



Pupil Premium Strategy - Our Rationale and Intent

At Boroughbridge Primary School and Nursery, our pupil premium spending has been allocated based on research and our knowledge of individual pupil's needs. We work closely with families and seek support and advice from a range of services in our attempt to support children in the best way possible. As a school, we aim to use early intervention and a 'keep up, not catch up' approach, to ensure that children are accurately assessed from their individual starting points and targeted intervention is provided. We use our pupil premium funding to support all children who are vulnerable at different stages during their school journey to:

- **Improve oral language skills, starting with early intervention and identification of children with barriers to learning related to speech and communication.**
- **Ensure that all pupils 'keep up; not catch up' in line with age related expectations and their prior attainment to improve outcomes, particularly those children who passed the phonics screening test and who are falling behind in reading and writing.**
- **Engage parents to support children with their motivation for learning, well-being and attendance.**

Our Pupil Premium Strategy is closely linked to our School Development priorities, which are monitored rigorously and reviewed termly, to ensure that the additional funding further enhances and supports the quality of teaching and learning and personal development, behaviour, attendance and welfare for all our pupils. It is also monitored and challenged by governors to ensure that spending is having a positive impact. We have carried out the relevant research and scrutiny of resources to support and justify our decision making.

Pupil premium strategy statement –Boroughbridge Primary School & Nursery

School overview

Metric	Data
School name	Boroughbridge Primary School and Nursery
Pupils in school	155 (176 inc Nursery)
Proportion of disadvantaged pupils	20.6% (18% in Nursery)
Pupil premium allocation this academic year	£41,450
Academic year or years covered by statement	2019-20 2020-21 2021-22.
Publish date	July 2021
Review dates	Nov 2021
Statement authorised by	Emma Ryan (Acting)
Pupil premium lead	Gail Lee
Governor lead	

Disadvantaged pupil progress scores for last academic year (1819 last statutory assessment)

Measure	Score
Reading	-2.68 (1 child also SEN)
Writing	-3.15 (1 child also SEN)
Maths	+1.62 (1 child also SEN)
Meeting expected Standard at KS2	Rd 60% Wr 60% Ma100%
Achieving high standard at KS2	Rd 20% Wr 0% Ma 40%

Strategy aims for disadvantaged pupils – (20% also SEND)

Measure				
Meeting expected standard at KS2	Reading 80%	Writing 60%	Maths 60%	SPaG 60%

Achieving high standard at KS2	20%	0	0	20%
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Measure	Activity	
Priority 1	<p>Ensure that all pupils ‘keep up; not catch up’ in line with age related expectations and their prior attainment to improve outcomes, particularly those children who passed the phonics screening test and who are falling behind in reading and writing.</p> <p>Ensure quality and appropriate reading materials. Improve oral language skills, starting with early intervention and identification of children with barriers to learning related to speech and communication. Use cooperative learning techniques to support development of oracy and collaboration.</p>	
Priority 2	<p>Continue to improve pupil engagement and standards in mathematics by further embedding the mastery approach throughout the school. Provide opportunities for staff to access teacher research groups to deepen their understanding of the mastery approach. Review use of teaching materials to ensure consistent use of manipulatives throughout school.</p>	
Barriers to learning these priorities address	<p>Low starting points in speech and language and communication skills.</p> <p>Parental capacity to support children with learning for some children e.g. listening to their children read and completing homework, attend parent information evenings/open afternoons</p> <p>Reduced access to the wider curriculum, e.g. trips, events, books, outings etc which broaden and enrich their</p>	
	<p>experiences and vocabulary.</p> <p>Low emotional resilience for some children and families.</p>	
Projected spending	£ 11,000	
Teaching priorities for current academic year		
Aim	Target	Target date

Progress in Reading	Make expected progress or better from individual starting points with targeted support.	July 2021
Progress in Writing	Make expected progress or better from individual starting points with targeted support.	July 2021
Progress in Mathematics	Make expected progress or better from individual starting points with targeted support.	July 2021
Phonics	Support pupils to develop phonic strategies beyond KS1 if they don't pass the phonics screening test. Ensure all pupils pass the phonic screening test.	July 2021
Well-being and attendance	Attendance, behaviour and wellbeing measures for vulnerable children are in line with the National average and the gap is closed between disadvantaged (and vulnerable) and non-disadvantaged groups.	July 2021
Pre-teaching	Ensure all teachers prioritise pupil premium children in morning pre-teaching tasks.	July 2021
Monitoring	Ensure teachers prioritise feedback to pupil premium children. Ensure pupil premium children are prioritised in all subject leader and SLT monitoring activities.	July 2021

Targeted academic support for current academic year

Measure	Activity	Impact Spring 20/21
Priority 1	<p>Continue to ensure all relevant staff are have received training to deliver the Boroughbridge phonics and reading strategy effectively. Including whole class and guided reading-with a focus on teaching deeper comprehension skills. Ensure all pupil premium children are tracked in reading using the YARC reading assessment.</p> <p>Early identification of speech and language difficulties. Identify staff with skills to identify specific needs and allocate time for support.</p> <p>Staff training into language acquisition Source reading materials appropriate to the pupil's interest and learning needs. Make additions to the phonics based reading books.</p>	<p>Whole school phonics training has been accessed again this year due to staff changes. Phonics and reading policy has been reviewed and updated with support from the LA and English Hub. Pupil voice evidences enjoyment and children accessing a wide range of quality literature.</p> <p>Y2 phonics screening 83% all Y2 PPG passed.</p> <p>The majority of PPG children on track to make at least expected progress from their starting point.</p>

