

# Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium funding and recovery premium/school-led tutoring for the **2023 to 2024 academic year** 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	St Botolph's CE Primary School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	13% - We have 44 children currently in school entitled to PP funding (but receive retrospective funding for 54)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Emma Pepper
Governor lead	Danielle LeFort

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,280
Recovery premium funding allocation this academic year	£ 7,250
School-led tutoring grant allocation (50%)	£ 3,375 (50 children)
Pupil premium funding carried forward from previous years	£ -1,794 (overspend 2022-23)
<b>Total budget for this academic year</b>	<b>£84,111</b>

# Part A: Pupil premium strategy plan

## Statement of intent

St Botolph's CE Primary School: **“New day...endless possibilities”**

The targeted and strategic use of pupil premium will support us in achieving our vision.

### Ultimate Objectives:

**To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data**

**For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age-related expectations at the end of Year 6**

### Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. As we receive funding retrospectively, we reserve the right to allocate some Pupil Premium funding to support pupils the school has legitimately identified as being socially disadvantaged and/or 'vulnerable' but that does not yet officially qualify for the funding. This enables us to be proactive in our response to an identified need.

### Achieving our objectives/Provision:

When making decisions about using our Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We will also ensure that all our work through the pupil premium is aimed at accelerating progress, moving children to at least age-related expectations and ensuring that able children achieve and exceed age-related expectations

The range of provision the Governors may consider making for this group could include:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
- Providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning

- Additional teaching and learning opportunities (1:1/small group work) provided through: tutoring; learning mentors; trained ‘pupil Premium’ TAs or external agencies
- Additional 1:1 assertive mentoring meetings
- Specific clubs/activities- providing personalised provision or funding
- Specific support for Parents/families - wellbeing, including mental health, behaviour and nurture support as well as attendance/punctuality
- Supporting the transition into EYFS, internally and to secondary

This list is by no means not exhaustive and will change according to the needs and support our disadvantaged pupils require.

## Challenges

When considering the nature of support needed, we give careful consideration to each individual child and the area(s) they need most support with. These fall under 6 main headings/barriers (considered in this priority order):

Challenge number	Detail of challenge
1. Attendance	Attendance rates for some pupils eligible for PP/FSM is below their non-equivalent peers. This includes inconsistent attendance for some and/or punctuality issues. This reduces their school hours and causes them to fall behind on average.
2. Behaviour/attitudes for learning	Behaviour issues for a small number of pupils eligible for PP/FSM is having a detrimental effect as they are unable to take responsibility/control their behaviour therefore impacting on their learning and therefore their academic progress. Low aspirations as a result of home environment/ personal experiences/ parental expectations also impacts negatively on their attitudes to learning and therefore their academic progress.
3. Social/Emotional/Mental Health needs	SEMH issues for some of our pupils eligible for PP/FSM (eg. Attachment, low self-esteem; bereavement; anger management difficulties) is having a detrimental effect as they are not always emotionally ‘ready to learn’ and therefore this impacts on their learning and academic progress. A number of our PP pupils are currently/historically Children in Need/Child Protection, experiencing a lot of ACEs.
4. Academic (English & Maths)	Entry baseline in basic English and Maths key skills, in addition to poor oral skills, are lower for some pupils eligible for PP/FSM than for other pupils. This slows academic progress in subsequent years, particularly in reading. For some pupils eligible for PP/FSM, a lack of home support (sometimes due to parents own educational experiences and abilities) impacts on their opportunities for continued support at home. A number of our pupils (the majority currently in KS2) whom are eligible for PP/FSM are also SEND. Their SEND complexities also impacts on their academic progress.
5. Academic (other)	Some PP/FSM pupils find it challenging to apply their basic skills across the curriculum which ultimately impacts on them achieving the expected reading and writing standard at the end of KS2.

<b>6. Wider opportunities</b>	Many of our PP/FSM eligible pupils have less opportunities to participate in learning beyond the school day (both school clubs and externally)
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021-2025)**:

Intended outcome		Success criteria
Progress in Reading		Achieve above national average progress scores in KS2 Reading
Progress in Writing		Achieve above national average progress scores in KS2 Writing
Progress in Maths		Achieve above national average progress scores in KS2 Maths
Phonics		Achieve expected standard in Year 1 Phonics Screening
Attendance		Ensure attendance of disadvantaged pupils is in line with non-equivalent peers.

