# Pupil premium strategy statement

## This statement details our school’s use of pupil premium for the period Dec 2022-2025 and has the post covid academic year data as its starting point. We us this 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

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| Detail | Data |
| School name | Bollington Cross CE Primary School |
| Number of pupils in school | 182 |
| Proportion (%) of pupil premium eligible pupils | 23 Pupils (13%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | 1.12.22 |
| Date on which it will be reviewed | 1.12.25 |
| Statement authorised by | Mr Yenson Donbavand |
| Pupil premium lead | Mr Yenson Donbavand |
| Governor Lead | Mr Fraser Penny |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £31,855 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £31,855 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *In deciding the allocation and use of our Pupil Premium Funding we are ensuring that we can maintain high standards of education for all pupils. We are working hard to equalise the life chances of disadvantaged pupils and their peers: ensuring every child can be challenged to meet their potential in academic learning, particularly in Reading – for enjoyment and to ensure they can unlock the rest of the curriculum, in Maths. In order to do this, we are investing in ensuring high quality teaching, a high quality curriculum and high quality resources so that, regardless of a child’s background and prior experiences, we will equip them with the skills, knowledge, confidence and cultural capital to lead a happy, active and full life and make a positive contribution to society. Whatever their background, ability or starting point at Bollington Cross CE Primary School – we aim for pupils identified as having circumstances or needs which present a potential barrier to learning, to make good or better progress in all areas of the curriculum.*  In order to achieve the above, our Pupil Premium Funding allocation of **£31,855** will be used to:   * **Remove barriers to learning** created by background, poverty and family circumstances (including bereavements, illness or parental separation) * Greatly **diminish or remove any attainment or progress gaps** between disadvantaged and non-disadvantaged pupils, using school and national data as our measure. * Ensure that all pupils **achieve** **reading fluency** and enjoyment as rapidly as possible through high-quality teaching rooted in evidence based approaches and evaluated and tracked with precision and frequency (every 6 weeks). Thus, enabling pupils to unlock the wider curriculum as independently and quickly as possible. * To support pupils in achieving the **resilience** that comes with developing emotional agility and a healthy set of strategies for; dealing with strong emotions, building self-esteem and understanding the role which diet, sleep and activity play in this. * To ensure pupils access a broad and balanced curriculum which provides them with the wide range of experiences and opportunities to build their cultural capital.   *In order to ensure that these objectives are efficiently and effectively implemented we consult best practice research including case studies from the EEF website to carry out the following:*   * *Providing high quality CPD to our teachers and support staff in order to support them in getting the best outcomes from our pupils within provision. This includes ensuring quality first teaching in all classrooms and for all pupils.* * *Ensure that all staff have the input and CPD in order to support a whole school approach to being supporting the best outcomes possible for disadvantaged pupils (including analysis of performance of PP pupils within their class across the curriculum and within individual subjects as subject leaders).* * *Ensure that, in the core subjects, targeted intervention is used to address any gaps identified by teachers and or subject leaders and that the effectiveness of these is frequently assessed.* * *Provide lessons on well-being across the school and targeted nurture sessions from a qualified Nurture Leader within the school to support their emotional resilience and good mental health.* |

