

Pupil premium and Covid 19 Catch-Up strategy statement: Booth Wood Primary School

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	Booth Wood Primary
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Julie Harvey
Pupil premium lead	Alison Dawes
Governor / Trustee lead	Bev Bambrough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66185
Recovery premium funding allocation this academic year	£ 7413
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1699
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	£ 75297

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is looked at alongside research conducted by the EEF toolkit and other organisations. 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”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills across the school are lower for pupil premium children than for non-pupil premium children. This slows the progress of reading.
2	The ability to communicate effectively is lower in pupil premium children than in non-pupil premium children.
3	Pupil premium often have more limited experiences of the wider world than non-pupil premium children.
4	Attendance of pupil premium children is sometimes lower than that of non-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
There will be no gaps in the reading progress and attainment of all pupils.	At the end of KS1 and KS2 pupil premium children will be making better than expected progress in reading and attainment will be above that of pupil premium children nationally. Performance management targets for pupil premium children are met.
All children are able to communicate effectively and confidently.	% EYFS children achieving ELG in communication and language is in line with national. Questionnaire shows an improved well-being amongst all children.
All children are afforded the same experiences within school setting.	All children have regular opportunities to experience: either in or out of school visits, use of VR headsets and spheros, sporting activities, music lessons, private swimming lessons. Ipad for every child in Y1 onwards. Christmas experience for all.
Improved attendance rates for pupils eligible for pupil premium.	By targeting children and offering reduced breakfast, after school and sports clubs plus the incentive of the end of year 100% attendance prize, attendance rates will rise.

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

Budgeted cost: £65034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Performance related bonus Early opening Extra staffing	Through performance management targets, staff know who the vulnerable children are. Staff well-being and being valued is a big motivation to meet aspirational targets. An extra 1 hour a week allows for targeted support and pre and post-teaching. Providing bespoke support.	1,2,3
Targeted support	Quality first teaching with bespoke rapid intervention put in place where needed.	1,2,3

Targeted academic support

Budgeted cost: £14492.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening, and phonological awareness.	The attainment gap between disadvantaged children and their more affluent peers starts early in education and continues throughout schooling. Interventions that target spoken language skills in children's early years have significant potential to narrow this gap. The Nuffield Early Language Intervention (NELI) is a language support programme designed to improve children's vocabulary, listening and narrative skills. It is delivered by specially trained teaching assistants working with children in reception (4–5 year olds) individually and in	1,2

	<p>small groups. It also benefits children with EAL.</p> <p>Previous evaluations, including an Education Endowment Foundation (EEF)-funded independent efficacy trial, found that NELI had positive effects on language skills.</p>	
<i>In house speech and language targeted support</i>	<p>Education Endowment Foundation (EEF) says that:</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall.</p> <p>Approaches that are delivered one-to-one also have larger impacts.</p>	1,2
<i>Shine interventions</i>	<p>This 3-step solution is designed to help seamlessly assess understanding, identify knowledge gaps and deliver targeted individual and group intervention activities for the areas of weakness demonstrated in your pupils' diagnostic test results. Introducing Shine: Targeted Interventions for Primary Reading and Maths.</p>	1,2
<i>Ready, Check, Go</i>	<p>In as little as 30 minutes at the start of the academic year, this assessment identifies the pupils' understanding of core maths building blocks for years 2-6. This interactive diagnostic knowledge checker instantly pinpoints pupils who need extra support so that you can ensure they are up to speed with non-nego-</p>	1,2

	<p>tiabiles before you get going with the curriculum. Developed in line with the Ready to Progress criteria.</p> <ul style="list-style-type: none"> • Embedded messages of encouragement to keep pupils motivated and engaged as they progress through the questions. • Automated marking of these digital tests provides immediate access to colour-coded reports that break down which core knowledge areas need revisiting. • Produces targeted interventions for individuals and groups. 	
<i>Cat 4</i>	<p>It provides an in-depth analysis of each student's strengths and learning attributes. This allows teachers to plan more accurately the next steps in their learning and how to best set tasks that enable them to progress. CAT4 can help teachers to differentiate more effectively in a positive and proactive way.</p>	1,2
<i>Rapid</i>	<p>There is good quality research evidence about effective interventions in the areas of cognition and learning, social, emotional and mental health, and communication and interaction.</p> <p>A key finding was the important role of training for all education professionals. Teaching assistants can provide good quality intervention if they are well trained, while even highly qualified professionals have less impact if they do not understand the principles and motivation behind the approach they are using.</p> <p>A second overarching finding related to the role of each stage of the graduated approach advocated in the SEND Code of Practice.</p> <p>Detailed assessment of individual children is necessary to select the most appropriate approach, and progress should be monitored when using any intervention to assess whether it is effective for that particular child.</p> <p>A third broad finding relates to transfer. It can be tempting to assume that training to remediate a particular weakness will</p>	1,2

