

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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 | Bomere Heath CE Primary School |
| Number of pupils in school | 121 |
| Proportion (%) of pupil premium eligible pupils | 18 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2024 (interim, annual carried out December 2023) |
| Statement authorised by | Julie Ball |
| Pupil premium lead | Julie Ball |
| Governor / Trustee lead | Karen Longland |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £39,220 |
| Recovery premium funding allocation this academic year | £3,330 |
| 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> | Nil |
| Total budget for this academic year | £42,550 |

Part A: Pupil premium strategy plan

Statement of intent

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. As with all children at Bomere Heath School, to ensure maximum impact, the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored, by teachers on a daily basis and by the senior management team termly, throughout their time with our school. Where small group / 1:1 support is felt to be most beneficial Pupil Premium may be used to support this provision and budgets are allocated accordingly.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. It also means that we utilised funding over the anticipated three year strategy.

Principles

Teaching and learning at Bomere Heath School is designed to meet the individual needs of all children.

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

Bomere Heath's Rationale For Provision

The chosen provisions have been made due to the following rationale;

- Our school has also used its own internal analysis and research to develop effective use of the funds
- Utilising local cluster developments and sharing of good practise
- Following reference to outstanding schools and their proven outcomes in utilising funds
- Use of the EEF toolkit for evidence based practise
- Early Help guidance and support - Shropshire Council

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring class sizes and age groups mixes are manageable and enable high quality learning experiences
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental health and wellbeing

Ensuring that the PPG reaches the pupils who need it most

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| | Academic barriers to attainment |
| 1 | Low levels of literacy and maths |
| 2 | Lack of real life experiences to apply to writing and maths skills |
| 3 | SEND needs affecting progress |
| 4 | Poor language and communication skills |
| 5 | Lack of school readiness |
| | Non-academic barriers to attainment |
| 6 | Poor attendance |
| 7 | Poor home life leading to lack of self-esteem and lack of focus in lessons |
| 8 | Need for support at Early Help level |
| 9 | Lack of routine leading to tiredness in school and poor attention/behaviour |
| 10 | Behaviour impacting on focus during lessons, needing time out to calm down and missing parts of lessons |
| 11 | Child Protection Issues causing low self-esteem, tiredness and poor focus in lessons |
| 12 | Self Esteem - nurture and support. |
| 13 | Arriving at school hungry and not ready to learn |

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 |
|---|---|
| <p>Ensure high quality learning experiences engage and motivate pupils Disadvantaged pupils will have access to experiences which develop cultural capital (visits/visitors/adjusted lessons)</p> | <p>The attainment gap between disadvantaged pupils and their peers will be closing 'Cultural capital' for disadvantaged pupils will be more in line with their peers</p> |
| <p>Staff to have specialised skills in maths and English – good progress in English and Mathematics</p> | <p>Pupils attainment to increase and be in line with ARE</p> |
| <p>New staff to be confident in the mastery methods – good progress in mathematics</p> | <p>Pupil outcomes to be in line with or above ARE Staff to evidence skills in mastery methods – teaching to be good/outstanding consistently</p> |
| <p>Pupils self-esteem and confidence will improve Attitudes towards school and learning will be positive</p> | <p>Pupils will evidence self-confidence – parents/teachers and pupils will report improvements Attitudes to learning will be improved as reported by staff, parents and pupils</p> |
| <p>Self-esteem and focus during lessons will improve</p> | <p>Improved self-esteem will be evident in individual pupils Attainment and progress will improve with outcomes closer to national ARE</p> |
| <p>Food and social interactions to be provided for pupils at a reduced rate/free depending on need – pupils will not be hungry Pupils will be 'ready to learn'</p> | <p>Pupils will be ready to learn as reported by class teacher Barriers to learning will be reduced</p> |

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: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Employ staff to allow smaller, more focused teaching groups | EEF toolkit Internal analysis | 1,4,5,7,10,11 |
| Staff release for catch up group work | EEF toolkit Internal analysis | 1,2,3,4,5 |
| Professional development: Coaching sessions to support teachers and teaching assistants, with a particular emphasis on core skills | EEF toolkit Internal analysis | 1,4,5,7,10,11 |
| Support for new in post teachers: Release time for subject co-ordinators to work with new in post teachers in supporting high quality delivery of the curriculum | EEF toolkit Internal analysis | 1,4,5,10,11 |
| Tuition sessions | EEF toolkit Internal analysis | 1,2,3,4,5 |

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

Budgeted cost: £ 10,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills | NELI – government programmes EEF | 2,3,4 |
| Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations | EEF toolkit Internal analysis | 1,3,4,5,9 |
| Toe by Toe licenses for catch up groups Pathways catch up programme | EEF toolkit | 1,3 |

| | | |
|--|----------------------------------|---------------|
| | Internal analysis | |
| Beanstalk readers to read with pupils weekly | EEF toolkit Internal analysis | 1,5,12 |
| Supporting pupils to access wider curriculum areas – raising pupil aspirations through engagement/aspiration programmes such as funded visits and musical instrument tuition | EEF toolkit Internal analysis | 2,6,8,9,10,12 |

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

Budgeted cost: £ 8,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pastoral support and intervention; staff training and release for Early Help work ELSA training and support provision | EEF Teaching assistants recommendations DFE recommendations | 7,8,11,12 |
| Mental health lead – release time for supporting staff and CPD | EEF Teaching assistants recommendations DFE recommendations | 7,10,11,12,13 |
| Costs of providing and attending CPD for supporting pupils with attachment and trauma | EEF Teaching assistants recommendations DFE recommendations | 7,10,11,12,13 |
| Use of a breakfast club and after school care club to provide pupils with a nutritious breakfast before school as well as developing social interactions and experiences | Internal analysis DFE recommendations | 4,9,12,13, |
| Targeted pastoral work with pupils in relation to health and emotional well being | EEF improving behaviour in schools DFE mental health support and guidance School and regional evidence base | 6,7,9,10,11,12 |
| Whole school mental health programmes and workshops | Internal analysis DFE recommendations | 5,8,9,12 |
| Supporting costs of residential visits | Internal analysis | 1,7,12 |
| Supporting costs of whole class musical instrument provision across a wider range of instruments | Internal analysis | 7,11,12 |

Total budgeted cost: £ 59,300 (supplemented from school budget)

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 2022-23 academic year.

| |
|---|
| <p>Our school uses summative assessments termly to support teacher judgements alongside statutory testing.</p> <p>Our pupil premium pupils make good progress from their starting points.</p> <p>Due to the small number of children eligible for pupil premium in each year group, results are not published but are available to be discussed with the Headteacher.</p> |
|---|

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 |
|---------------------------------|-------------------------|
| Pathways to Literacy | The literacy company |
| X Tables Rockstars | TT Rockstars |
| Educational psychology services | Shropshire council |
| Speech and Language specialists | Shropshire council |
| NELI | Education.gov.uk |
| Emotion coaching | thehappinessclub.co.uk |
| Beanstalk readers | Coram beanstalk company |

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)