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

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| Challenge number | Detail of challenge |
| **1 Reading** | At the end of last year **2020-2021**;  **57%** of current Year 6 PP were judged WTS (v32%)  **50%** of current Year 5 PP were judged WTS (v12%)  **0%** of current Year 4 PP were judged WTS (v24%)  **66%** of current Year 3 PP were judged WTS (v56%)  **100%** of current Year 2 PP were judged WTS (v54%)  Aside from Year 4 data, we can see that pupils lower down the school and especially disadvantaged pupils have had their reading progress and attainment significantly impacted upon by school closures during the pandemic when compared to their peers. |
| **2 Writing** | At the end of last year **2020-2021**;  **73%** of current Year 6 PP were judged WTS (v 45%)  **100%** of current Year 5 PP were judged WTS (v 36%)  **34%** of current Year 4 PP were judged WTS (v 34%)  **66%** of current Year 3 PP were judged WTS (v 56%)  **100%** of current Year 2 PP were judged WTS (v 75%)  Aside from Year 4 data, we can see that pupils lower down the school and especially disadvantaged pupils have had their writing progress and attainment significantly impacted upon by school closures during the pandemic when compared to their peers. |
| **3 Maths** | At the end of last year **2020-2021**;  **43%** Current Year 6 PP were judged WTS (v32%)  **100%** of current Year 5 PP were judged WTS (v 24%)  **0%** of current Year 4 PP were judged WTS (v 29%)  **33%** of current Year 3 PP were judged WTS (v 33%)  **100%** of current Year 2 PP were judged WTS (v 54%)  Aside from Year 4 data, we can see that pupils lower down the school and especially disadvantaged pupils have had their Mathematics progress and attainment significantly impacted upon by school closures during the pandemic when compared to their peers. |
| **4 Mental and Physical Health** | We have seen at Bollington Cross that we are dealing with more incidents potentially arising from less opportunities for pupils to socialise and develop friendships, less empathy and understanding for others and the impact of households where there has been limited capacity for parents to support learning during school closure |
| **5 Inclusion** | We have seen an increase in needs and low level disruptive behaviour since the school closures. Naturally, for the vast majority of pupils, behaviour has returned to good or better. For some pupils we are seeing deeper effects which have become a barrier to learning. Also we have seen a reduction in the empathy shown by pupils towards their peers resulting in more need for pastoral intervention and support. |

## 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.

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| Intended outcome | Success criteria |
| **1 Reading** - To ensure all pupils, including all PP pupils, benefit from consistently high quality teaching of phonics and reading comprehension. | Target: All PP pupils to pass the Phonics screening or at least for school to be in line with National PP average.  70% or more of pupils are at age related expectation by the end of the 2021-2022 academic year. |
| **2 Writing –** To ensure that all pupils access high quality teaching of writing – which is planned around ambitious and engaging texts. | Target: At least 60% of all pupils are judged to be at age related expectations, or beyond, in terms of writing ability (SPAG and sentence construction within independent pieces of writing) at the end of the 2021-22 academic year. |
| **3 Maths -** To ensure that all pupils access high quality teaching of writing – which is planned around an ambitious, mastery curriculum | Target: All PP pupils to pass the Multiplication Tables Test in Year 4.  Our target is that 70% or more of pupils are at age related expectation by the end of the 2021-2022 academic year. |
| **4 Mental and Physical Health –** our pupils report feeling happy and engaged in learning | Pupil voice wellbeing surveys that the vast majority of pupils have good relationships with others in school, enjoy learning and feel like they belong at school. |
| **5 Inclusion –** our pupils report feeling happy, celebrated and included | Pupil voice and parent voice evidence that pupils feel included, happy and celebrated in the school community |

## Activity

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: £2,500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Phonics CPD for all teachers and teaching assistants.** | Read Write Inc portal is used to train all teachers and teaching assistants.  This portal also supports parents and pupils to work alongside the teaching in school to progress in early reading skills.  **This system supported an improvement to ensure that 95% of pupils passed the 2020 phonics screening test (1 pupil missing out by 1 mark). Our 6 week cycle of assessment and regrouping is supporting learners to ‘keep up not catch up’ in this vital area of learning.**  **More information on this…**  [**http://www.bollingtoncross.cheshire.sch.uk/serve\_file/3720246**](http://www.bollingtoncross.cheshire.sch.uk/serve_file/3720246) | **Challenge 1**  **Challenge 2** |
| **To purchase a formative assessment system which closely tracks groups of pupil premium children** | Assessment of PP will be daily and lesson by lesson in their all subjects. This software will allow teachers to identify where gaps in knowledge are appearing and will enable quicker and better targeted intervention lessons where needed to ensure PP children achieve in line with their peers. This will ensure teaching is more attuned to the learners needs in between 10 week assessment points.  **This assessment system has proved invaluable in supporting identification of PP pupils falling behind due to school closures. It has enabled us to identify PP learners across the school and effectively target support and interventions and asses the impact of teaching from the teacher and support staff – therefore supporting us dto decide which interventions have the best impact across school for PP pupils.** | **Challenge 1**  **Challenge 2**  **Challenge 3** |

