



Pupil premium strategy statement

School overview

Detail	Data
School name	Boarshaw Primary School
Number of pupils in school	359 (01.11.21)
Proportion (%) of pupil premium eligible pupils	47
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jackie Harland
Pupil premium lead	Jackie Harland
Governor / Trustee lead	Rebekah Sharman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 186,955
Pupil Premium LAC funding	£ 20,370
Recovery premium funding allocation this academic year	£ 21,025
School led funding allocation for this academic year	£14,985
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	£ 243,335

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, the challenges it faces and any relevant research conducted by the EEF. There are many potential barriers to learning for disadvantaged children and not all barriers apply to all children. At Boarshaw Primary we recognise that disadvantaged children may: have weaker language and communication skills, receive less support at home, have poor self esteem and lack of self confidence, be less resilient, have more frequent behavioural difficulties and have attendance and punctuality issues. Complex family circumstances may impact significantly on children ability to thrive and be successful.

All staff have high expectations for pupils and all teaching staff are involved in the analysis of data and subsequent identification of pupils.

Funding is used to support disadvantaged children achieving at least the same academic outcomes as non- disadvantaged pupils with similar starting points in order to eradicate educational inequity. It is also used to create opportunities for children to develop resilience, perseverance and self esteem through high quality, targeted and bespoke pastoral care for children and their families.

Principles:

- Teaching and learning opportunities are planned so that they meet the needs of all pupils
- Particular emphasis will be placed on maths, reading, phonics and vocabulary development and supporting disadvantaged pupils in enhancing their cultural capital so that they can become confident, independent and successful learners who will thrive later in life and make a positive contribution to society.
- Appropriate provision is made for pupils who belong to vulnerable groups
- We recognise that not all pupils who receive a free school meal are socially disadvantaged
- We recognise that not all socially disadvantaged pupils are registered or qualify for free school meals and as such reserve the right to allocate funding to support any pupil or group of pupils that has been legitimately identified as being socially disadvantaged.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Boarshaw Primary and Nursery School is a Community school located in Middleton, Greater Manchester, it is part of Rochdale Local Authority.

SEND- 79 (22%)

EHCP – 21 (6%)

EAL- 74 (21%)

Children with/ ever had a Social Worker: 73 (20%)

Mobility – the school has a high level of in year transfers into school.

2018 / 2019 = 31	2019/2020 = 27
2020/2021 = 49	This year = 41

(Figures correct as of 17.11.21)

The school is in an area of high deprivation, the income, employment, health, education and crime deprivation indicators are all very high.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To improve children's social and emotional wellbeing.

Achieving these objectives

- Improve opportunities for effective teaching and accelerating progress by addressing gaps in pupil's knowledge, skills and understanding and supporting them with strategies to improve retention of basic skills.
- High expectations for all children, quality first teaching and additional learning support aimed at ensuring all children including pupil premium children will reach at least age related expectations.
- High quality first hand experiences, trips and residentials are used to expand children's vocabulary and cultural capital.
- Additional mental health and well being support is provided for children requiring it.
- Zones of regulation and nurture provision are used to help children and their families, regulate their emotions and develop resilience, perseverance and self esteem.

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 than their peers. The impact of Covid19 has meant that this gap has widened for a number of PP children.
2	Children typically enter Boarshaw Primary 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 experience beyond their home and Middleton, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers and internet.)
4	Attendance of disadvantaged children (91.7%) is below other children (96.2%). Punctuality is also a concern for disadvantaged pupils.
5	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to lack of self belief, determination, resilience and poor mental health. They can struggle to reflect upon and evaluate their own learning, can lack self motivation and confidence to improve.
6	Some pupils in receipt of Pupil Premium Funding have challenging family / home lives resulting in them coming to school not ready to learn due to high levels of deprivation, various child protection issues including parental mental health, domestic violence and drug and alcohol abuse and high social care involvement.

