

# Pupil premium strategy statement 2022 - 2023

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	Bosham Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	First review September 2022
Statement authorised by	Jacquelyn Wattam
Pupil premium lead	Jacquelyn Wattam
Governor / Trustee lead	Mrs Charlotte Weller

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825
Recovery premium funding allocation this academic year	£1,978
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£901.80
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,704.80

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to inspire children to become independent, resilient, creative and emotionally intelligent learners. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. This aim includes progress for those who are already high attaining since evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing.

We will consider the challenges faced by our most vulnerable pupils, such as those who have a social worker or family support worker and our young carers and we will support their needs through this funding regardless of their pupil premium status.

Quality first teaching is at the heart of our approach. Evidence shows that using pupil premium funding to improve teaching quality is proven to have the greatest impact on closing the disadvantage attainment gap and the most effective way to improve outcomes for all pupils.

A small portion of pupil premium budget will be used for specific subject spend. This will enable us to provide a curriculum relevant to the needs of all our children.

We 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.

To ensure the approaches we have adopted are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- ensure teaching meets the needs of all pupils and we will intervene where need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Over the next four years we plan to:

- Increase oral language and reading development
- Improve emotional resilience and self-regulation
- Improve and maintain good attendance of PP pupils

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data indicates that attendance among disadvantaged pupils (91.4%) is lower than for non-disadvantaged pupils (96.6%).</p> <p>22% of disadvantaged pupils have been 'persistently absent' (less than 95%). This absenteeism is negatively impacting disadvantaged pupils' progress.</p>

2	More disadvantaged children are starting school with lower levels of speech and language than their peers.
3	Some disadvantaged pupils are making slower progress with phonics than their peers. Some disadvantaged children are not given as many opportunities to read with adults at home and so progress and attainment in reading is lower than their peers
4	Not all disadvantaged children are attaining age related expectations in line with their peers in RWM at the end of KS1 and KS2.
5	Our discussions with pupils and families have identified a lack of enrichment opportunities for some disadvantaged children.
6	We are still noticing the impact of the COVID lockdown with the personal and social aspects of life. Some disadvantaged children need support with their well-being and resilience when facing new challenges.

## 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
<p><b>To support progress in oral language</b> Improved oral language skills and vocabulary among disadvantaged pupils Disadvantaged children with under developed language to receive targeted intervention (NELI) to accelerate progress in EYFS</p>	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. Improved oral language will lead to improved writing outcomes. Children who receive targeted intervention for speech and language will make expected progress post intervention.
<p><b>To support progress and attainment in phonics</b> Disadvantaged children in KS1 will make accelerated progress with phonics</p>	Disadvantaged children will show an increase in phonic check scores in June '23
<p><b>To support progress and attainment in reading, writing and maths</b> Disadvantaged children make at least good progress from their starting points in RWM and reach age related expectations in line with their peers in RWM at the end of KS1 and KS2</p>	The percentage of disadvantaged children reaching age related expectations in reading, writing and maths and RWM combined to be in line with their peers at the end of at KS1 and KS2.
<p><b>To support progress and attainment in reading</b> Improved reading attainment among disadvantaged pupils. Disadvantaged children will have more opportunities to read to adults or peers in school</p>	<p>Pupils' love of reading is enhanced through memorable experiences and a text rich curriculum</p> <p>Pupils have better access to books at home and school.</p> <p>Access to richer text will lead to improved writing outcomes.</p>

	Reading assessments will show a good level of progress. Attainment gap is in line with national.
<p><b>To support mental health</b></p> <p>To improve and sustain emotional resilience and self-regulation for all pupils in our school, particularly our disadvantaged.</p>	<p>Learning mentor (ELSA) intervention evidence pupils make good progress in managing emotions and self-regulation.</p> <p>Fewer behaviour incidents reported.</p> <p>Children are happy.</p> <p>Children are attending school</p>
<p><b>To support well-being, attendance and participation</b></p> <p>Continue to support engagement and access to enrichment experiences for learning they would not usually experience including local and national trips and residential trips, as well as extracurricular clubs</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>All disadvantaged pupils will participate in one free club and 25% of trips/visits/ residential trips will be paid by the school.</p> <p>Outdoor learning increases engagement and learning behaviours within the classroom.</p>
<p><b>To support attendance</b></p> <p>To improve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for disadvantaged children is in line with other children. Attendance for all children is above 96%</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: £4492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b></p> <p>All staff will deliver maths lessons rooted in the principles of mastery consistently across the school.</p> <p>Purchase of White Rose Maths to support planning</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence based approaches. The Maths Leader continues to be supported by the NCETM Teacher Research groups.</p>	1,2,5,
<p>All staff will deliver well sequenced steps of writing development</p>	<p>EEF: Providing feedback is well evidenced and has a high impact on learning outcomes. Effective feedback tends to</p>	1,2,5,

