

Pupil premium strategy statement



Boorley Park School

This statement details our school's use of pupil premium 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	Boorley Park Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1st September 2024
Date on which it will be reviewed	1st September 2025
Statement authorised by	Steve Mann CEO
Pupil premium lead	Sarah Cunningham/Jason Cannons Headteacher/Assistant Headteacher
Governor / Trustee lead	Rosemary Dawson-Edwards, Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,000
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	£95,000

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

We do not pool funding within our academy trust.

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. Boorley Park Primary School strives to ensure that all children, whether from disadvantaged or non-disadvantaged backgrounds have equal opportunities to access a full range of learning experiences and make good or better than good progress academically, socially and emotionally. In order to achieve this, it is vital that staff working with children build positive relationships with the children and their families to better understand barriers to learning and individual needs in order to provide the appropriate support.

To do this, the school uses a three part model to ensure specific barriers are identified and targeted. For many of the children who attend Boorley, these are academic challenges and the school puts in place interventions and additional support to secure good progress for pupils. These barriers may also be social and emotional and as a result the school has in place supportive interventions and staff in key roles to support the emotional welfare of the children who attend Boorley. Additionally, there may be financial reasons as to why children have barriers to learning and opportunities. The school evaluates each of the needs of the children and ensures the right provision is in place to remove barriers.

Boorley's approach is centred around high quality, inclusive first teaching and learning, enhanced by high quality, well-delivered and purposeful interventions that support children's access to learning. Teachers within the school are experts in identifying the next steps for each individual child and plan their teaching to meet needs.

By evaluating provision based on a researched evidence base, children are given the best opportunities to make accelerated progress in order to achieve as well as their non-disadvantaged peers. Early identification of barriers to learning, alongside purposeful intervention ensure positive outcomes for all children who attend Boorley Park Primary School.

Each child is treated as an individual and strong relationships between staff and families means that personalised support and intervention can be provided. We make no assumptions about the impact of disadvantage, and instead work to address individual challenges. Early intervention and accurate identification of needs means pupils are motivated to achieve highly in all aspects of school life and are supported to do this.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Children eligible for the pupil premium grant do not achieve as well as their non-disadvantaged peers. Internal data shows that in all core areas across the school, there is an attainment gap. The gap is widest at the end of Year 1 and Year 3 in all core areas based on the end of year data in Summer 2024.</p> <table border="1"> <thead> <tr> <th></th> <th>Yr R</th> <th>Yr 1</th> <th>Yr 2</th> <th>Yr 3</th> <th>Yr 4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67% (78%)</td> <td>25% (81%)</td> <td>44% (61%)</td> <td>40% (78%)</td> <td>75% (71%)</td> </tr> <tr> <td>Writing</td> <td>67% (85%)</td> <td>25% (73%)</td> <td>44% (51%)</td> <td>27% (70%)</td> <td>50% (64%)</td> </tr> <tr> <td>Maths</td> <td>67% (78%)</td> <td>25% (77%)</td> <td>50% (51%)</td> <td>47% (73%)</td> <td>63% (79%)</td> </tr> </tbody> </table> <p>Phonics:</p> <p>25% of disadvantaged children in Year 1 passed the Phonics Screening Check in June 2024.</p>		Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Reading	67% (78%)	25% (81%)	44% (61%)	40% (78%)	75% (71%)	Writing	67% (85%)	25% (73%)	44% (51%)	27% (70%)	50% (64%)	Maths	67% (78%)	25% (77%)	50% (51%)	47% (73%)	63% (79%)
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2	<p>Assessments, observations and discussions with pupils indicate underdeveloped language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their peers.</p>																								
3	<p>Children from a disadvantaged background require further support in developing positive learning dispositions. This has been evident through a range of monitoring activities including pupil conferencing, learning walks and observations. Children require support to develop social skills to enable more effective discussions in lessons and emotional regulation to support themselves in being resilient to overcome challenges. Data currently shows that a higher percentage of children in receipt of the pupil premium demonstrate behaviour and pastoral needs compared to non-disadvantaged children.</p> <p>For many of these disadvantaged families, parental engagement with school is less compared to non-disadvantaged peers. Children doubt themselves as learners and often believe that they are unable to achieve as well as their peers. This can be as a result of external factors including lower attendance, parenting skills, lower aspirations, trauma and mental health issues which affect engagement with school and</p>																								