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
<ul style="list-style-type: none"> • Disadvantages pupils make at least expected progress from their individual starting points across all areas of the curriculum but specifically in Reading, Writing, Maths and Phonics. • The gap is narrowed in the progress and attainment of PP and other children/ both in school and nationally. 	<ul style="list-style-type: none"> • The gap between PP and non PP pupils achieving GLD in Literacy will diminish • The gap in phonics attainment between PP and non PP pupils will diminish • By the end of KS1 the gap between PP and non PP in R,W and M is closing rapidly. • By end of KS 2 proportion of PP pupils achieving RWM combined is at least in line with national. • Quality of teaching across school is good or better.
	<p data-bbox="655 824 959 846">How this will be achieved</p> <ul style="list-style-type: none"> • Data will be analysed and used to identify children who need additional support. • Targeted small group and 1:1 interventions will be delivered to those who need to make accelerated progress across the core curriculum and phonics. • Rising Stars Phonics programme will be used across KS1 and school will embed additional resources to support home reading linked to phonics teaching. • High quality, vocabulary rich literature (classical and contemporary) will be used to improve enjoyment of and attainment in reading. • High quality first teaching and in class support will utilise AFL strategies to identify and address learning gaps and misconceptions. • Writing opportunities across the curriculum will be planned drawing on first hand experiences when appropriate. • Mastery curriculum

Intended outcome	Success Criteria
<ul style="list-style-type: none"> Provision for disadvantaged/ EAL pupils is high quality and language deficit diminishes for pupils. 	<ul style="list-style-type: none"> High quality teaching of a well- planned progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum.
	<p>How this will be achieved</p>
	<ul style="list-style-type: none"> Wellcomm will be used with key children in EYFS/ Y1 to lose the gap in receptive and expressive vocabulary. Targeted children will receive additional speech and language support and intervention. Elklan strategies are used across school in order to improve children’s vocabulary and expressive language development. Vocabulary development is inherent within the school curriculum with children exposed to tier 2 and 3 vocabulary in lessons.

Intended outcome	Success Criteria
<ul style="list-style-type: none"> Disadvantaged pupils develop the necessary cultural capital allowing them to engage appropriately in all lessons, preparing them for the next stage in their educational journey and life inside/ beyond school. Children have high aspirations. 	<ul style="list-style-type: none"> Significant proportion of children achieve the expected standard across the curriculum Gap between PP and non PP attainment closes rapidly. Quality first teaching is used effectively to impart knowledge and AFL strategies used in order to ensure that children retain and apply key knowledge across the curriculum.
	<p>How this will be achieved</p>
	<ul style="list-style-type: none"> High quality knowledge and language rich curriculum ensuring that children know more, remember more and understand more. Well planned visits and visitors matching the school curriculum used to promote engagement in learning and develop understanding of the wider world. Children will have access to a well stocked library providing access to high quality texts.

Intended outcome	Success Criteria
<ul style="list-style-type: none"> Disadvantaged pupils will meet at least national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is at least in line with national other PP Persistent absence will be in line with national Punctuality for PP pupils will improve and be in line with non PP
	<p>How this will be achieved</p>
	<ul style="list-style-type: none"> Attendance tracking will be robust and rigorous. Attendance letters will be issued for any children with under 95% attendance EWO support will be utilised to encourage good attendance Attendance policy – reviewed and followed

Intended outcome	Success Criteria
<ul style="list-style-type: none"> Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. SEMH outcomes will improve across school. 	<ul style="list-style-type: none"> Most pupils involved in nurture interventions will make at least expected progress from their starting points. % of PP pupils receiving FTE will be reduced. Key vulnerable families will be accessing a comprehensive offer through early Help, and those families at CIN/CP will be supported by school C4C children and other children with/ have had a Social Worker will make progress and gap between them and their peers will diminish
	<p>How this will be achieved</p>
	<ul style="list-style-type: none"> Zones of regulation will be embeded across school Staff will undertake Attachment Theory training. Nurture curriculum and practices will support children in developing the skills required to develop resilience so that they can positively safeguard their own mental health and wellbeing.

