



## Bournmoor Primary School Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 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	Bournmoor Primary School
Number of pupils in school	96 (R to Y6)
Proportion (%) of pupil premium eligible pupils	45%
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	termly
Statement authorised by	Governing Body
Pupil premium lead	Mrs Laura Snowdon
Governor	Mrs Tracy Bell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,590
Recovery premium funding allocation this academic year	£3,045 (plus ½ next year)
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	£64,635

### PART A: Pupil Premium Strategy Plan

#### Statement of intent

<ul style="list-style-type: none"> <li>Ensure the equal inclusion of all pupils in our teaching and their learning to diminish the difference between PP Pupils and Non-PP pupils.</li> <li>Ensuring pupils have a range of opportunities in the curriculum to develop their literacy skills.</li> <li>Developing pupil resilience so they can continue to engage positively with their learning as they move through school from R to Y6, even when faced with challenge or change.</li> <li>Focusing on enriching language and communication skills for pupils through developing a love of reading, reasoning activities in maths, whole class work, group sessions and experiences beyond the classroom.</li> </ul>
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### Challenges

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

Challenge number	Detail of challenge
1	Children's starting points in our school can be below those typically found of their peers so catch up is required to support pupils in achieving their potential.
2	Increased attainment in writing and reading for disadvantaged pupils.

3	Emotional resilience for pupils eligible for pupil premium is lower when compared to their peers. This can affect their ability to focus on academic activities, especially with challenging work.
4	Language and communication skills for pupil premium children can be lower than those of their peers which can affect their understanding of key concepts, their ability to articulate and reason which requires smaller group support.
5	Targeted support is needed to close the gap for children who did not fully access the on-line learning provided during school closure.
6	Potential for low attendance rates for some Pupil Premium children impacting on their learning. This means they require additional support to catch up to their peers.

### 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
Children's starting points in our school can be below those typically found of their peers so catch up required to support pupils in achieving their potential.	<p>The % of children in this group making better than expected progress from their baseline is in-line or above national.</p> <p>Staff within the setting demonstrate a positive impact on the progress and attainment of pupil premium children through support for the EY leader.</p>
Ensuring pupils have lots of opportunities in the curriculum to develop their writing skills.	<p>Staff focus on developing writing skills through planning from novels.</p> <p>Training and resources are used to improve writing outcomes.</p>
To provide opportunities and engagement for all in reasoning using a range of teaching strategies to develop wider and deeper learning.	<p>Staff focus on developing reasoning skills using a range of teaching strategies.</p> <p>Training and resources used improve reasoning outcomes.</p>
Developing pupil resilience so they can continue to engage positively with their learning as they move through school even when faced with challenge or change.	In lessons children have a positive attitude to learning, e.g. they are willing to have a go, and show good learning behaviours e.g. they listen carefully, try their best and work positively with others.
Focusing on enriching language and communication skills for pupils through whole class work and group sessions.	Through targeted interventions and teaching approaches, children are given more opportunities to understand key terms to support their learning through adult support, appropriate resources and IT.
Offering attendance support and monitoring to ensure this is having a positive impact on families.	<p>Pupil premium children in all year groups continue to achieve our target of at least 96% attendance.</p> <p>Pupil premium attendance data shows improvement in the targeted year groups.</p> <p>Emotional support in school is having a positive impact.</p>

## 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

Budgeted cost: £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to complete 6 hours training on metacognition to develop wider thinking skills in children through their own improved practice.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. (EEF)	4
Staff to complete 6 hours phonics training as part of overall reading support, ensuring a whole school approach.	On average, reading comprehension approaches deliver an additional six months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 years old) as they begin to read. (EEF)	2
Staff to receive 6 hours Literacy training to allow pupils to develop and deepen their knowledge and skills at writing.	Research shows that mastery learning has a moderate impact on children and so we continue to develop pupils' skills and ability, aiming to engage home support too. Also developing reading comprehension skills and oral language has a moderate impact for relatively low cost. (EEF)	2

