. Ensure that all pupils 'keep up; not catch up' in line with age related expectations and their prior attainment to improve outcomes, particularly those children who passed the phonics screening test and who are falling behind in reading and writing.

Used teachers and well-trained support staff to carry out pre teaching and keep up activities. Quality and appropriate reading materials were bought. Improvement in oral language skills, starting with early intervention and identification of children with barriers to learning related to speech and communication. We implemented and used cooperative learning techniques to support development of oracy and collaboration.

3. Engage parents to support children with their motivation for learning, well-being and attendance.

Improvement of pupil engagement and standards in mathematics by further embedding Mastering Number throughout KS1 and Multiplication input throughout KS2. Staff accessed CPD to deepen their understanding of maths. Teaching materials reviewed to ensure consistent use of manipulatives throughout school. PSHE Jigsaw scheme implemented and followed throughout school in lessons and assemblies. Parent FOBS established. New weekly newsletter established. Parents invited in when possible. Parent meetings and information events held online and now face-to-face.

Reviewed and updated the Jigsaw PSHCE scheme throughout the whole school to ensure PSHCE has priority and is embedded consistently throughout school. REST

assessments used and pupil self-assessment of Jigsaw activities. Support staff hours available to carry out emotional check ins for pupils. Reviewed approaches to pupil wellbeing.

Headteacher liaised with families where attendance was a concern and sought advice from the Early Help Team as needed. Hosted meetings for parents to share Little Wandle approach. Make resources available to parents via the website and through ParentApps.

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

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?	Enhanced support in settling to learn, pastoral team support, enhanced parental contact. Pupils taking part in the Forces Service in Ripon Cathedral. Art teacher in to take an art session. Dedicated time with a member of staff to work on well-being.
What was the impact of that spending on service pupil premium eligible pupils?	Lunchtime TA support has been provided for our Service pupils throughout the academic year. This additional adult provides playground games and activities to increase pupil interaction and help service pupils to increase their social circle. Headteacher time was utilised to contact parents and update them about any well-being concerns and to get background information on families so

	<p>discussions could be had enabling pupils to understand more about the forces.</p> <p>Extra wellbeing support received through regular sessions with a member of staff. Pupils and parents reported improvements in their well-being and lowering of their anxiety levels.</p> <p>External Art teacher came in to work with service pupils on remembrance.</p>
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Further information (optional)

Leadership time will be provided to enable our Service Pupil lead to undertake the following activities:

1. Liaise with other local schools with service pupils and share good practice.
2. Organise visits for service pupils to meet with others from around the County.
3. Regularly check our 'service pupils' mailbox' and provide support as and when necessary.
4. Consider our provision for service pupils and make improvements as appropriate.