



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year 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.

Pupil Premium is the additional funding given to schools for pupils from disadvantaged backgrounds to provide them with the best start in their education. The amount of this additional funding varies from school to school and is dependent on 3 factors: the number of children in school who are in care of the Local Authority (or recently adopted from care); the number of pupils who have (or who have had) an entitlement to a Free School Meals (this does not include those on the Infant School Meal programme) and the number of pupils who have a parent serving in the armed forces.

## School Overview

Detail	Data
School name	Bolton-le-Sands C of E Primary School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Daniel Hargreaves
Pupil premium lead	Alex Kelly
Governor / Trustee lead	David Bateman

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,240
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£33,240</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

All children should have the opportunity to thrive in school and achieve their potential. For some children from disadvantaged backgrounds, additional care and support in school will be necessary to allow this to happen. Through a combination of enhanced pastoral support, access to wider and extra-curricular activities, family engagement and targeted learning support we aim to give disadvantaged pupils the best chance to thrive and succeed in our school, and be prepared for the transition to secondary.

## Challenges

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

Challenge number	Detail of challenge
1	Fewer and less wide-ranging 'life-experiences', particularly in early years.
2	Home-school communication is not as effective, impacting learning support at home, inclusion in wider school life/activities and the child's view of school.
3	Lower levels of attendance.
4	Lower level of learning support at home, pre-school and during school years impacting academic level.
5	In some cases, negative experiences outside school result in children being less able to focus and attend on learning, and to be able to self-regulate when things go wrong.

## 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
Disadvantaged children attendance is in line with the school average.	Attendance figures for PP group matches the whole-school figure.
Outcomes for disadvantaged children, particularly in reading, writing and maths, match those of non-disadvantaged children.	The proportion of PP children achieving or exceeding age-related standards matches that achieved by non-PP children.
Disadvantaged children enjoy a range of wider experiences and extra-curricular activities.	Attendance of PP children in clubs and trips matches that of non-PP children PP children take part in at least one additional event per academic year.

<p>Disadvantaged children are well-prepared for transition to secondary school</p>	<p>Enhanced transition take place where appropriate.</p> <p>When leaving, all PP children have the necessary wider skills to succeed in their start of secondary school.</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: £ 13,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher and TA CPD in key areas, e.g. attachment, ACEs</i>	Evidence-based approaches/content	5
<i>Teacher CPD, mentoring and support for quality first teaching</i>	Evidence shows that high quality class teaching is beneficial for disadvantaged children making the best progress possible.	4-5

### Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching assistant hours for targeted intervention in UKS2</i>	Evidence-based intervention programmes used to boost academic attainment in UKS2 Internal assessment shows positive impact	4
<i>Additional Educational Psychology reports and advice</i>	Implementation of specialist advice shows positive outcomes for pupils in our plan-do-review cycles.	4, 5

### Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Employment of Family Support Worker / Learning Mentor</i>	Evidence-based interventions being run School plan-do-review cycle shows positive effect of learning mentor work	1-5
<i>2 x per year outdoor pursuits day, focussed on teambuilding and collaboration</i>	Parent and pupil views collected show these days to be beneficial.	1, 3
<i>Parental engagement events, e.g. SEND coffee morning, early reading training</i>	Increased parental engagement has been observed to have a positive impact on attendance as well as collaboration with home on learning activities.	2

**Total Budgeted Cost: £ 33,240**

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil premium Strategy Outcomes

*Disadvantaged children attendance is in line with the school average.*

The vast majority of PP children have attendance that is in line with the school average. Those few disadvantaged children who have had periods of persistent absence are receiving support through the school's learning mentor/family liaison worker, including through the TAF/Early Help system. Through such intervention previous cases of persistent absence have improved significantly and these children now attend in line with the school average.

*Outcomes for disadvantaged children, particularly in reading, writing and maths, match those of non-disadvantaged children.*

Overall attainment for disadvantaged children is below the average for all children, with more disadvantaged children working below age related expectations. However, these children have made more progress than their peers in 21-22 and the targeted support has reduced the attainment gap.

*Disadvantaged children enjoy a range of wider experiences and extra-curricular activities.*

Support with payment for trips and visits has enabled disadvantaged children to take part in the enrichment activities along with their peers. An enhanced enrichment programme of clubs and experiences has given these children access to a wider range of activities, including outdoor pursuits, art, music and bee keeping.

### 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