



**Boreham Primary School**



**A Friendship School**

*'Daring to aim high, scale new heights, spread  
our wings and fly far'*

# **Pupil Premium Strategy**

**2021-22**

*Ratified by the Full Governing body on 24<sup>th</sup> January 2022*

# What is Pupil Premium?

***Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.***

The pupil premium grant (PPG) is additional funding allocated to help schools build a curriculum that will support attainment and readiness for statutory school age children from low-income/disadvantaged families who are known to be eligible for free school meals (FSM) and also children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

This statement details our school's current and intended 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	Boreham Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	Dec 2021- Dec 2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ian Bowyer & Jo Huntley
Pupil premium lead	Jo Huntley
Governor / lead	Yvonne Chapman & Keith May

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,385
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,753
<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	£56,503

# Part A: Pupil premium strategy plan

## Statement of intent

At Boreham Primary School our intention is that all pupils irrespective of their background, make good progress and achieve high attainment across all subject areas.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our 'tiered' approach enables us to focus support on the individual needs of pupils.

The development of oracy is at the heart of our strategy. Our approach is rooted in tackling all significant gaps in children's learning, primarily through quality first teaching and devising a fully comprehensive and ambitious curriculum at academic, social and emotional level to improve outcomes for all disadvantaged learners.

### **Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstances and background by continuing to build positive relationships with all pupils and families.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to develop their social and emotional well-being and to develop resilience.
- Enable access to a wide range of opportunities and experiences to broaden their knowledge and understanding of the world.
- Narrow the attainment gap between disadvantaged pupils and their non-dis-advantaged counterparts at school and national level.

### **School Context (to inform current challenges & Intended Outcomes)**

- 15% of our pupils are eligible for PPG of which 44% are boys and 56% girls.
- 38% of our disadvantaged pupils have SEND.
- Safeguarding concerns for 65% of our disadvantaged pupils.
- 15% of our disadvantaged pupils have joined the school in KS2.
- As of (15.11.21) the overall attendance of our disadvantaged pupil group is 92.78%.
- 31% of our disadvantaged pupils from Yrs 1-6 attend an extra-curricular club.
- Approximately 55% of our parents of disadvantaged pupils actively engage with their children's learning. *(This includes homework, hearing children read, attending parent meetings and using our online learning platform, SeeSaw)*

## Challenges

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

Challenge number	Detail of challenge
1	On entry observations and speech and language assessment of our Reception and KS1 cohorts indicate under-developed speech, language and communication skills. <i>(Only 20% of current EYFS cohort have age appropriate language skills)</i>
2	Gaps in phonics, reading, vocabulary, writing and maths.
3	Social, emotional and mental health prevents their readiness to engage in learning, have low self-esteem and subsequently less ambition for their futures.
4	Attendance and punctuality.
5	Lack of parental engagement and low aspirations which impedes pupil participation in wider opportunities.

## 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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is further evidenced through pupil engagement in lessons, book scrutiny, pupil interviews, participation in wider opportunities and ongoing formative assessment.
2a. Improved phonological awareness among our disadvantaged pupils in EYFS/KS1.	<p>Children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.</p> <p>The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.</p> <p>Increased % of disadvantaged pupils will successfully meet the expected national standard in phonics.</p>

