



Pupil premium strategy statement Bovingdon Primary Academy



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024 (2023/24 is year 3 of the 3 year plan)
Date this statement was published	20 th December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Advisory Body Shereen Breslin
Pupil premium lead	Casey Molloy
Governor / Trustee lead	Graham Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,345
Recovery premium funding allocation this academic year	£4,205
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£48,550

Part A: Pupil premium strategy plan

Statement of intent

- As part of creating our PP Strategy, we recognise the importance of considering the context of the school and the subsequent challenges. What we have outlined in this statement is intended to support the needs of disadvantaged pupils though the expectation is that non-disadvantaged pupils' needs will be met also. We will do this by using research to support decisions made around the usefulness and implementation of different strategies. We will carefully consider the needs of the individual as challenges are varied and our intention is to draw from the perspectives of those who know the child best but always ensuring measures draw from research. We recognise that in order for disadvantaged pupils to make good progress and to achieve high attainment in all areas of the curriculum as well as socially and emotionally, supportive measures must be individual to the child and their needs. This includes children who may be in danger of falling behind as well as those who are high attaining. As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy: • quality first teaching • ensure disadvantaged pupils are suitably challenged and supported in work they are set • appropriate measures in place to intervene when need is identified • a focus on the basics for Reading, Phonics, Writing and Maths • Support and training for staff working with disadvantaged pupils • Individualised approach to address barriers • Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff. Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school's and students' priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Internal assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils therefore inhibiting most if not all areas of learning.</p> <p>On entry to Reception class in the last 2 years, approximately 50% of our disadvantaged pupils arrive below age-related expectations compared to 46% of other pupils.</p>
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, approximately 50% of our disadvantaged pupils arrive below age-related expectations compared to 28% of other pupils.
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5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2-5% higher than for non-disadvantaged pupils. 12.98% (2019-20), 14% (2020-21) of disadvantaged pupils have been 'persistently absent' compared to 87% (2019-20), 86% (2020-21) of their peers during that period.

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 reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show improved reading levels among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. This includes expected+
Improved phonic knowledge and understanding among disadvantaged pupils.	KS1 phonic screening test outcomes in 2024/25 show improved phonic understanding among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. A stringent plan in place to support any children not on track to reach expected.
Improved writing attainment among	KS2 writing outcomes in 2024/25 show improved writing levels among disadvantaged students and a smaller disparity between the scores of disadvantaged students

disadvantaged pupils at the end of KS2.	and their non-disadvantaged peers. This includes expected+
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show improved maths levels among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers as well as better fluency overall. This includes expected+
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: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in low self-confidence • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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"> • a smaller overall disparity in attendance figures between disadvantaged students and their non-disadvantaged peers • a reduction in the % of disadvantaged students who are persistently absent

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: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments - NFER. (£3,600)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 3, 4

<p>Purchase of further DfE validated Systematic Synthetic Phonics resources to secure stronger phonics teaching for all pupils – Little Wandle. This includes its implementation and training of staff.</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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Thrive approaches will continue to be embedded into routine practices and supported by professional development and training for staff.</p> <p>Introduce 'Zones of Regulation' to help children manage their emotions</p>	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>

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

Budgeted cost: £ 35,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning support assistants provide 1:1 and small group targeted support for PP pupils</p> <p>(£31,111)</p>	<p>The support will focus on reading comprehension, reading fluency, Little Wandle phonics, writing and maths.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <ul style="list-style-type: none"> - Individualised instruction - Metacognition and self-regulation - Phonics - Reading comprehension strategies - Small group tuition 	<p>1, 2, 3, 4</p>
<p>Implementation of a program to improve reading for less able readers: BRSP from whole school budget.</p> <p>This will support any pupils falling behind including those who are disadvantaged</p> <p>Purchase and implementation of Lexia from whole</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>

school budget		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2
Purchase of online Widgit programme to allow teachers to create visual, communication and learning supports (£260)	Using appropriate scaffolds like a visual scaffold or widget, can work well as a key facet of 'adaptive teaching'. Scaffolds provide 'enough support so that pupils can successfully complete tasks that they could not yet do independently'. https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet https://widgitonline.com/en/home	4
Recovery Premium (£4,205)	Recovery premium is part of the government's package of funding to support pupils whose education has been impacted by COVID-19. https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding	1,2,3,4