	progress. Some children in receipt of the pupil-premium grant also have additional needs.
4	Average attendance data for children in receipt of Pupil Premium funding is not in line with non-disadvantaged children. Non-attendance impacts on pupil progress. Last year this was 92.18% compared to non-disadvantaged which was 95.51%
5	Engagement of disadvantaged children in wider curriculum activities. Currently, these are mostly attended by non-disadvantaged peers. Disadvantaged children would benefit from the enrichment wider curriculum opportunities bring and engage in sports, the arts, environment and both internal and external competitions.

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
Attainment gap in reading, writing, maths and phonics to close between disadvantaged children when compared to their non-disadvantaged peers.	<ul style="list-style-type: none"> • Writing outcomes across Key Stage 1 show that 70% of disadvantaged children meet age related expectations at the end of Year 2. • Assessments, observations and Pupil Progress Review meetings indicate the attainment gap is narrowing between disadvantaged children when compared to their peers • Tutoring and interventions accelerated the progress made by pupils and have the desired impact of narrowing the attainment gap • Pupil Premium children achieving the expected standard are in line with their peers in Reading, Writing and Maths by the end of the academic year 2026/2027
Improved oral language skills and vocabulary amongst disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement

	<p>in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> • Lesson observations and pupil conferencing shows that all children understand the language that is being used in lessons, and where they do not, are taught the skills to learn what certain words mean. • 90% of disadvantaged pupils in Year R meet the Early Learning Goals for Communication and Interaction each year.
<p>Improved support for disadvantaged families to ensure their engagement in school</p>	<ul style="list-style-type: none"> • Effective use of the Family Support Worker to sign post families to the correct level of support. • A shared understanding of the difficulties families face and how school can support in the best interests of the child. • Effective use of CPOMS and timely communication with other agencies such as Childrens Services, Family Support Service and the School Nursing Team. • 100% engagement from families at parents' evenings • The number of parents attending outcome or celebration events increases • The number of parents attending regular coffee mornings or workshops to support their children at home increases. • Parents report that they feel equipped to support their children at home
<p>To achieve and consistently sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged

	pupils being no more than 1% lower than their peers.
Increase opportunities for disadvantaged children to engage in the wider curriculum offer	<ul style="list-style-type: none"> ● All disadvantaged children attend at least one wider curriculum club ● By the time they leave Year 6, all disadvantaged children have had the chance to represent the school in a sports competition

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: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective implementation of a new DfE validated systematic synthetic phonics programme for the school to secure consistently strong phonics teaching for all pupils.</p> <p>£7000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>In school intervention with targeted pupils</p> <p>£15,000</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most effective when it is target at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Teaching Assistant Interventions</p> <p>EEF Toolkit</p>	<p>1, 2, 3</p>
<p>To continue to develop high quality feedback</p> <p>£0</p>	<p>Effective feedback is a well-evidenced approach that has high impact on learning outcomes. To make it effective, it should be focused on the task, subject and self-regulation strategies: it provides specific information on how to improve. It is best delivered at the time of learning and when children are given planned time to reflect and act upon it.</p>	<p>1, 2</p>

	EEF Toolkit	
To deliver whole school training which supports the understanding of high level needs and positive management of complex behaviour £3000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (for example, improved academic performance, attitudes, behaviour and relationships with peers) EEF Toolkit	3, 4
Development of staff knowledge and expertise around supporting pupils with language and communication difficulties to support them in accessing the curriculum. £500	Evidence shows that language provides the foundation of thinking and learning and should be prioritised. Using a wide range of explicit and implicit approaches, including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Improving Literacy in KS1	1, 2
Let's Think in English training £3000	There is some evidence to suggest that disadvantaged children are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges in themselves in the future. EEF Toolkit	1, 2, 3