	<p>Qualitative data from hearing children read, phonics observations, annual reading and spelling age assessments and looking at pupil's independent writing.</p>
<p>2b. Improved reading accuracy, fluency, comprehension and stamina among disadvantaged pupils.</p>	<p>Increased % of disadvantaged pupils are on track to make at least expected or better progress in reading.</p> <p>Attainment gap between disadvantaged and non-disadvantaged pupils is narrowed in reading.</p> <p>Pupils can read for pleasure and purpose with ease, understanding and fluency so that they are able to access the curriculum with greater independence.</p> <p>Qualitative data from hearing children read, PIRA progress tests, annual reading ages and use of vocabulary during independent writing tasks.</p>
<p>2c. To create a stimulating and well-resourced environment to develop emergent writing / fine gross motor skills and to further develop writing structure and the development of independence and stamina.</p>	<p>By the end of EYFS, children can write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> <p>Increased % of disadvantaged pupils are on track to make at least expected or better progress in writing.</p> <p>Attainment gap between disadvantaged and non-disadvantaged pupils is narrowed in writing.</p> <p>Improved letter formation and cursive writing.</p> <p>Pupils who are confident, creative, fluent and independent writers who can draw upon a wide knowledge of vocabulary to effectively capture the reader's interest.</p> <p>Qualitative data from comparisons of cold and independent writing tasks.</p>
<p>2d. Improved accuracy and automatic recall of key number facts and mathematical vocabulary and symbols and to be able to successfully apply this when problem-solving with greater independence.</p>	<p>Increased % of disadvantaged pupils are on track to make at least expected or better progress in maths.</p> <p>Attainment gap between disadvantaged and non-disadvantaged pupils is narrowed in maths.</p> <p>Pupils use their mathematical knowledge and understanding of key concepts to confidently apply maths skills when reasoning and problem solving.</p> <p>Qualitative data from daily fast maths, fast maths half termly assessments, book looks, PUMA progress tests and Yr 4 National Multiplication Check.</p>
<p>3. Improved self-esteem so that disadvantaged pupils can lead happy and healthy lifestyles and are better equipped to overcome challenges, feel successful in their learning and be inspired by others to</p>	<p>Pupils have high aspirations and are persistent in the face of difficulties and consistently display a thirst for knowledge which impacts directly upon the progress that they make.</p>

enable them to be aware of their self-worth within school.	Qualitative data from pupil and parent surveys, observations and book scrutiny.
4. Improved attendance and punctuality for all disadvantaged pupils.	The annual attendance for our disadvantaged pupil group will improve to 95% overall, reducing the attendance gap between them and their non-disadvantaged peers. Improved attendance will impact directly upon pupil progress so that a greater % of disadvantaged pupils make at least expected progress in R/W/M and an increased % make accelerated progress in R/W/M.
5. Improved parental engagement so that they are fully supportive of their child's learning journey.	A greater % of disadvantaged pupils participate in after school clubs. A greater % of parents actively engage in their child's learning journey and are able to support their child out of school through learning and oracy based games and activities.

## 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: £4953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of daily oracy, vocabulary development and pre-teaching with additional support for targeted individuals. Further CPD for teaching and support staff in developing oracy and vocabulary across the curriculum.	Only 20% of our current EYFS cohort have age appropriate language skills when assessed using Wellcomm. EEF evidences that oral language interventions for EYFS and Yr 1 are proven effective interventions to positively impact on pupil's language skills. Literacy rooted in oral language must be at the heart of every strategy as evidenced by Marc Rowland. Oral language interventions are endorsed by the EEF in mitigating language gap between disadvantaged pupils and their peers.	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure	Only 60% of our (Yr 2) disadvantaged pupils achieved the expected national standard in phonics when tested in November 2021. (79% of non-	2a/b/c

<p>stronger phonics teaching for all pupils.</p> <p>CPD for all teaching and support staff in the organisation, planning and teaching of phonics and early reading.</p> <p>Fund teacher release to access English Hub CPD and resources.</p> <p><i>(Up to £6,000 additional funding available through English Hub)</i></p>	<p>disadvantaged pupils achieved the expected standard)</p> <p>77% of our disadvantaged KS2 pupils who were on roll in KS1, achieved the expected national standard in phonics. Ofsted Quality of Education states that <i>'At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.'</i></p> <p>Early readers gain phonics knowledge and language comprehension necessary to read, and the skills to communicate.</p> <p><i>'If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.'</i></p> <p>EEF evidences that phonics is an important component of early reading skills, especially for children from disadvantaged backgrounds.</p>	
<p>Fund CPD for SENCo and Literacy Leads to attend Essex Accuracy and Fluency Assessment of Literacy Skills Training.</p>	<p>High quality first teaching and accurate assessment of Literacy difficulties to ensure effective evidence-based interventions enables pupils to make progress in Literacy.</p>	<p>1-2c</p>
<p>Fund release for DHT and Literacy Leads to further embed the school's reading cycle which includes partnership work with other identified settings and additional release time to observe, model, team-teach and monitor reading across the curriculum.</p>	<p>Ofsted Framework for Quality of Education states that <i>'a rigorous and sequential approach to the reading curriculum develops pupils fluency, confidence and enjoyment in reading.'</i></p> <p>A coherently planned and sequenced reading curriculum, enables learners to develop detailed knowledge and skills across the curriculum and skills for future learning and employment</p> <p>Teachers and support staff will have a secure knowledge of how to teach early reading skills more effectively.</p> <p>Key leaders will provide effective support for reading development and to monitor standards across the school in reading.</p>	<p>2a/b</p>
<p>Fund release for DHT, EYFS Lead and Literacy leads to carry out partnership work with other identified settings, professional support from the CTSA and colleagues in</p>	<p>Children's experiences with writing and creating texts is an important avenue for self-expression in early childhood. These experiences also support precursors to their later reading and writing development (Saracho, 2017; Puranik &amp; Lonigan, 2011).</p>	<p>2c</p>