<p>within the learning experiences, informed by AfL (assessment for learning).</p> <p>Funding release time for teachers and leaders to share best practice.</p>	<p>focus on the task, subject and self-regulation strategies. It provides specific information on how to improve.</p> <p>Evidence from previous years and the EEF Toolkit suggests that high quality, timely feedback and quality questioning, are effective ways to improve attainment. Same day intervention allows for this feedback to be timely and effective.</p>	
<p><b>CPD</b></p> <p>To enhance the skills of all staff.</p> <p>Purchase of National college (online staff training)</p>	<p>Investing in high quality CPD is essential if we are to follow EEF principles of using research to enhance our teaching.</p> <p>Subject leaders need access to high quality training to support the planning and delivery of an effective curriculum.</p> <p>Investing in professional development for teaching assistants (LSAs) to delivered structured interventions can be a cost effective approach to improving learner outcomes.</p>	1,2,3,4
<p><b>Closing the Gap</b></p> <p>Termly pupil progress meetings for staff to meet with leadership teams to discuss the progress children are making – including: Barriers to learning, QFT strategies, scaffolding opportunities and personalisation of learning focus</p>	<p>This regular opportunity to reflect and review children’s progress together as a team is vital to support staff to become reflective practitioners – identifying what is working well and what areas need to be personalised to ensure all children making progress from their personal starting points.</p> <p>Although not supported with research evidence, staff report feeling supported and the development of a sense of us all working together towards a common goal.</p> <p>The time to stop and reflect is critical to ensuring that learning is being personalised highly effectively and time utilised strategically to meet the needs of all learners</p>	1, 2,4,

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

Budgeted cost: £9023.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Training for staff in “Little Wandle” phonics</p> <p>Teaching Assistants will be up-skilled in phonics teaching ensure that there is consistency of approach and that support is high quality.</p> <p>Targeted 1:1 or small group intervention to supplement the daily phonics teaching in EYFS and KS1 will be delivered by trained adults</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics (Education Endowment Foundation)</p> <p>The impact they can make with disadvantaged children will be highlighted and developed.</p> <p>Effective deployment of additional adults will have high impact on outcomes. Professional development and appraisal can help ensure skills are developed and shared, so adults make the most impact on children’s learning.</p> <p>Phonics teaching and targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, as documented in the EEF Toolkit.</p>	2, 3, 4
<p>Targeted 1:1 speech and language support (NELI) to be delivered daily by trained LSA</p>	<p>This is a government recommended targeted intervention for language and sound awareness in reception class is a practical resource that can be used with children who need additional help in developing communication and early literacy skills during the first year of school</p>	2
<p>Reading Rocks</p> <p>Story books for EYFS, YR1 and Yr2</p>	<p>Supporting struggling readers requires a coordinated effort across the curriculum. We believe that promoting a joy and love of reading is the first step to ensuring we help children to develop into habitual, proficient readers.</p>	1,2

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

Budgeted cost: £11,164.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Strategies to improve wellbeing</b>		
<p><b>ELSA</b></p> <p>An ELSA has been trained in school and deliver sessions each</p>	<p>Research from the EEF toolkit, shows that social and emotional interventions have an identifiable and significant impact on developing pupil self-esteem, emotional</p>	1,5, 6

afternoon to up to ten children each term. Children can be referred by staff, parents or external agencies.	resilience and readiness to learn, and attainment itself (four months' additional progress on average). Social and emotional programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.	
Implementation and monitoring of Jigsaw PSHE Scheme to improve whole school social and emotional learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) (EEF)	6
<b>Strategies to support well-being and behaviour</b>		
Temporary LSA to support year 1 transition	Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading or maths scores (EEF)  However having an extra LSA for a short period of time focusing on pupil behaviour and well-being will allow time for the teacher to focus on developing English and maths skills	2,3,5
<b>Strategies to improve attendance</b>		
<b>School trips and residential visits</b> The school provides all disadvantaged children with an opportunity to participate in trips and visits by subsidising up to 25%. No child will be left out of an opportunity if families cannot afford to pay.	EEF- Enrichment activities are beneficial for their own sake outside of any attainment impacts.	1,5,
<b>Morning Wrap provision</b> The school provides all disadvantaged children with an opportunity attend free of charge.	Responding to individual need. Supporting families that are in financial difficulty by paying 25% of costs for most disadvantaged children.	
<b>Afternoon wrap provision</b> The school provides all disadvantaged children with an opportunity attend by subsidising by up to 25%		
<b>Afterschool club support:</b>		

The school provides all disadvantaged children with an opportunity to participate in one school club free of charge.		
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**Total budgeted cost: £ £24,680**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- At the end of KS2 Summer 2022, 25% of disadvantaged children met the expected standard in reading, writing and maths. (75% of these pupils were on the SEN register). All children made expected progress.
- At the end of KS1 Summer 2022, 100% of disadvantaged children met the expected standard in reading, writing and maths.
- At the end of EYFS, Summer 2022, 50% of disadvantaged children we expected against the EYFS profile.

Children are not achieving higher due to behaviour / regulation, reading comprehension and writing goal

- At the end of Year 1 Summer 2022. 100% of disadvantaged children met the threshold for phonics.

In reviewing the strategy alongside our results it is clear there is still much to do to improve pupil attendance, resilience and early skills in reading and writing.

ELSA support has been beneficial to identified children with parents commenting on the positive impact it is having.

Due to financial constraints of this year a few children have received 100% funding for trips and visits. All funding has been greatly received by parents and has ensured and supported equity for all.

Pupil Progress meetings have been beneficial and allowed staff to discuss strategies that supported "closing the gap".

NELI: All children made progress.

Close monitoring of attendance of disadvantaged children and absence was followed up quickly by school staff. Support from outside agencies was sourced where necessary. Disadvantaged pupils are encouraged to come to breakfast club to support attendance.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Zones of Regulation	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year (£1920)</b></i>
This funding is primarily to help with pastoral support. We used it to: Support pupils' social, emotional and behavioural needs through LSA support Provide free breakfast club to support the attendance of pupils
<b>The impact of that spending on service pupil premium eligible pupils</b>
Attendance for all service children was greater than 96% Support for social and emotional needs was provided by LSA to mitigate the negative impact on our pupils when parents are deployed. It has helped them to have access to 1:1 support with an adult whom they feel they can approach. Last year none of our parents were deployed out of the country or for long periods of time.