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and delivery of high-quality language and communication interventions to disadvantaged pupils who are at risk of, or who already are, falling behind the attainment of their non-disadvantaged peers.</p> <p>£1000</p>	<p>Evidence shows that prioritising language and communication development in the Early Years provides a strong foundation for reading and writing skills, effectively preparing children for the next steps of their development.</p> <p>Preparing for Literacy</p>	<p>1, 2</p>
<p>Tutoring and booster groups for identified needs across the school in key areas such as phonics, reading and maths. Use of fully qualified teachers for all tutoring.</p> <p>£30,000</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit</p>	<p>1, 2, 3</p>

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

Budgeted cost: £36,000 (topped up with funds from main school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employment of a Family Support Worker to work with disadvantaged families to support overcoming barriers in school attendance and school engagement and embed principles of good practice set out in the DfE's Improving School Attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures. Regular meetings reflecting on accurate data, good relationships with parents/carers and clear pathways to follow.</p> <p>£22,000</p>	<p>Offering sustained and intensive support to families has been shown to improve school attendance for disadvantaged pupils and to enable parents to confidently engage with the school.</p> <p>The DfE guidance has been informed by engagement with schools that have been significantly reduced levels of absence and persistent absence.</p> <p>Parental engagement has a positive impact on additional progress.</p> <p>EEF Toolkit</p> <p>DfE Guidance</p> <p>Working with parents to support children's learning</p>	<p>1, 2, 3, 4</p>
<p>Wellbeing support through ELSA and PSHE sessions.</p> <p>Training in Zones of Regulation, LEGO therapy, to be disseminated and embedded across the school to upskill more staff and have a wider impact.</p> <p>£5000</p>	<p>Social and emotional learning has a positive impact on additional learning and enables children to be in a place whereby they are ready to learn. Emotional needs need to be met and mental health addressed appropriately.</p> <p>EEF Toolkit</p>	<p>1, 3, 4</p>
<p>Residential and other educational visits and financial support</p> <p>£5000</p>	<p>Outdoor clubs and learning might provide opportunities for disadvantaged children to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities,</p>	<p>4, 5</p>

	<p>outdoor education can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF Toolkit</p>	
<p>Financial support for sports clubs and music lessons</p> <p>£1000</p>	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate. This equates to an additional three months progress made. Improved outcomes have been identified in English, maths and science. Benefits have been found in both primary and secondary schools.</p> <p>EEF Toolkit</p>	3, 5
<p>Contingency fund for acute issues.</p> <p>£3000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4, 5

Total budgeted cost: £95,500

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 2023 to 2024 academic year.

Improved oral language skills and vocabulary among disadvantaged pupils

Actions Taken:

- Training for all staff on the importance of explicit teaching of oral language and vocabulary. Whole school systems introduced and followed in all classes. Monitoring shows a high level of vocabulary instruction and modelling of oral language in all classes.
- Specific interventions introduced in Year R for children with poor levels of oral language upon entry to school – targeted groups with evidence-based programmes to support language development.
- Training for support staff on interventions that support pupils with gaps in their oral language and vocabulary.
- Visual aids being used consistently across the school to support children’s language development and understanding

Impact:

- Monitoring of PP plans and learning walks show that all staff have a good awareness of who the PP pupils within their year group are and as a result, these pupils are receiving targeted support, both in class and through additional interventions/support focused on oral language and vocabulary development.

Improved writing attainment among disadvantaged pupils.