<p>school to further develop early writing.</p> <p>Purchase of additional phonically decodable books.</p>	<p>Children need continuous experience in writing. They need the chance to experiment using what they know about writing and the opportunity to apply and practise their developing skills and knowledge. The opportunities to write should be available during free play. - <i>Fellowes and Oakley (2014)</i></p> <p>School based writing data evidences that only 33% of our disadvantaged pupils who were on roll in KS1 achieved the expected national standard in writing by the end of KS1.</p> <p>45% of our disadvantaged pupils from our previous two Year 6 cohorts achieved the expected national standard in writing by the end of KS2.</p>	
<p>Trial of Clicker 8 with intention to purchase.</p>	<p>38% of our disadvantaged pupils have SEND.</p> <p>Clicker 8 is used to develop pupils'</p> <p>Literacy skills, raise writing attainment and enjoyment, and help learners work more independently. Clicker 8 also boosts speaking, listening and reading skills as evidenced in the National Literacy Trust report.</p>	<p>2a/b/c</p>
<p>Fund release for Maths and EYFS Leads and Year 1 teacher to carry out partnership work with other identified settings, professional support from the CTSA and team teach in school to further develop early maths.</p>	<p>EEF – '<i>What Happens in the classroom makes the biggest difference</i>' – <i>effective feedback, meta-cognition, self-regulation are the top two most effective strategies in addressing educational disadvantage and are linked to successful learning in early mathematics.</i>'</p> <p>53% of our disadvantaged pupils on roll at the school in KS1, achieved the expected standard in Maths at the end of KS1.</p> <p>50% of disadvantaged pupils across our last 3 Year 6 cohorts (2019-2021) achieved the expected standard in Maths at the end of KS2.</p> <p>Over time, an increasing number of disadvantaged pupils will achieve the national standard during the end of Yr 4 multiplication test.</p>	<p>2d</p>
<p>Fund release for Disadvantaged Champion to attend regular CPD sessions.</p>	<p>Having a member of the SLT who has received Disadvantaged Champions Training evidenced by the Essex LA / EEF, ensures that current research is</p>	<p>1-5.</p>

	reflected in the school's annual strategy and disseminated to staff.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOMM screening assessment on entry into school.	Accurate assessment of speech, language and communication difficulties to ensure effective evidence-based interventions enables pupils to make progress in oracy.	1
Additional modular phonics sessions for targeted pupils in collaboration with the English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions up to a period of 12 weeks.	2a
Additional support for disadvantaged pupils with academic or social and emotional needs.  <i>(Talk Boost and Time To Talk / SPLAT / Socially Speaking / Sp &amp; Lang Therapy Support)</i>	<p>EEF- <i>'effective use of teaching assistants can provide a positive impact on learner outcomes and interventions targeted at pupils that require additional support can help previously lower attaining pupils overcome barriers to learning.'</i></p> <p>EEF - <i>'Oral language approaches have a high impact on pupil outcomes of 6 months additional progress. Speech and language development promotes greater proficiency in reading and supports children's use of vocabulary, articulation of ideas and spoken expression.'</i></p> <p>By providing additional adult support we are able to support the development of self-regulation strategies that allow pupils to access the curriculum alongside their peers.</p> <p>Additional support through focused interventions;, (individually, in pairs, small groups) enables us to pre-teach, develop oracy, re-inforce/revisit key skills that have been taught as well as providing individual feedback to pupils.</p>	1-3