	<p>automatically improve the target academic skill (be it motor skills to improve handwriting, phonological skills to improve reading or memory skills to improve learning) – known as transfer. However, such transfer should not be assumed. In most cases, the evidence suggests that training needs to explicitly link the tasks being practised to an academic skill. For example, phonological training is most effective when explicitly linked to spelling and reading, and motor practise is most effective when explicitly linked to writing. Educators should be wary of programmes that do not make this link explicit.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24430.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>Emotional literacy work in schools is supported by educational psychologists who apply psychological knowledge of children’s social and emotional development to particular areas of need. Emotional literacy is about developing a respectful relationship in which the young person is enabled to think about their situation without feeling judged or criticised. It is intended to be short-term, purposeful support, that helps to develop new skills or coping strategies, thus enabling the pupil to experience greater success.</p> <p>Our Emotional Literacy Teacher has been expertly trained to plan and deliver</p>	1,2,3,4

	<p>programmes to support the emotional needs of pupils. The majority of support is delivered on an individual basis but sometimes small group work is more effective, especially when developing social skills. The sessions are fun and uses a range of activities such as: board game club, forest school and cooking club. The sessions take place in our 'Rainbow Room' which provides a calm, safe place for the children to feel supported and comfortable.</p> <p>Children are usually referred for emotional support by the class teacher. The referral is then assessed and, if the child requires a weekly programme (lasting 6-8 weeks), then this is planned and put in place for them. With the programme aims in mind, we provide supportive sessions to facilitate the pupil in developing the new skills and strategies they need.</p>	
<p>Social communication groups in the forest</p>	<p>There has been a lot of research recently around the benefits of social communication groups that take place in the forest. Forest School is a place where:</p> <p>Children are encouraged to work with each other in the pursuit of tasks that need more than one pair of hands, e.g. sawing a log or building a shelter.</p> <p>Materials and tools are shared.</p> <p>Children are given the freedom to play independently of adult intervention or are guided by the rules of games that encourage co-operation.</p> <p>Benefits As a result:</p> <p>Children become accustomed to working independently from adults, and with each other</p> <p>They gain an increased awareness of others' personal space and are able to</p>	<p>1,2,3,4</p>

	<p>form new friendships as they identify abilities that are valued by their peers.</p> <p>They learn what can be achieved with more than one pair of hands.</p> <p>Example behaviours as a result of this intervention:</p> <p>Children negotiating with each other to achieve group tasks.</p> <p>Demonstrations of 'pro-social' or pro-actively helpful behaviour.</p> <p>Children relating positively to members of their peer group.</p> <p>Joining in with group activities, or encouraging others to do so.</p>	
Sensory circuits	<p>With Covid-19 closing schools and many youngsters having to be taught at home, it was a very challenging time for parents, carers and children. A good way to give children a sense of routine back and ensure they are mentally and physically prepared to learn can be to take part in sensory circuits.</p> <p>While the primary aim of a sensory circuit is to facilitate learning and prepare children for the day ahead, there can also be longer-term benefits too.</p>	1,2,3,4

Total budgeted cost: £103,957.02

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.

Aim	Impact	Lessons learned
Improved oral language skills in reception and across the school	PP children: AOE was 33% for speaking in CLL and by the end of the academic year 100% had achieved their learning goals. The PP children made outstanding progress	Excellent results shows that our approach of assessing early and bespoke intervention works. This will be continued
Improved attendance rates for pupils eligible for PP	At the end of the academic year, attendance rate for PP children was 95% and non-PP 97%	Individual incentives really work as do whole class ones and will be continued
Increase pupil and parent engagement for vulnerable families	<p><u>Forest school programme</u> 100% of PP children on the programme have developed better social skills, improved behaviour and better coping strategies</p> <p><u>Club for children who need social communication skills</u> Having attended this club, the children have been less likely to disrupt during class time</p> <p><u>Parent drop-in sessions</u> Due to covid restrictions parent support was via telephone for the most part but still had a positive impact on the families</p>	These approaches have all been highly successful and will be continued

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
1-1 phonics	Read, Write, Inc
Shine Maths	Rising Stars
Shine English	Rising Stars
Ready, Check, Go	Rising Stars
Cat 4	GL Assessment
Rapid	GL Assessment