Priority 2	Ensure all relevant staff have received training in the mastery approach to mathematics. Also, that all teachers and support staff know and understand the school's calculation policy and how to best use manipulatives to support progress for all learners.	Most staff have accessed some mastery training. For teachers and support staff new to this approach. They will be coached by Maths subject lead using lesson study when Covid Restrictions permit.
Barriers to learning these priorities address	<p>Choosing the following strategies that are evidence based and recommended by the EEF teaching toolkit:</p> <ul style="list-style-type: none"> • Cooperative learning is embedded throughout school as is a collaborative way of learning. • Mastery Approach in Mathematics • One to one support where possible • Responsive feedback <p>Access to consistent sequential phonics teaching leading to fluency and a love of reading. Opportunities to read regularly and share a range of texts</p> <p>An approach to teaching that believes everyone can succeed.</p> <p>Approaches that enable children to keep up not catch up where learning is structured in small sequential steps and where barriers and misconceptions are planned for.</p>	<p>Reviewed and updated whole school phonics and reading strategy in place. Reading books purchased to ensure accurate match to phonics stage.</p> <p>Structure of whole class reading in KS2 ensures all pupils can access a range of literature and ensures a focus on tier 2 and 3 vocabulary.</p> <p>Keep up strategies delivered by teachers and support staff, in place to support children to maintain progress in phonics and reading.</p>
Projected spending	£25,000	

Wider strategies for current academic year

Measure	Activity	Impact Spring 20/21
Priority 1	<p>Review and update the Jigsaw PSHCE scheme throughout the whole school to ensure PSHCE has priority and is embedded consistently throughout school.</p> <p>Support staff hours available to carry out emotional check ins for pupils.</p>	<p>Jigsaw used and embedded throughout school.</p> <p>Age appropriate check ins are in place to support pupil wellbeing and ensure a calm start to the day for some pupils. This includes access to breakfast club if needed.</p>

Priority 2	Continue to offer breakfast club prioritising children who require help achieving readiness to learn at the start of the school day. Offer after school clubs to enrich the curriculum and support wellbeing. Offer financial support for Educational Visits and Visitors and wider curriculum opportunities including music and sporting activities- when covid restrictions permit.	Breakfast club offered free of charge to some PPG families. To enable a calm and positive start through the school Day. This is also an opportunity to hear some pupils read and support with homework. All school run after school clubs some offered free of charge. These now include sporting activities, crafts and board games to support pupil wellbeing. Y5 and 6 have high % of PPG children 27.7 (Y6) and 23% (Y5) had access to weekly whole class music from the local authority. This was virtual through lockdown.
Barriers to these priorities learning address	Improve Social and Emotional Mental Health for all pupils. Improve access to enrichment activities and ensure all pupils access Educational Visits.	Emotional check in and wellbeing activities in place. Support staff available to check in with children especially in the mornings. Rest assessments in place with suggested activities. Educational visit and visitors subsidised to ensure affordable for all.
	Improve attendance so that learning is not missed and pupils therefore make expected progress or better.	PPG attendance continues to be monitored. It has been impacted by Covid this year. Attendance Autumn 2020 PPG 97.14 % Non 97.8% Persistent Absence PPG 6.2% 2 children Non 4% 5 children
Projected spending	£4,500	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure all staff have up to date training re the specific pedagogies needed to teach, phonics, whole class reading, guided reading and maths using a mastery approach. Staff changes and covid English Hub phonics training and hearing children read	Whole staff training has been sourced from the Local Authority English advisory service. All staff including teaching assistants have attended. The school is using a range of coaching strategies to ensure consistency of approach and build subject knowledge. Support staff have been matched to the needs of the individual cohorts to deliver phonics support and intervention. This is reviewed regularly Classes with higher % of PPG children have greater support. Monitoring is at least termly via pupil progress meetings looking at arrange of progress data.

<p>Targeted support</p>	<p>A range of keep up not catch up and interventions are in place depending on the needs of groups and individuals.</p> <p>Provide sufficient time for assessments to be completed, analysed and shared with all staff so that strategies are shared and consistent.</p> <p>PiRA and Puma have continued to be used this year, the results link into an intervention programme- SHINE which enables all staff to respond to gaps in learning quickly and effectively.</p>	<p>Support staff hours have been increased to enable group and individual strategies to take place at the start of the school day. This has continued when possible with staff being in Covid bubbles.</p> <p>Staff with specific expertise are delegated as needed.</p> <p>Monitoring of small steps in learning is fed back to class teachers in addition to pupil progress meetings.</p>
<p>Wider strategies</p>	<p>Engaging parents in early Support re attendance.</p> <p>Increase parental support and engagement for some children. Enable parents to understand the strategies we use to teaching phonics, reading and maths.</p>	<p>Headteacher continues to liaise with families where attendance is a concern and seek advice from the Early Help Team as needed. Whole class attendance is monitored and shared with parents.</p>