Before and After school 'Catch Up' Maths sessions KS2.	EEF - <i>'Targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both 1:1 and in small groups.'</i>	2d
Minute A Day Maths precision teaching in KS1.	The value of precision teaching lies in identifying a specific area of need for a particular child followed by a daily period of teaching, testing and evaluating progress.	2d

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

Budgeted cost: £20,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to address Attendance and Punctuality by embedding principles of good practice set out in the DfE's improving school attendance advice.</p> <p>School Attendance Officer employed full time by school.</p> <p>Termly House and Attendance Rewards.</p> <p>Purchase and maintenance of specific resources that motivate and encourage pupil attendance. (For example; Sensory room, fish tank, chameleon, visual books)</p>	<p>The attendance of our disadvantaged children is not currently in line with their peers, which has a negative impact on their achievement in school.</p> <p>DfE's Improving School Attendance guidance has been informed by engagement with school's that have significantly reduced levels of absence and persistent absence.</p>	4
<p>To train all staff in the Essex approach to understanding behaviour and supporting emotional wellbeing – Trauma Perceptive Practice (TPP)</p>	<p>Safeguarding concerns for 65% of our disadvantaged pupils. 38% of our disadvantaged pupils have SEND.</p> <p>An increasing number of our disadvantaged families are fragmented</p>	3-5

	<p>so a higher proportion of children are requiring a higher level of emotional support.</p> <p>2019 Times Educational Supplement reported that 60% of teachers say they have had no relevant training on the needs of children and young people who have experienced trauma.</p> <p>A school that is trauma perceptive <i>'realises the widespread impact of trauma and understands potential paths for recovery; recognises the signs and symptoms of trauma in clients, families, staff'</i></p> <p><i>Samsha 2014</i></p>	
<p>Employment of a School based Counsellor to support individuals and families with issues relating to mental health and well-being.</p>	<p>Safeguarding concerns for 65% of our disadvantaged pupils. An increasing number of our disadvantaged families are fragmented so a higher proportion of children are requiring a higher level of emotional support.</p> <p>Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.</p>	3 and 5
<p>Employment of a specialist behaviour and nurture teacher to run therapeutic targeted interventions to develop children's emotional regulation skills, self-esteem and resilience.</p>	<p>Safeguarding concerns for 65% of our disadvantaged pupils. 38% of our disadvantaged pupils have SEND.</p> <p>Effective Self-regulation enhances growth, learning and emotional, social and physical well-being.</p> <p><i>'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.'</i> EEF 2021</p>	3

<p>One extra-curricular club funded per term.</p> <p>Subsidising Year 5 and 6 residential.</p>	<p>Only 31% of our disadvantaged pupils from Yrs 1-6 currently attend an extra-curricular club.</p> <p>In order to develop essential life skills, children should be given</p> <p><i>'opportunities to participate in activities that they otherwise might not be able to access.'</i> EEF 2021</p>	<p>3 and 5</p>
<p>Parent/Family workshops based around social, emotional and academic skills.</p>	<p>An increasing number of our disadvantaged families are fragmented so a higher proportion of children are requiring a higher level of emotional support.</p> <p>Currently only approximately 55% of our parents of disadvantaged pupils actively engage with their children's learning. Some of our parents have low literacy skills, social and emotional and mental health difficulties and have expressed negativity from their own school experiences.</p> <p><i>'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF 2021</i></p>	<p>5</p>

**Total budgeted cost: £ £56,503**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

With the exception of last year's Year 4 cohort for reading, writing and maths, and last year's Year 2 cohort for reading only, the % of disadvantaged pupils achieving age related expectations is below their peers.

In last year's Year 6 and Year 4 cohorts, the rate of progress that disadvantaged pupils made in reading, writing and maths was in line with their peers. In Last year's Year 5 cohort, the rate of progress that disadvantaged pupils made in maths was in line with their peers.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

### 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
TT Rockstars	
Epic!	
Spell Zone	

