

Pupil premium strategy statement: Booth Wood Primary School

This statement details our school's use of pupil premium for the 2023 to 2024 academic year.

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	214
Proportion (%) of pupil premium eligible pupils (ever 6)	46 pupils (20%)
Academic year/years that our current pupil premium strategy plan covers	2023 to 2024 – 2025 to 2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
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	£ 66930
Pupil premium funding carried forward from previous year	£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	£ 66930

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 in the early years are lower for pupil premium children than for non-pupil premium children. This slows the progress of reading.
2	Pupil premium often have more limited experiences of the wider world than non-pupil premium children.
3	Pupil premium children have less access to the wider curriculum. For example, music, sport and life experiences.
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 at least 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.	By the end of KS2, PP children attainment in speaking and listening is at least as good as non-PP 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, sporting activities, music lessons, private swimming lessons. Ipad for every child in Y1 onwards. Free Christmas experience for all.
Improved attendance rates for pupils eligible for pupil premium.	By targeting children with bespoke support 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: £55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching:	Through performance management targets, staff know who the vulnerable children are.	1,2,3
Early opening	An extra 50 minutes a week per class a week allows for targeted support and pre- and post-teaching.	
Extra staffing	Providing bespoke support.	
Targeted support	Quality first teaching with bespoke rapid intervention put in place where needed.	1,2,3

Targeted academic support

Budgeted cost: £20250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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</p>	1,2

	<p>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. Approaches that are delivered one-to-one also have larger impacts.</p> <p>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.</p> <p>We decided to employ a speech and language teaching assistant who provides bespoke intervention for all children who require support with communication and language.</p>	
<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</p>	1,2

	<p>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 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>	
--	--	--

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

Budgeted cost: £27230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health and wellbeing	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	1,2,3,4

	<p>new skills or coping strategies, thus enabling the pupil to experience greater success.</p> <p>Our mental health and well-being lead has been expertly trained to plan and deliver 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>1,2,3,4</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 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>	
--	---	--

Total budgeted cost: £ 102480 (of which £35550) is funded by the school

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.

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 77% had achieved the learning goal. 80% of PP children achieved the learning goal.	Excellent results shows that our approach of assessing early and having bespoke intervention has an impact. 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 94% and non-PP 97%	Whole class incentives work, and some individual ones do too. Detailed analysis of individual PP children with lower than 95% attendance has now highlighted children (and families) who will have support.
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> These sessions have proven invaluable to vulnerable families who know that we are at the end of a telephone, an email or in person at any time during the school day.</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
Cat 4	GL Assessment
Rapid	GL Assessment