## 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: Budgeted cost: £17,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions across the school for all pupils not achieving expected progress  £3,800 (EO3 - support staff)	Detailed termly and end of year internal formal and informal data analysis, identifies gaps in maths/ reading/ writing knowledge within each year group. This additional targeted teaching enables individuals/small groups to have additional targeted teaching time, focused on either pre-teaching, recapping previous learning or filling gaps in their understanding.  EEF - High impact at a moderate cost	4
Formal and informal feedback, peer coaching and mentoring across the school.	EEF - Quality, regular feedback, alongside peer coaching and mentoring is known to have a high impact on continued and accelerated progress at a relatively low cost.	4
Staff attending specific training on identified 'weaknesses'/curriculum priorities £3,600 - EDI (EO9 - CPD)	EEF - Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Staff/s continued CPD is therefore vital.	4
Single-year teaching for all maths and English lessons across KS2 £4,750 (EO3- support staff)	Maths and English is best taught within year-groups as set out in the National Curriculum and through White Rose Maths. This also enables smaller teaching groups for Maths and English lessons which enables greater targeted support and immediate intervention where it is needed.	4
Assertive mentoring termly reviews with staff and pupils £5,500 (EO2 - supply)	EEF - There is evidence to suggest that feedback may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback and this information informs their understanding of their specific strengths and areas for improvement.	4

## Targeted academic support: Budgeted cost: £25,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group provision:</p> <p>Eg.</p> <ul style="list-style-type: none"> <li>➤ Additional phonics</li> <li>➤ Toe-to-toe/Word wasp</li> <li>➤ Core skill practice (eg. handwriting; 1:1 reading; spelling; number bonds/times tables)</li> <li>➤ Speech &amp; Language intervention</li> </ul> <p>Additional staffing to enable targeting throughout the day. £9,500 (EO3 - support staff)</p>	<p>EEF - There is extensive evidence to show that additional phonics and 1:1 reading has a high impact, at a very low cost. 1:1 support overall is known to have a high impact on progress at a moderate cost; small group work is known to have moderate impact on progress at a relatively low cost.</p> <p>There is also extensive evidence to show that Speech &amp; language interventions have a very high impact at a very low cost.</p> <p>Some funding will be enabling increased staffing capacity in order for these approaches to be carried out, alongside the purchasing of resources to support the provision.</p>	4
<p>Small group provision delivered by teachers:</p> <p>Targeting specific areas of weakness during before and after school booster clubs for identified individuals in Year 6</p> <ul style="list-style-type: none"> <li>➤ School-led tutors</li> </ul> <p>£6,750 (EO1 - Teaching - 100% of school led tutoring)</p>	<p>EEF - small group work is known to have moderate impact on progress at a relatively low cost.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	4
<p>Targeted support from internal/external experts:</p> <ul style="list-style-type: none"> <li>➤ SEN assessments £1000 (E27)</li> <li>➤ Ashmount/Oakfield</li> <li>➤ Ed Psych £3500 (E27)</li> <li>➤ Jane Evans (LAC tuition) £3000 (EO2)</li> <li>➤ Dyslexia assessments £1800 (E27)</li> </ul> <p>£9,300</p>	<p>EEF - 1:1 support overall is known to have a high impact on progress at a moderate cost</p> <p>Paying for the support of experts ensures our children get the right support when needed from the people with the right skills or contacts to ensure continued support and progress.</p>	2,3,4,5

