



# Bolshaw Primary School

## *Pupil Premium Strategy Statement for Bolshaw 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.

### **Bolshaw Primary School overview**

<b>Detail</b>	<b>Data</b>
School name	Bolshaw Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	L Brown
Pupil premium lead	L Brown
Governor lead	L Grimsley

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year 21-22	£25865
Recovery premium funding allocation this academic year 21-22	£2465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£28330

# Part A: Pupil premium strategy plan

## Statement of intent

- Our intention is that all pupils at Bolshaw Primary School make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they face. In the first instance this involves a depth of understanding of our school community and a recognition that disadvantage is not always highlighted by the pupil premium status of each child.
- Everything we do in school is aimed at ensuring our disadvantaged pupils are successful in terms of progress and attainment, including those who are already high attainers. We make no assumptions about the impact of disadvantage on our children and all our academic approaches are based on diagnostic assessment and early intervention.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have been most impacted by the pandemic. The ideas and approaches outlined in our 3-year plan, maintain a focus on all our vulnerable children, whether they are disadvantaged or not.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.
- To ensure they are effective we will:
  - ensure disadvantaged pupils are challenged in the work that they're set
  - act early to intervene at the point 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

## Challenges

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

Challenge number	Detail of challenge
1	<p style="text-align: center;"><b>Underdevelopment of Early Oral Language and Communication skills</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p style="text-align: center;"><b>Spelling Knowledge</b></p> <p>Discussions at pupil progress meetings suggest spelling is a particular challenge for many pupils, especially disadvantaged pupils. Through observation, assessment and pupil voice in the classroom we have identified that this is due to the lack of rigor in our Ks2 spellings programme.</p>
3	<p style="text-align: center;"><b>Consistency of Maths Mastery in teaching</b></p> <p>Through our staff discussions we have identified differences in pedagogy across mastery KS2. In discussions and observations this contributed to misconceptions for some and a lack of challenge for others. The development of a consistent approach to the teaching of mastery specifically in mathematics would minimise the challenges facing our pupils, particularly those returning from isolation/home learning and when moving year groups.</p>
4	<p style="text-align: center;"><b>Loss of Education and Well Being</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to some pupils falling further behind age-related expectations.</p>
5	<p style="text-align: center;"><b>Social and Emotional needs</b></p> <p>Through discussions and observations with pupils and families, we have identified social and emotional issues for some pupils, notably due to over-reliance on adults, or in some cases lack of adult support at home, a lack of enrichment opportunities during school closure or family needs. These challenges particularly affect disadvantaged pupils with costs rising post-pandemic for a variety of reasons. Referrals for support have markedly increased during the pandemic via both teachers and our pastoral/safeguarding team.</p>
6	<p style="text-align: center;"><b>Attendance</b></p> <p>Our assessments and observations indicate that absenteeism negatively impacts pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in referrals for support</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being removed.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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: £14300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised NTS testing package. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">EEF Assessment</a>	1,2,3,4
Embed ELCOM, NELI and Wellcom Communication and Language interventions Reception and the wider school as required.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">EEF: NELI</a>	1
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): <a href="#">EEF -Social and Emotional Strategies</a>	5
Improve the delivery of explicit teaching strategies throughout ks2 with a focus on developing inference skills and comprehension skills	EEF highlight there is extensive evidence associated with explicit teaching strategies to comprehend text <a href="#">EEF reading comprehension</a>	4
To maintain and develop the Senior Leadership Team (SLT) and the pastoral/safeguarding team to ensure the best outcomes for our children.	EEF reports highlight the impact on leadership on the quality of teaching across their Toolkit of approaches. The SLT are focussed on developing teachers and removing administrative and non-teaching tasks whilst providing high-quality support and CPD. <a href="#">EEF mastery</a>	all

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through explicit 1:1 and small group teaching	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">EEF: PHONICS</a>	2
Engaging with a blend of 1:1 tuition and small group intervention for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are vulnerable	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">EEF 1:1 tuition</a>  and in small groups <a href="#">EEF: small group</a>	4

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on pupil wellbeing and a new whole school PSHE curriculum with the aim of developing our school ethos and improving emotional and social skills across school.	Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">EEF: Behaviour interventions</a>	5
Embedding principles of good practice set out in the <a href="#">DfE's Improving</a>	The DfE guidance has been informed by engagement with schools that have	5

<a href="#">School Attendance</a> advice. This will involve our pastoral support team developing and implementing procedures.	significantly reduced levels of absence and persistent absence.	
Contingency fund for individual support.	Based on our experiences we have set aside funding to ensure all children are able to access school trips and activities including enrichment activities, physical activity / sports music lessons <a href="#">EEF: physical activity</a>	6

**Total budgeted cost: £28330**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum such as writing and maths. Despite the successes in the last national tests (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

The key contributing factors revolve around the impact of the pandemic. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and bespoke tailored activities for vulnerable pupils and their families.

Attendance for all groups was higher between lockdowns than in previous years. However, upon return to school in September 2021 we have observed a return to previous attendance patterns from a small minority of our families. Attendance, therefore, remains a focus within our strategy going forward.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Although the return from lockdown was a positive one, issues have continued to emerge and ongoing isolation requirements, illness and uncertainty continue to impact on the well-being of our school community.



## Further information

### **Additional activity**

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

- Developing a broad and rich curriculum to ensure all children have access to the 'cultural capital' to which they are entitled. Developing staff knowledge and pedagogy to ensure knowledge gained 'sticks' and children's interest is high.
- Exploring meta-cognition, developing staff understanding and a whole school approach.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, fitness, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated how previous approaches had impacted on children. The successful outcomes for our disadvantaged pupils in the last available national tests suggest that a whole school, high quality teaching and intervention approach is essential. Previous approaches at a more bespoke, individual level / small group level also proved successful.

Whilst we have used data to highlight challenges the real impact is found in the classroom and at home. Pupil Progress meetings that follow on from standardised testing ensure that pupil voice, parental views and data are triangulated to ensure the most effective approaches are sought.

As a staff and Senior Leadership Team we are grounded in research. The EEF guidance, expert consultants and wider reading have allowed our experienced staff team to ensure the needs of our disadvantaged children are met. All approaches are trialled and reviewed and we allow space to have honest conversations around their effectiveness.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure improved outcomes for pupils.