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: £ 60,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches of teaching Phonics, Reading, Writing and Maths.</p> <p>Includes cover costs and resources for: Rising Stars Phonics programme Participation in the NCETM 'Mastering number' programme Jane Constadine's 'The Write Stuff' Elklan Training.</p> <p>Subject Leadership time including attendance at PiraMidd SL meetings.</p>	<p>Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit'</p> <ul style="list-style-type: none"> - Mastery and Learning (+5 months) - Phonics (+5 months) - Reading comprehension strategies (+5 Months) <p>Evidence from Education Endowment Foundation 'Early years Toolkit'</p> <p>Phonics/Toolkit Strand/Education Endowment foundation/EEF</p> <ul style="list-style-type: none"> - Early Numeracy approaches + 6 months - Early Literacy approaches + 4 months - Communication and language approaches + 6 months <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium; A tiered approach to spending</p>	<p>1,2</p>
<p>Fund afternoon sessions for Nursery class.</p> <p>£55,282</p>	<p>Evidence from Education Endowment Foundation 'Early years Toolkit'</p> <ul style="list-style-type: none"> - Earlier starting age + 6 months - Extra hours + 3 months 	<p>1,2</p>
<p>Additional TLR payment for SENDCo assistant – x % of PP pupils have significant SEND/ learning difficulties.</p> <p>£4784</p>		

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

Budgeted cost: £ 75,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Additional support for children requiring intervention (1:1 and small group support) in Phonics and reading led by teacher. £36, 737 	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Individualised instruction + 4months 1:1 tuition + 5 months Small group tuition + 4 months	1,2
<ul style="list-style-type: none"> - Additional support for children requiring intervention in reading and Maths in small groups led by Teachers - TLR 3 payments to teachers leading school based tutoring sessions - £12,000 	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Individualised instruction + 4months 1:1 tuition + 5 months Small group tuition + 4 months	1,2
<ul style="list-style-type: none"> - Welcomm and NELI programme delivery for selected EYFS pupils. - Additional adult to support targeted children. £21,093	Evidence from Education Endowment Foundation, ‘Early Years Toolkit’ Communication and Language Approaches + 6 months Early Literacy + 4	1,2
<ul style="list-style-type: none"> - Third Space Learning Maths Intervention £5570	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Individualised instruction + 4months 1:1 tuition + 5 months	1,2

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

Budgeted cost: £ 108,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in aspects of school life	Evidence from Education Endowment Foundation – ‘Teaching and learning Toolkit:’ Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self regulation + 7 months Evidence from Education Endowment Foundation- The Guide to Pupil Premium: A Tiered Approach to spending.	3,4,5,6
Breakfast club places for identified pupils £12,000	EEF Magic Breakfast	1,4,5,6
Nurture bases across school. Zones of regulation work. £21, 093	Evidence from Education Endowment Foundation – ‘Teaching and learning Toolkit:’ Behaviour interventions + 4 months Social and emotional learning + 4 months	5,6
Early Help, Attendance, behaviour and wellbeing support and lead TA 4. £32,235	Evidence from Education Endowment Foundation – ‘Teaching and learning Toolkit:’ Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self regulation + 7 months	5,6
Teaching Assistant Level 3 for Social, Emotional and behavioural support and interventions. £27,287	Evidence from Education Endowment Foundation – ‘Teaching and learning Toolkit:’ Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self regulation + 7 months	5,6
Admin time dealing with Attendance and Punctuality £2,240	Embed principles of good practice set out in DfE’s Improving School Attendance	4
Purchasing of school uniform including PE Kit £500	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A Tiered Approach to Spending	5,6
Subsidising trips and visits £ 11,000	Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A Tiered Approach to Spending	3
Contingency fund for acute issues £2,000	Based on prior experience and the high volumes of children transferring into school in year who required additional support on a range of fronts, an amount is set aside to support these pupils swiftly when deemed appropriate.	6

Total budgeted cost: £ 243,821

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

See the Boarshaw Primary Pupil Premium 2020-2021 Evaluation.

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 Maths Tuition	Third Space Learning
	Ed Start

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.