

Pupil premium strategy statement

This statement details our school's use of pupil premium (and Covid recovery premium for the 2021 to 2022 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	Pudsey Bolton Royd Primary School
Number of pupils in school	401 (Rec - Yr6)
Proportion (%) of pupil premium eligible pupils	20 % (80 PP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 ~ 2023/24
Date this statement was published	December 2021
Date of latest update	December 2022
Date on which it will be next reviewed	December 2023
Statement authorised by	Mr K Buck Headteacher
Pupil premium lead	Mr P Kilner Deputy Headteacher
Governor / Trustee lead	Ms N Ibrahim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Inc PP, EYFS PP & Adopted grants)	£122,618
Recovery premium funding allocation this academic year	£15,225
School Led Tutoring Grant	£11,442
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,285

Part A: Pupil premium strategy plan

Statement of intent

At Pudsey Bolton Royd, it is our intention to help each individual to achieve their full potential, offering them a broad curriculum and a wide range of learning experiences. We understand that many of our pupil premium children may face additional barriers that need overcoming if they are to succeed and achieve this potential. At school we feel that we have a duty to develop the broader curriculum and narrow the experiential deficit that many of our children have and believe that high quality teaching has the greatest impact on all children.

Measures in this action plan aim to close this gap and support all of our children in accessing these experiences and providing support for our most vulnerable children and families. It is our intention that the Pupil Premium funding will not only help ensure that our disadvantaged children make accelerated academic progress but also offer them a diverse range of first-hand opportunities that they otherwise may not experience, enabling them to become lifelong learners.

To achieve our goals, we will:

- Focus on the importance of language development and communication.
- Ensure that we offer a curriculum based on the needs of our children and put support mechanisms in place to ensure that pupil children can thrive.
- Providing a range of activities, extracurricular clubs, breakfast clubs, high quality educational visits and residentials, with financial support, to help close the experiential deficit.
- Ensure that the progress of these children is closely monitored through school's internal tracking system and discussed with teachers in regular pupil progress meetings.
- Prioritise quality first teaching as well as accessing a range of research-based interventions to maximise the progress of these individuals.

Challenges

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

Challenge number	Detail of challenge
1	Many children start at our school significantly below national expectations and therefore need to make better than average progress to achieve national expectations by Year 6

2	Inconsistency of home learning opportunities and experiences coupled with previously lost learning opportunities adversely affected many disadvantaged children.
3	Many of our disadvantaged and vulnerable children's learning suffers as a result of experiential deficit and a lack of first-hand learning experiences beyond the school day which impacts on their learning within school.
4	Our youngest children often show poorly developed communication and language, as well as personal and social skills, when entering school.
5	Vulnerability of key families, including attendance, punctuality and unsettled routines.
6	Nearly half of the school, including many of our disadvantaged children, are classed as EAL. School sits in the highest quintile nationally.

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
To increase the number of pupil premium children obtaining better than average progress scores from KS1 to KS2.	There is no significant difference in the internal or external data (including the phonics screen) between pupil premium children and other groups. Internal or external data show children have made good progress across the relevant key stage.
To provide pupils throughout the school with additional learning opportunities to help close the attainment gap by making better than average progress, reducing the impact that lost learning may have had.	In addition to quality first teaching, a range of effective interventions and support mechanisms are evident in school allowing the children to make accelerated progress, closing the academic gap on their peers.
On entry to school children's communication and language as well as personal, social and emotional skills will be prioritised for development.	Internal tracking data will show progress in these areas supporting the children to effectively access the wider curriculum and prepare them for the next stage of their education.
Children will be given opportunities to develop extracurricular skills and other first-hand opportunities in order to close experiential deficit gap.	70 % of PP children will attend after school activities. 100 % of PP children will attend the Year 6 residential.

<p>Clear systems in place to allow school to work with vulnerable children and their families to prevent persistent absence, reduce lates and remove other barriers that may disrupt learning.</p>	<p>Number of persistently absent / late children will reduce. Breakfast club will contain a high proportion of pupil premium children.</p>
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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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third teacher employed in Y6 in the morning sessions to reduce group sizes and ensure quality 1st teaching for all Y6 children (Sept-July)	EEF +2 months	1,2, 6
Deployment of an additional members of staff in Year 6 (HLTA) to support identified children who find it hard to engage with the curriculum.	EEF +2 months	1,2,5
Whole school speech and language training	EEF +6 months	1,4,6
S & L therapist to work alongside EY and KS1 to advise on suitable inputs/interventions	EEF +6 months	1,4,6
Non-class-based deputy headteacher to track provision, progress, attainment and achievements and to effectively manage interventions and regular pupil progress reviews as Pupil Premium champion.		1,2,5
School to join and finance two members of staff to become part of the Leeds Partnership Project with Huntington Research School to develop Pupil Premium provision in school	Evidence from Huntington Research School	1,2,3,4,5,6

