

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and 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	Boundary Primary School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	249 69%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020- 2021 2021- 2022 2022 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Suzanne Ashton (Headteacher)
Pupil premium lead	Nicola Bunday (Deputy Headteacher / ELE Blackpool Research School)
Governor / Trustee lead	Jean Martin (Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,700
Recovery premium funding allocation this academic year	£38,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£395,510

# Part A: Pupil premium strategy plan

## Statement of intent

Our school is committed to supporting all pupils. The majority of our pupils are identified as disadvantaged (approx. 70% pupil premium) and 12% have safeguarding agency involvement, including social workers. This informs our approach to pupil premium spending in that we prioritise strategies that impact on the majority of our children, however we specifically consider those pupils who are deemed to be at a disadvantage educationally.

We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve. We are continuously driving for improvement – living up to our motto ‘we work as one to be the best that we can be!

High quality teaching is therefore at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Boundary. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well established diagnostic assessments and not assumptions about the impact of disadvantage.

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments (EYFS baseline and WellComm) identify a low baseline in oral communication, language and Literacy. Our internal evidence show this impacts on Reading and Writing ELG and the overall GLD. Further impact of poor on entry communication is on our phonics screening results. Longer term impact on average writing progress.
2	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs.
3	Our assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).
4	Observations and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment little cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication.

## 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 improved oral language and communication skills	Assessments (speech and language therapist reports, WellComm, Neli, teacher assessments) and observations indicate significantly improved communication and oral language skills .
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil	Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by : <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans.</li> <li>• Observations of children’s engagement in learning</li> </ul>
To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving ‘high standard’ at KS2	In school tracking data (O track) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
Improve cultural and childhood experience for all pupils across school.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.

## 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: £ 195,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Communication and Language</b></p> <p>1-Wellcomm assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made</p> <p>2 Staff training – CPL including Elklan, NELi, WellComm, Interacting v interfering</p> <p>3 NELi intervention implementation (targeted) and training impacting all</p> <p>4 Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work.</p> <p>5 CPL for phase leaders / teachers and TAs in <b>‘Making best use of Teaching Assistants’ EEF guidance report</b></p> <p>6 Phonics lead in school (Trained by English Hub) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist, Wellcomm and Neli.</p> <p>Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress.</p> <p>The <b>systemic review</b> commissioned by the <b>EEF ‘Early Language Development’</b> reinforces the above approaches to be inline with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p><b>EEF EY Toolkit Evidence:</b> Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make <b>approximately six months’ additional progress over the course of a year.</b></p> <p><b>The EEF toolkit states that Oral Language impact development</b> (Average impact +5 months),</p> <p>The EEF toolkit states that <b>phonics approaches</b> has a moderate impact (+4 months) for a very low cost.</p> <p><b>NELI</b> has been identified by the EEF as a <b>promising project.</b></p>	<p>1</p>

<p><b>Quality of teaching for all :</b></p> <p>1 Half termly data monitoring and progress discussions</p> <p>2. Learning quads – phase leaders to facilitate teachers and ‘Showcase’ lessons by UPS teacher</p> <p>3. CPL Programme – Boundary Bundle including <b>EEF ‘Making best use of Teaching Assistants’</b></p> <p>4. HLTA/ teacher intervention groups targeted to address gaps in learning for those to achieve high standard at KS2</p> <p>5. Quality marking &amp; feedback monitored by phase leaders</p> <p>6. Planned induction programme not only for ECT but all new staff and RQTs</p> <p>7. DHTs not class based to support and monitor</p>	<p><b>Research Evidence for approach</b></p> <p><b>EEF Toolkit</b> and evidence of best practice - <b>Reading Comprehension Strategies</b> (Average impact +6 months), <b>Small Group Work</b> (Average impact +4 months), <b>Feedback</b> (high impact for very low cost +8 months)</p>	<p>1 , 3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100, 510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1, Speech and language therapy – external provider</p> <p>2- WellComm intervention used to improve communication / language / vocabulary in EYFS</p> <p>2, Target group work in Nursery and Reception using Wellcomm</p>	<p><b>EEF EY Toolkit Evidence:</b> Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make <b>approximately six months’ additional progress over the course of a year (EEF).</b></p>	<p>1, 3</p>

<p>4- NELi intervention implementation</p> <p>5 - SENCo ( non-class based) release to target assessment and support for those eligible for PP who are identified as having SEN</p> <p>6 - Additional Educational Psychology service purchase when required to support strategies</p> <p>7 –Intervention groups led by HLTAs / teachers ( based on same day interventions)</p> <p>8-HLTA reduced cover timetable to enable consistent intervention sessions</p> <p>9- Additional HLTA / teacher hours to support progress at high level</p>	<p><b>The EEF toolkit states that Oral Language impact development</b> (Average impact +5 months), and <b>phonics approaches</b> have a moderate impact (+4 months) for a very low cost.</p> <p><b>NELI</b> has been identified by the EEF as a <b>promising project</b>.</p> <p><b>EEF toolkit : Small Group Work</b> (Average impact +4 months), <b>Feedback</b> (high impact for very low cost +8 months)</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-School staffed with Behaviour Lead professional / advanced Team Teach Tutor, Engagement Officer, Counsellor / play therapist, Pastoral Manager, DSL team, Mental health First aiders</p> <p>2- Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above).</p> <p>3- Curriculum focus on in terms of growth mind set, resilience and mental health of pupils.</p>	<p><b>EEF toolkit</b> identifies that the following all have a positive impact.</p> <p><b>Behaviour intervention</b> ( + 3months)</p> <p><b>Social and emotional learning</b> (+ 4 months)</p> <p><b>Metacognition and Self regulation</b> strategies (+ 7 months)</p>	<p>2, 4</p>

<p>1 -Experiences and visitors planned for all pupils across the year</p> <p>2- Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home environment.</p> <p>3- Plan experiences into the root of Boundary curriculum</p> <p>4 – Funding supports minibus, Local attraction passes, subsidised visits and trained staff to carry out Forest school sessions</p>	<p><b>Research Evidence for approach</b></p> <p><b>EEF toolkit - Social and Emotional Development</b> (Average impact +4 months)</p> <p><b>Arts participation</b> (+2 months)</p> <p><b>Behaviour interventions-</b> (moderate impact +3 months) a</p> <p><b>Outdoor adventure learning</b> (+4 months)</p> <p><b>Research Evidence for approach</b></p> <p><b>EEF toolkit - Social and Emotional Development</b> (Average impact +4 months)</p> <p><b>Arts participation</b> (+2 months)</p> <p><b>Behaviour interventions-</b> (moderate impact +3 months)</p>	<p>2, 4</p>
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**Total budgeted cost: £** £395,510

## 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 2020 to 2021 academic year.

Our internal assessment data for 2020- 21 suggest that the performance of disadvantaged pupils was lower than in previous years in all areas of the curriculum.

Our Pupils Premium data was above national average in 2019 ( Meeting expected standard 74% - national 71%) and our progress measure strong: Writing 0.3 (national average 0.3) Reading 3.0 (national 0.3) and Maths 3.2 (national 0.4).

Our assessment of the reasons for the 2020-21 outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to the majority of our school cohort. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils.

### 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
WellComm	GL assessments
GL assessments	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a