



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	177 (200 inc Nursery) No of PPG =30/177 30 PPG and 6 Forces Service Child Indicator
Proportion of disadvantaged pupils	29.5%
Pupil premium allocation this academic year	£44,075
Academic year or years covered by statement	2019-20 2020/2021 2021/2022
Publish date	July 2022
Review dates	Dec 2022 April 2023 July 2023
Statement authorised by	Emma Ryan
Pupil premium lead	Emma Ryan
Governor lead	Jan Seymour

Disadvantaged pupil progress scores for last academic year (18/19 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%

Measure	Activity
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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. Use teachers and well trained support staff to carry out pre teaching and keep up activities.</p> <p>Hold Recovery Premium Sessions. This is on top of school hours. 2 x TA's to hold small group catch up sessions focussing on pupils who have slipped behind with their learning in either Maths or English. These sessions are after school for 1 hour once a week. Pre-teach sessions and Shine interventions in place to support pupils identified as needing extra support. Recovery Premium to cover this.</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 or oracy and collaboration.</p>
Priority 2	Continue to improve pupil engagement and standards in mathematics and reading by further embedding curriculum throughout the school. Provide opportunities for staff to access suitable CPD to deepen their understanding. Review use of teaching materials to ensure consistent use of manipulatives throughout school.
Barriers to learning these priorities address	<p>Low starting points in speech and language and communication skills. 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 Reduced access to the wider curriculum, e.g. trips, events, books, outings etc which broaden and enrich their experiences and vocabulary. Low emotional resilience for some children and families.</p>
Projected spending	£ 15,000 (+ £4350 Recovery Premium)

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 2022
Progress in Writing	Make expected progress or better from individual starting points with targeted support.	July 2022
Progress in Mathematics	Make expected progress or better from individual starting points with targeted support.	July 2022
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 2022
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 2022

Pre-teaching	Ensure all teachers prioritise pupil premium children in morning pre-teaching tasks.	July 2022
Monitoring	Ensure teachers prioritise feedback to pupil premium children. Ensure pupil premium children are prioritised in all subject leader and SLT monitoring activities.	July 2022

Targeted academic support for current academic year

Measure	Activity	Impact Summer 21/22
Priority 1	<p>Ensure all relevant staff are have received training to deliver the Boroughbridge phonics and reading strategy effectively. The school has implementing Little Wandle Letters and Sounds.</p> <p>Ensure teachers new to KS2 understand our approach to whole class and guided reading-with a focus on teaching deeper comprehension skills.</p> <p>Ensure all pupil premium children are tracked in reading using the PIRA 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>Little Wandle Letters and Sounds SSP</p>	<p>All staff have completed the Little Wandle training.</p> <p>Phonics and reading strategy now consistent throughout school.</p> <p>New teachers to KS2 teaching whole class and guided reading using consistent approach.</p> <p>PIRA reading assessments completed. YARC assessment completed when needed.</p> <p>Staff trained appropriately and able to deliver support for any speech and language interventions.</p> <p>English subject leader sourced reading materials encouraged from Little Wandle training and those identified as being needed.</p>
Priority 2	<p>Ensure all relevant staff receive suitable CPD and training in maths and reading. Also, that all teachers and support staff know and understand the school's calculation policy and reading/English policy and how to best use manipulatives to support progress for all learners.</p>	<p>Subject leaders have received appropriate training which has been passed on to other staff. Calculation policy used by all staff. *Needs to be renewed and distributed to staff ensuring consistency.</p> <p>Newly completed English/Reading policy used by all. Consistency of approach throughout school.</p> <p>*New Jane Considine scheme will enable more consistency of high-quality teaching</p>
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. Speech and Language support in place One to one support where possible <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>Cooperative learning used throughout school. Starting points identified in speech and language and communication skills.</p> <p>1-1 interventions in place and pupil progress identified.</p> <p>All pupils have access to phonics lessons daily in EYFS and KS1. Phonic interventions are in place from EYFS to Year 6.</p> <p>Whole class reading, literacy circles, 3 part reads and individual reads are provided in school with a range of high quality texts.</p> <p>Approach to teaching is consistent and positive. Parental capacity is slowly improving e.g. listening to their children read and completing homework, attend parent information evenings/open afternoons</p>
Projected spending	£25,000	

Wider strategies for current academic year

Measure	Activity
Priority 1	Review and update the Jigsaw PSHCE scheme throughout the whole school to ensure PSHCE has priority and is embedded consistently throughout school REST assessments used and pupil self assessment of Jigsaw activities. . Support staff hours available to carry out emotional check ins for pupils. Review approaches to pupil wellbeing. Wellbeing training and support for staff which can be cascaded to pupils.
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.
Barriers to learning these priorities address	Improve Social and Emotional Mental Health for all pupils. Continue to use Jigsaw REST assessment to monitor and measure resilience. Ensure access to enrichment activities including Educational Visits. Improve attendance so that learning is not missed and pupils therefore make expected progress or better. Staff absences
Projected spending	£4000

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.	Whole staff training in place from Little Wandle English Hub. This is a comprehensive approach which includes all resources and reading books to ensure consistency. We have embedded whole class reading in KS2. 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. Subject Leaders access training relevant to their curriculum lead area.

<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 will continue 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 increased and flexible to enable group and individual strategies to take place</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>Use of SHINE as an approach ensures all interventions can take place efficiently and are specific to any knowledge gap.</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> <p>Host meetings for parents to share Little Wandle approach. Make resources available to parents via the website.</p> <p>Hold a maths event to enable parents to support their children with maths especially written calculations.</p> <p>Consider a parents forum with the purpose of increasing engagement in pupil learning.</p>