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

Budgeted cost: £9,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive sessions to promote positive mental health for all pupils including those who are disadvantaged. It will support the social and	Targeted interventions to support social, emotional and behaviour difficulties can have a positive impact on a child's ability to regulate their emotions and be ready to access learning. It is known that children with emotional and behavioural difficulties have an increased risk of exclusion or leaving education without any qualifications.	5

<p>emotional needs of pupils with all children benefiting from either group or one-to-one sessions.</p> <p>This was funded through the main school budget.</p>	<ul style="list-style-type: none"> - Behaviour interventions - Social and emotional learning <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
<p>Access to a Family Support Worker (£775.00)</p>	<p>This support is tailored to suit the needs of individual families, e.g. establishing routines at home, behaviour management, support with claiming benefits and sign posting to other services.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	All
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Introducing our Attendance aardvark and our Punctuality Penguin</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p>	5
<p>Financial support for extra-curricular activities, KS2 university, trips, residential visits, swimming lessons, instrumental tuition, milk and school uniform (£3,700)</p>	<p>Evidence shows that poverty proofing the school day can have an impact on attendance and learning for disadvantaged pupils.</p> <p>Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)</p>	All

Letterbox Club (£760 for 5 children)	<p>Key finding from the Book Trust evaluation of the Letterbox Club, show that the vast majority of pupils who take part say they feel special and valued and that the parcels of books helps them to be excited about learning.</p> <p>Children are sent a parcel every month for 6 months containing age related books, maths activities and stationary.</p> <p>https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/</p>	All
Unallocated - Contingency fund for acute issues (£4,139)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 48,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data in the table below shows the results of the 2023 statutory assessments. Due to low numbers of PP pupils in some year groups, data should be read with caution. In EYFS and KS1, any attainment gaps are as a result of pupils having specific needs. One pupil has an EHCP. Pupils who did not reach the expected standard made good progress from their low starting points.

In KS2 there are no significant gaps in attainment. Those pupils who did not achieve ARE made good progress from KS1-KS2 and their scores were just under the threshold in maths and writing respectively however, in maths all PPG pupils reached ARE in reading.



Key stage / Year group	Outcomes for PPG pupils	Outcomes for non PPG pupils	Outcomes for all pupils
EYFS: proportion of pupils achieving a Good Level of Development	33% (1/3 pupils)	72% (41/57 pupils)	70% (42/60 pupils)
Key Stage 1: Y1 phonics screening – proportion of pupils achieving the expected standard	75% (3/4 pupils)	72% (36/50 pupils)	70% (38/54 pupils)
Key Stage 1 (Y2) reading -proportion of pupils achieving the expected standard	67% (4/6 pupils)	73% (40/55 pupils)	72% (44/61 pupils)
Key Stage 1 (Y2) writing - proportion of pupils achieving the expected standard	50% (3/6 pupils)	71% (39/55 pupils)	69% (42/61 pupils)
Key Stage 1 (Y2) maths -proportion of pupils achieving the expected standard	50% (3/6 pupils)	75% (41/55 pupils)	72% (44/61 pupils)
Key Stage 2 (Y4) multiplication tables check – proportion of pupils achieving 25/25	25% (2/8 pupils)	37% (17/46 pupils)	35% (19/54 pupils)
Key Stage 2 (Y6) reading, writing and maths combined – proportion of pupils achieving the expected standard	60% (3/5 pupils)	89% (49/55 pupils)	87% (52/60 pupils)
Key Stage 2 (Y6) reading –proportion of pupils achieving the expected standard	100% (5/5 pupils)	93% (51/55 pupils)	93% (56/60 pupils)
Key Stage 2 (Y6) writing -proportion of pupils achieving the expected standard	80% (4/5 pupils)	91% (50/55 pupils)	90% (54/60 pupils)

Key Stage 2 (Y6) maths —proportion of pupils achieving the expected standard	80% (4/5 pupils)	93% (51/55 pupils)	(55/60 pupils)
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Progress measure in Y6 were as follows: Reading: 1.0, Writing: 0.9, Maths: 2.5

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
Thrive	Thriveapproach
Little Wandle Letters and Sounds	Collins

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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:

- continuing to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- utilising a trained member of staff to support children in a one-to-one situation with a specific area of academic need.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. 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 better outcomes for pupils.