

Bookwell Primary School

Pupil premium strategy statement



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	Bookwell Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	23/11/21
Date on which it will be reviewed	September 2022
Statement authorised by	Russell Hardy
Pupil premium lead	Shona Wolfenden
Governor / Trustee lead	Stuart Humphries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£4785
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	£45,135

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. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, 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”. Using our knowledge of the children and their starting points, alongside evidence-based research from the EEF, we prioritised the following:

- Quality first teaching for all pupils
- Interventions to accelerate progress towards age related expectations
- A focus on improving speech and language attainment in the Early Years
- Making access to music lessons, wrap around care, visits and residential free for disadvantaged children
- The mental well-being of all pupils
- Ensuring children are not disadvantaged by a lack of hardware/software for homework

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Children typically enter Bookwell Primary School with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities
3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a ‘cultural capital’ disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Some disadvantaged children arrive in school not ready to learn due to difficulties at home.

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
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.	PP children in school achieve at least as well as PP nationally and within 10% of all pupils nationally.
Improve the oral language skills of children in EYFS	Pupils eligible for PP make accelerated progress
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
Children are supported to deal with issues which may affect their ability to work to their fullest potential. Mental health is improved.	Children 'score' their mental well-being higher than their starting points

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **in 2021-22** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching for all</p> <p>Quality INSET/CPD and sharing good practice to ensure there is quality first teaching for all.</p> <p>Ensure that both formative and summative assessment enables teachers to understand what children know and plan for next steps/plug gaps</p> <p>Rigorous monitoring of pupil progress</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	1 and 2

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

Budgeted cost: £ 30, 768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing number of available staff to support in-class QFT and to deliver targeted interventions</p> <p>To strengthen language and vocabulary development</p> <p>Communication interventions- NELI</p> <p>Speech and language therapist supports STA to plan and deliver speech interventions</p> <p>Talk for writing</p>	<p>EEF – oral language interventions consistently show positive impact on learning. Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Early Literacy Approaches = +4 months</p> <p>Communication and Language Approaches = +6 months</p>	1 and 2
<p><i>Small group interventions led by class TAs</i></p> <p><i>IDL</i></p> <p><i>Lexia</i></p> <p><i>Effective Maths</i></p> <p><i>One Billion</i></p>	<p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Individualised instruction = +4 months</p> <p>One-to-one tuition = +5 months</p> <p>Small group tuition = +4 months</p> <p>Teaching assistant Interventions = +4 month</p>	1 and 2

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on mental wellbeing for disadvantaged pupils to ensure children are ‘ready to learn’ at key transition points.</p> <p>Use of a trained ELSA to provide emotional literacy, play therapy and time to talk for targeted children</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4</p>	4

Additional Lunchtime Supervision to support those who find unstructured times a challenge.	months Social and Emotional Learning = +4 months	
Cultural enrichment accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniform, music lessons etc Cultural capital experiences promoted in the curriculum. Outdoor learning via Forest School	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	3
Provision of IT hardware to enable PP children to access work from home and complete homework		3

Total budgeted cost: £ 45,968

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.

Outcome	Impact
To challenge more able learners in Maths	Our Maths scheme uses a mastery approach, which challenges all learners. The resources were easily adaptable for home learning, so those who were engaged during lockdowns were exposed to the full intended curriculum.
Ensure expected progress between KS1 and KS2 for all PP children	Data was impacted by lost learning during covid lockdowns. Impact of keeping staff in bubbles meant fewer interventions could take place. Quality first teaching was prioritised. Moderation and sharing of good practice continued.
Increase the number of disadvantaged pupils in both Key Stages who achieve the expected standard in reading, writing and maths	Our Maths scheme uses a mastery approach, which challenges all learners. The resources were easily adaptable for home learning, so those who were engaged during lockdowns were exposed to the full intended curriculum. Reading and writing data was impacted by lost learning during covid lockdowns. As a result, quality first teaching and specific interventions will be put in place to accelerate progress.
To improve the social skills of disadvantaged children in Reception so that they are able to achieved a Good Level of Development	Covid lockdowns had an impact on the number of children achieving GLD. Year 1 provision has been adapted so that learning is more play based in the Autumn term and more ELGs can be met.
To increase the opportunities for disadvantaged children to experience outdoor learning across a range of subjects	We doubled up Forest School sessions in the Summer term so that no classes missed out on their turn to access outdoor learning.

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
Art/DT/French scheme	Kapow
History/Science/Geography curriculum	CUSP