

Pupil premium strategy statement

This statement details our school's use of pupil premium (and Covid recovery premium for the 2023 to 2024 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 | 404 (Rec - Yr6) |
| Proportion (%) of pupil premium eligible pupils | 21 % (86 PP – including Reception) |
| 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 2023 |
| Date on which it will be next reviewed | December 2024 |
| 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) | £155,280 |
| Recovery premium funding allocation this academic year | £12,180 |
| School Led Tutoring Grant | £8,359 |
| 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 | £175,819 Total £167,460 without accessing school led tutoring grant as school's budget cannot match the funding. |

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. |
| 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. | Number of persistently absent / late children will reduce. Breakfast club will contain a high proportion of pupil premium children. |

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: £48,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| 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 |
| S & L therapist to work alongside staff to advise on suitable inputs/ interventions including suitable provision | EEF +6 months | 1,4,6 |
| 1 day a fortnight support from cognition and learning / SEND consultant to promote and support quality first teaching including staff meetings | 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 |
| Dedicated, protected release time for teachers to attend pupil progress meeting where PP children are a key focus. | | 1,2,5 |

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

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Continued deployment of Lexia Software to support reading with a targeted group of pupil premium children throughout KS2</p> <p>Continued monitoring and development of Lexia intervention through target support and intervention based on the program.</p> | <p>EEF +6 months</p> <p>The study found a mean effect size of +0.16 for primary reading for pupils using Lexia Core 5 Reading. (Evaluation and Training Institute)</p> | <p>1,2</p> |
| <p>Beanstalk Reading mentors to support in KS1 and KS2 with 6 pupil premium children.</p> | <p>EEF +5 months</p> <p>[NB Reading volunteer currently unavailable – Jan 2024]</p> | <p>1,2,6</p> |
| <p>Times Table Rockstars – Pupil Premium prioritised for extra support through dedicated Chromebook time.</p> | <p>Internal data showing development of children’s skills</p> | <p>1,2</p> |
| <p>Third teacher employed in Y6 in the morning sessions to reduce group sizes and ensure quality 1st teaching for all Y6 children (Sept-July)</p> | <p>EEF +2 months</p> | <p>1,2, 6</p> |

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

Budgeted cost: £80,000

| 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 by half. | | 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 | |

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| work of the Family Support Manager. | | |
| To support those families experiencing unexpected difficulties and helping provide basic resources urgently – eg uniform, debt issues etc. | | |

Total budgeted cost: £168,000

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 2022 to 2023 academic year.

| 2022-23 Statutory Data | PBR Disadvantaged | National Disadvantaged |
|------------------------|--------------------|------------------------|
| Year 1 Phonics | 93 % (14 children) | 67 % |
| Year 2 Reading | | |
| EXS+ | 38 % | 54 % |
| GDS | 13 % | 9 % |
| Year 2 Writing | | |
| EXS+ | 31 % | 44 % |
| GDS | 3 % | 6 % |
| Year 2 Maths | | |
| EXS+ | 44 % | 56 % |
| GDS | 6 % | 8 % |
| Year 6 Reading | | |
| EXS+ | 58 % | 60 % |
| Average progress score | +1.0 | -0.85 |
| Year 6 Writing | | |
| EXS+ | 42 % | 58 % |
| Average progress score | -1.4 | -0.69 |

| Year 6 Maths | | |
|------------------------|------|-------|
| EXS+ | 83 % | 59 % |
| Average progress score | +3.0 | -1.04 |
| Year 6 Combined | | |
| EXS+ | 42 % | 44 % |

The data from 2023 statutory assessments shows that our disadvantaged children were significantly above National Average for disadvantaged children in their phonics screening test.

The data from the end of Key Stage One (Year 2, 16 children) show that children reaching the expected level and above remains significant below national comparisons. This gap is in line with the gap in attainment between all of our children in Year 2 and the national picture. However, the percentage of our children working at the greater depth standard is broadly in line with national attainment.

The data from the multiplication check, carried out in Year 4 (13 children) shows that 54 % of Pupil Premium children passed the MTC, 38 % of these children are classed as SEND.

The statutory assessment at the end of KS2 (Year 6 - 16 children) demonstrates that in maths children made outstanding progress. Our Pupil Premium children outperformed the national disadvantaged by 24 % as well as outperforming those known not to be disadvantaged nationally by 4 %. The progress our Pupil Premium children made from their KS1 (+3.0) was 4.04 above the national disadvantaged figure and 2.49 above progress made by those not known as disadvantaged nationally. Reading progress was also good, although being 2 % below the national disadvantaged figure our children made better progress against their national counterparts (+1 compared to -0.85) They also outperformed children known not to be disadvantaged nationally (+1.0 compared to 0.43) Our children made less progress compared to the national disadvantaged progress measure (-1.4 compared to -0.69). Writing throughout school is part of the school development plan.

38 % of the PP children attended the Year 6 residential visit, one of the children did not come due to anxiety concerns. As a year group only 67 % attended the residential, the residential centre reported that most school were visiting with lower pupil numbers than they had done previously.

All other PP children were able to attend all school visits due to the subsidy in place to lower the prices of educational visits and to specifically half the costs of visits for our pupil premium children.

School continued to offer extracurricular enhancements to our PP children, 82 % of Key Stage 2 PP children attended an after-school club throughout the year and 48 % of PP children throughout Key Stage 1 an after-school club.

Places in breakfast club continue to be prioritised for both PP and other disadvantaged children. Currently PP children make up 21% of breakfast club. As places became available in the year, PP children are prioritised.

FFT attendance data shows that our PP children's attendance was 2.3% lower than the national figure (89% compared to 91.3%). This is broadly inline with our Non-PP children, who's attendance was 2.7% lower than the national average (92% compared to 94.7%)

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 |
| | |