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one supported maths intervention for targeted Year 4/5/6 children using Third Space Maths Tutoring.	EEF +5 months	1,2
Continued deployment of Lexia Software to support reading with a targeted group of pupil premium children throughout KS2	EEF +6 months The study found a mean effect size of +0.16 for primary reading for pupils using Lexia Core 5 Reading. (Evaluation and Training Institute)	1,2
Continued monitoring and development of Lexia intervention through target support and intervention based on the program.		
Beanstalk Reading mentors to support in KS1 and KS2 with 6 pupil premium children.	EEF +5 months [NB Reading volunteer currently unavailable – Jan 2023]	1,2,6
Times Table Rockstars – Pupil Premium prioritised for extra support through dedicated Chromebook time.	Internal data showing development of children's skills	1,2
Targeted small group intervention in maths for specific PP children in Year 2	EEF +5 months	1,2
Peer mentoring – group of year 6 children to act as reading buddies for year 2	EEF +5 months	1,2,4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target PP children for extracurricular club attendance.	EEF +1 months	3
Peripatetic music lessons provided free of charge. School KS2 choir/orchestra places prioritised for PP.	EEF +3 months	3
Ensure all children have equal access to the wider school curriculum by providing subsidies for educational visits and visitors including the year 6 residential.	Learning Away project (60 school survey over 6 years) 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn. 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.	3
Support disadvantaged families throughout school by subsidising all school visits for PP children		3
In order to offer children of vulnerable families a settled routine and small breakfast, places at a subsidised before school club are prioritised for pupil premium children.	EEF Report 2019 In addition to the positive attainment impact found for pupils in Year 2 (+2 months), the independent evaluation also found both improved attendance and behaviour in schools.	5
Targeted pastoral support from learning mentor and teaching assistants who are available on the playground at playtimes and lunchtimes to be proactive and organising games and play to ensure any issues are dealt with immediately.	EEF +4 months Internal evidence demonstrates significant decrease in behavioural issues at play and lunch times.	5
To support the increasing number of vulnerable families who need help with various issues and raising parental engagement through the	Internal data shows the increase in parental engagement and attendance with targeted vulnerable families. EEF +4 months	

work of the Family Support Manager.		
To support those families experiencing unexpected difficulties and helping provide basic resources urgently – eg uniform, debt issues etc.		
Mental health training course for HLTA and an inclusion lead, to strengthen pastoral support for targeted children.	EEF +4 months	5

Total budgeted cost: £150,000

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 2021 to 2022 academic year.

2021-22 Statutory Data	PBR Disadvantaged	National Disadvantaged
Year 1 Phonics	69 %	62 %
Year 2 Reading EXS+	57.1 %	51 %
Year 2 Writing EXS+	42.9 %	41 %
Year 2 Maths EXS+	64.3 %	73 %
Year 6 Reading Progress	+1.4	-0.83
Year 6 Writing Progress	-1.7	-0.76
Year 6 Maths Progress	+0.4	-1.15

The data from 2022 statutory assessments shows that our disadvantaged children were above National Average for disadvantaged children in their phonics screening test, as well as reading and writing at the end of KS1 assessment. Although the maths attainment was below the national average, it exceeded our cohort as a whole, which achieved 53.3%.

Year 6 data shows that in reading and maths, our disadvantaged children made more progress compared with both the national average for disadvantaged pupils

and the average of all children nationally (0.0). The progress measures for writing show that these children made less progress compared against the disadvantaged cohort nationally, this is now being addressed throughout the school as part of the school development plan.

The support put in place to support times tables has shown improvements. In 20/21 66% of disadvantaged children achieved a score of less than 20, whilst in 21/22 50% of disadvantaged children scored under 20.

Data from the NELI intervention shows that all 3 Reception children selected made progress, on average the children improved by 14 percentile ranks. Unfortunately this project became too time intensive and targeted to too few children to justify the gains made.

80% of the PP children attended the Year 6 residential visit; out of the three non-attenders, one was taught out of year so this visit was not available to them and two other children chose not to attend due to reasons other than financial.

All other PP children were able to attend all school visits due to the subsidy in place to lower the prices of educational visits.

School continued to offer extracurricular enhancements to our PP children, 79% of Key Stage 2 children attended an after-school club throughout the year and 78% of children throughout Key Stage 1 and 2 attended an after-school club.

Places in breakfast club have been prioritised for both PP and other disadvantaged children. In 2021/22 breakfast club was 25% PP children. As places became available in the year, PP children were prioritised to take them.

FFT attendance data shows that our PP children's attendance was 2.7% lower than the national figure (87.8% compared to 90.5%). This is broadly inline with our Non-PP children, who's attendance was 2.5% lower than the national average (91.2% compared to 93.7%)

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
Maths Mastery	White Rose Maths
Lexia Core 5 Reading	Lexia
1:1 Maths Tutoring	Third Space Learning
TTRockstars	TTRockstars
Beanstalk Reading Volunteers	Coram