## Wider strategies: Budgeted cost: £40,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on EDI challenging prejudice etc. <i>(already allocated funding)</i>	EEF - Supporting high quality CPD is pivotal in improving children's outcomes. Research tells us that continued CPD is therefore vital.	2,3
Continued role of Named Family and Mental Health Wellbeing Lead (FMWL) £15,000	Historic internal impact of this role in supporting children and their families, ensures the very necessary continuation of this role. This was also recently highlighted as a very effective resource at our most recent Ofsted (Nov 21)	2,3
Targeted support from internal/external experts: <ul style="list-style-type: none"> <li>➤ Family &amp; Mental Wellbeing Lead</li> <li>➤ Ashmount/Oakfield</li> <li>➤ ELSA £4,500</li> <li>➤ Dedicated forest school sessions £2,850</li> </ul>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social/emotional (SE) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SE skills are linked with poorer mental health and lower academic attainment.</p> <p>SE interventions in education are shown to improve SE skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>In addition evidence shows that effective intervention would use a combination of targeted and universal approaches.</p>	2,3,6
Extra-curricular activities <ul style="list-style-type: none"> <li>➤ Provide specific after school clubs driven by PP pupils.</li> </ul> £950	Taking part in extra-curricular activities will lead to a positive impact on pupils' mental health and wellbeing, as well as their physical health. This leads to greater aspiration, develops capital and leads to higher academic standards. Our disadvantaged pupils are offered the opportunity to learn an instrument and to have some extra-curricular activities funded or part-funded in addition to providing some bespoke sessions in response to their requests.	3,5,6
Subscriptions <i>(funded through school curriculum budget)</i>	Subscriptions are targeted at the needs of disadvantaged pupils, but benefit all children. Our pupils' times tables acquisition by Year 4 is quite low for many, so the purchase of subscriptions for TTRS and Numbots aims to close this gap. The purchase of Rising Stars for Y6s also supports home and school learning/progress.	4
Attendance support: £800	Our EWO and FMWL support pupils, families and the school to increase attendance for targeted individuals. This will then have a positive impact on pupil wellbeing and academic progress and attainment.	1
Dedicated opportunities funding allocated for parents to enable access to a specified criteria.	Historically 100% of funding (and more) has been accessed by our disadvantaged pupils and their families to ensure the children have equal opportunities to	6

<p>No charge for breakfast club/music tuition/school trips and after school provision.</p> <p><b>£16,800</b> (<i>£300 per eligible child + £600</i>)</p>	<p>access learning and support beyond the academic curriculum and beyond the school day.</p> <p>This money is available to enable access to any of the following:</p> <ul style="list-style-type: none"> <li>• School trips &amp; Residentials</li> <li>• Attendance at clubs - at school and outside agencies (including playschemes/holiday clubs)</li> <li>• Individual equipment/uniform/kit for wider activities</li> <li>• Commissioned activities specifically for your children</li> <li>• Individual tuition - academic/music</li> <li>• School uniform/school shoes/PE kit</li> </ul>	
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**Total budgeted cost: £84,100** (predicted £11 underspend)



## 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 2022 to 2023 academic year and is taken from our previous 2022-23 Strategy review:

1. Review of impact and expenditure				
i. Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual Cost
Improved attainment for all	1) Targeted interventions across the school for all pupils not achieving expected progress  2) Formal and informal feedback, peer coaching and mentoring across the school.	Pupil progress was at least maintained and for many improved for identified individuals and across year groups and the whole school.  Progress was good overall.	High impact on learning and progress when interventions are specific and targeted. Half termly review and ongoing monitoring by KS leads ensured the provision was timely and effective. These approaches need to be continued with continued emotional support for our very vulnerable children. The full-time cover supervisor roles in LKS2 enables all year groups to teach in pure year groups for English and Maths and needs to continue.	£17,250

Improved teaching of reading	SIP and CPD Priority.  Staff attended specific training on identified 'weaknesses'	Clear impact trail evident from monitoring.  Pupil progress was improved for identified individuals and across year groups and the whole school.  Children's standardised scores and progress scores improved over the year.	The focus on the teaching of reading skills needs to remain a priority.	£5000
Improved EYFS curriculum	CPD for staff on Curriculum  SIP and CDP Priority.	EYFS children's attainment improved in all areas of the curriculum.	We need to maintain the focus on the EYFS curriculum, especially re number and writing to ensure we achieve at least the National average	
Improved behaviour management and support for SEMH.	Staff training on challenging behaviour and Mental Health/well-being.  Named Family and Mental Health Wellbeing Lead	Identified children accessed relevant support (internal and external agencies) which enabled them to feel safe in school and access learning.  Where applicable, funding was successfully gained to support our more complex SEND pupils.	We must maintain this support for our most vulnerable pupils.	£9,250
Accelerated progress towards termly targets	Assertive mentoring termly reviews with staff and pupils	Pupil progress was improved for identified individuals and across year groups and the whole school.	This approach needs to continue.  (as above re SEMH)	£6000