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

**Budgeted cost: £18,155**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Online IDL literacy and numeracy programme | **New to school in Sept 2021**  Prior in school data is beginning to evidence impact. Data monitored half termly. We will continue to embed and use this software with lower ability pupils in English and Maths to gather data. In the meantime, the research below supports the use and benefits of IDL  **Egidio Zindato from Lancaster University, conducted a large study and analysed 96,978 performance records on the IDL programme from 2011 to 2018.  This study looked at factors including learner demographics, lesson frequency and improvements gained from the programme.  The results show that on average 1 session of IDL improves reading ability by 1.9 days and spelling ability by 1.8 days.** | **Challenge 1**  **Challenge 2**  **Challenge 3** |
| Teacher led after school sessions to support students in further access to pre and post learning teaching | Targeted support to close the gaps in Maths learning and continue to target any Lost Learning from our whole school audit.  **Previous data impact for targeted learners and pupil voice are supporting the investment of teacher time to improve learner confidence and independence in this vital core subject.** | **Challenge 3** |
| **Employ full time teaching Assistant in KS2**  **Employ a 0.25 TA in KS2 to support targeted teaching of interventions.**  **15 hours of TA support in KS1 targeted group work in early reading** | Our Teaching Assistants are deployed across school to lead targeted interventions based on recent assessments and planned work for specific groups of pupils.  **EEF**  **‘The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.’** | **Challenge 1**  **Challenge 2**  **Challenge 3** |

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

**Budgeted cost: £ *11,200***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Play therapist secured to work with vulnerable pupils who are needing support** | **New in November 2021**  It is clear that the Play therapist has had an almost immediate positive impact on the pupils we have targeted and their instances of poor behaviour choices have reduced drastically – meaning they are more engaged in learning and are experiencing better quality positive interactions with their peers and adults in school. | **Challenge 4**  **Challenge 5** |
| **Employ a Teaching Assistant (Qualified Nurture Group Lead) 0.25 FTE** | We ensure each whole class benefits from a wellbeing lesson per week. This focusses on self-regulation of emotions and the strategies associated with this. Whilst the whole class have the benefit of these lessons – which support pupils in their relationships – a core set of pupils who are targeted are then taken in a smaller group to have further support in a small group on these strategies.  **The EEF say…**  **‘While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.**  **The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.’** | We have seen impact and benefits from the approach we have had and parental and pupil feedback evidences the effectiveness of this approach. We feel that we are removing barriers to learning, by improving learning dispositions and improving mental health (**Challenge 4**) in our pupils. |
| **Develop reading for pleasure through purchasing quality texts.** | Books will be matched to pupil’s needs and therefore engagement and progress improved. Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition | **Challenge 1** |
| **SMSC and wider opportunities (trips/visits/forest school/music lessons)** | Previous pupil voice evidences impact. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF Arts Participation + 3 months | **Challenge 4**  **Challenge 5** |
| **Teacher led after school sessions to support students in completing pre and post learning teaching** | Targetted support to close the gaps in Maths learning and continue to target any Lost Learning from our whole school audit.  Previous data impact for targetted learners and pupil voice are supporting the investment of teacher time to improve learner confidence and independence in this vital core subject. | **Challenge 3** |
| Contingency fund for acute issues  e.g. to purchase reading books, school uniform including shoes, support pupils with access to multi sports clubs and breakfast/after school club | The evidence for this is clear to see in the appreciation of parents, the feedback from parents and the belonging the children feel every day at school. | **All Challenges** |

**Total budgeted cost: £31,855**

# 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.

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| *To be read in conjunction with*  <http://www.bollingtoncross.cheshire.sch.uk/serve_file/1619776> |