Actions Taken:

- Ongoing implementation of validated SSP – training and mentoring for staff to ensure HQT for all pupils and specific intervention for those who need it. A focus on ‘keep up’ rather than ‘catch up’ in all year groups.
- Phonics booster groups and parental workshops provided to enable wider support for and from parents for children
- Employment of a member of staff to work in the library to support with activities to engage reluctant readers and to improve book stock.
- Investment in additional resources for the library to engage all pupils, particularly those who do not see themselves as readers, in reading.
- Opening the library during lunchtime
- Training for all staff on the three phased approach to teaching writing. Learning journeys shared in children’s books so that they can see the journey and explicit teaching of skills in Phase 1 and Phase 2 of the writing journey before it is then applied in Phase 3

Impact:

- The gaps between PP pupils and their peers remain. The number of PP pupils on the register has significantly increased again this year and this has meant that

staff have needed to adapt their interventions and support to cater for this larger group of pupils, increasing the amount of time spent on HQIT and support in class compared to intervention.

- 25% of PP pupils in Year 1 passed the phonics screening check

% of PP pupils on track to meet ARE in each year group (figures in brackets are non-PP pupils)

	Yr R	Yr 1	Yr 2	Yr 3	Yr 4
Reading	67% (78%)	25% (81%)	44% (61%)	40% (78%)	75% (71%)
Writing	67% (85%)	25% (73%)	44% (51%)	27% (70%)	50% (64%)
Maths	67% (78%)	25% (77%)	50% (51%)	47% (73%)	63% (79%)

Improved skills and confidence for parents to support their children with learning at home.

Actions Taken:

- Adaptation of home learning activities to ensure they are tasks that adults can easily understand and support their children with (e.g. use of online games and activities, simple reading tasks, revisiting phonics activities that the children have already completed in class).
- Targeted support for families where engagement is low – e.g. support and advice from family support worker, additional resources to support children at home.
- Parent events/workshops held to showcase learning and engage parents in their children’s learning in school. Phonics workshops provided for Year 1 parents prior to the Phonics Screening Check and video resources sent home for parents to use via SeeSaw
- ‘Walk and Talk’ used in Year R – a display with a sentence each day about what they have been learning to support parents with having conversations about learning on the way home.
- Weekly updates posted for parents to see the learning that has been taking place in class. Links in the updates included to films etc of class stories being read so parents can engage with these.

Impact:

- Use of carefully planned home learning tasks that parents can support with easily – (e.g. use of TT Rockstars and Numbots, simple and easy-to-follow phonics sheets) have supported parents with working with their children at home. Close tracking of the use of these home learning interventions, which are reviewed each half term, are supporting pupils in closing some gaps in learning (e.g. the use of targeted activities on TT Rockstars has improved a number of PP pupils recall of their times tables, which has supported their progress in Maths lessons). These small steps are, in many cases, supporting pupils with their academic confidence and self-image – PP pupils report feeling successful when they do well with small challenges set for them. This has enabled parents to see the impact of their support.

- Specific 1:1 support for families has been effective in helping them to overcome barriers to education. Where parents have received targeted support, their children are engaging in home learning, particularly reading, more frequently and this is supporting with their progress.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Actions:

- Support provided from family support worker to vulnerable disadvantaged pupils to ensure they have a positive view of school and look forward to being at school.
- Parent information and education shared regularly about the importance of good attendance.
- Referrals completed to external agencies where needed (e.g. school nursing team, Barnardo’s parenting support).
- Funded breakfast club places offered to disadvantaged pupils who had problems with punctuality.

Impact:

- Attendance across the school had a high profile for the year, with parents developing an increasing awareness of the importance of good school attendance. As a result of close tracking, early intervention and support provided to parents, the number of pupils counted as “persistently absent” reduced to well below national levels (11.6% - school; 17.7% - national).
- Persistent absence for PP pupils was 17.8%; this has reduced from 25% last year.
- Absence rates for the school as a whole were also below National (5.3% - school; 6.3% - National).
- PP attendance was 92.18% (compared to non-PP attendance of 94.4%)
- Individual support was put in place to effectively address barriers to school attendance – e.g. breakfast club provision for PP pupils who were persistently late, support with walking to school for a child who was PP with an EHCP plan, specific ELSA support put in place with anxiety around school. All of these initiatives were successful in individual cases in ensuring good school attendance.

Externally provided programmes

Programme	Provider