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Maths and English core skills	One-to-one and small group provision: Additional phonics Toe-to-toe Dyslexia specialist input Core skill practice (handwriting; reading; spelling; number bonds/times tables)  Additional staffing to enable targeting throughout the day.	The children who accessed the 1:1/small group provision made measurable steps of progress in the identified areas which impacted on their overall attainment.  Additional staffing enabled a quick response and targeted work on identification.	Whilst being a costly resource, this approach needs to continue as it enabled focussed response to identified needs.	£9,120
Improved Year 2 & 6 results	Small group tuition delivered by teachers targeting specific areas of weakness during before & after school booster clubs for Year 2 & 6	Strong results evident in Y2 & Y6, above National average.  Positive progress across KS2 in ALL subjects (above National average)	This approach needs to continue as it enabled focussed response to identified needs.  We need to maintain the additional UKS2 teacher to enable pure year groups in Y6.	£11,610
Improved support for SEMH to ensure PP pupils are able to access learning.	Targeted support from SEND internal/external experts:  SEND assessments Ashmount/Oakfield Ed Psych	Identified children accessed relevant support (internal and external agencies) which enabled them to feel safe in school and access learning.  Where applicable, funding was successfully gained to support our more complex SEND pupils	Whilst being a costly resource, this approach needs to continue as it enabled focussed support for our most complex children.  We must maintain this support for our most vulnerable pupils.	£1,000 - £3,500

iii. Wider strategies				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved support for SEMH to ensure PP pupils are able to access learning.	Targeted support from internal/external experts: Family & Mental Wellbeing Lead. Akira counsellor - <del>we trained an additional ELSA instead</del> Dedicated forest school sessions	Identified children accessed relevant support (internal and external agencies) which enabled them to feel safe in school and access learning.	Whilst being a costly resource, this approach needs to continue as it enabled focussed support for our most complex children.  We must maintain this support for our most vulnerable pupils.	£15,000 <del>£1000</del>  £1950
Increased attendance rates/punctuality	Office staff member/FMWL to monitor pupils and follow up quickly on absences.  Education Welfare Officer/FMWL offering focussed support re attendance & punctuality for PPG/LAC Parents and children.  Free breakfast club for PP offered/ encouraged	Attendance was 96% overall  Wraparound (breakfast/after school care) - attendance at this provision remained strong.	These approaches need to be maintained.	£800

Increased access to wider opportunities both within school and beyond	<p>Provide additional extra-curricular opportunities to enable a more engaging and innovative curriculum that inspires the pupils.</p> <p>Provide specific after school clubs driven by PP pupils.</p> <p>No charge for breakfast club/music tuition/school trips and after school provision.</p> <p>Staff to nominate/invite targeted children for breakfast club, sports clubs and/or afterschool clubs.</p>	<p>PP pupils were involved in an increased number of enrichment activities.</p> <p>All PP children attended at least 1 after school activity over a minimum 4 week period driven by their interests.</p> <p>The choices offered for clubs were enhanced through this personalised approach.</p>	<p>It is quite challenging to plan and deliver a bespoke/tailored programme of events and depending on the activity sometimes required increased staffing to run successfully.</p> <p>However, the impact of having all children access something tailored to their interests/wishes means that this approach needs to be maintained.</p>	(covered within increased staffing and opps funding)
Equal access to activities, additional opportunities and resources	Dedicated opportunities funding allocated for parents to enable access to a specified criteria	100% of funding was accessed ensuring all pupils benefitted.	This opportunity needs to be continued.	£12,300

**TOTAL INCOME/EXPENDITURE 2022-2023= £84,530 (-£1,794)**

## Externally provided programmes/subscriptions 2023-24

Programme	Provider
Times Tables Rock Stars	Maths Circle
White Rose Maths	White Rose
Numbots	Maths Circle
Testbase	Testbase