### Targeted academic support

Budgeted cost: £47,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure pupils have access to high quality adult support by maintaining high adult to pupil ratios in identified year groups (EY, 1 and 2) through employing an additional teacher in KS1.	Education Endowment Foundation (EEF) research suggests that small tuition is effective. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	1
Focus on enriching language and communication skills for pupils through whole class work and group sessions through TA support.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF) All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	4
Provide regular intervention support for children requiring catch up following school closures – focusing on Reading and Literacy.	Education Endowment Foundation (EEF) research suggests that small tuition is effective. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	2

Ensure children can access their curriculum through a wide range of approaches including IT through purchasing quality subscriptions and resources that engage pupils.	Interactive websites and games help children learn to solve problems as they work their way through the challenges presented to get to the next level. Research shows that the benefits of technology are much greater when the screen time is interactive (SWGfl research ).	5
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### Wider strategies

Budgeted cost: £15,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ PSA to support with wellbeing and attendance issues.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. School to monitor the efficacy of SEL approaches in our settings to adapt and strengthen as appropriate.	6
Develop pupil resilience so they can continue to engage positively with their learning even when faced with challenge or change through TA support group work.	EEF research suggests that social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, attainment and relationships in school.	3
Develop parental engagement through use of an online system to record child's learning experiences in school which can be commented on, added to and shared at home.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF)	6

**Total budgeted cost: £64,635**

### 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 – 2021 academic year.

<p>Strategies used in academic year 2020-2021 were successful and we will continue to use some of these approaches.</p> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>▪ A Learning Support Assistant was assigned to Early Years. Phonics sessions were led by the teacher and TAs from planning and there was 1:1 reading time with pupils in EY and small group reading.</li> <li>▪ Intervention groups included phonics groups, PSED, maths groups and fine motor skills/handwriting groups.</li> <li>▪ Staff training in the use of online platforms (Teams and Tapestry) supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.</li> <li>▪ Home Learning continued during lockdowns but parental engagement was inconsistent. Once school fully opened staff worked on language enrichment, phonics, writing and numeracy.</li> </ul>
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### Targeted Intervention

- Quality interventions were used effectively e.g. BLAST to support FSM pupils to develop key phonic skills, with positive outcomes.
- Targeted interventions were used effectively to allow opportunities to develop writing skills, alongside the continuous provision.
- A focus on reading comprehension continued to develop key skills.
- After conducting relevant assessments, intervention groups were amended and organised based on area of need. This meant that a focus on writing alongside fine motors skills/handwriting and phonics continued. Close monitoring allowed children to be in the correct targeted group for their needs.

### Wider Strategies

- Subscriptions used in school for learning were available at home to allow continuous provision and ensure pupils were able to follow the lessons being taught in class that week.
- To support families with any absence related issue, we offered help from our Parent Support Advisor.
- A wider range of reading materials purchased last year have been invaluable in developing our higher-level FSM readers further through vocabulary development and inference skills.
- More challenging reading books and phonics books were ordered following an audit.

### Externally provided programmes

Programme	Provider
Mathletics	3P Learning
BLAST phonics programme	BLAST Programme Ltd
Times tables Rock Stars	Maths Circle

### Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities	Staff have completed training for inference and deduction to support the teaching of reading with a Professional Development Advisor from Durham County. This is in addition to the regular work we do in school with regards to monitoring and feedback. We continue to focus on metacognition and developing deeper thinking skills in children. Answers in lesson observations and in their books show that children are engaging very positively with this. A focus on reading comprehension continues in targeted intervention, with positive outcomes. We are booked for writing training with a Literacy Lead from Durham County at the start of Spring term.	07/12/2021
Targeted Academic Support	Quality interventions have been in place this term e.g. reading, phonics and maths to support FSM pupils to develop key skills. Staff review the impact of the interventions on a regular basis to ensure progress and that the appropriate children are accessing the groups. We continue our focus on language enrichment and developing communication and can see the impact of this in the vocabulary used in writing tasks.	07/12/2021

Wider Strategies	We offer a wide range of inclusive strategies to scaffold children's social and emotional health including employing a Parent Support Advisor for children and families. The PSA offers drawing and talking therapy to children and they can access this weekly or as required. This has very positive outcomes for pupil's resilience and development of emotional language.	07/12/2021
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Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities	Writing training with a Literacy Lead from Durham County has supported our development of quality writing for all learners, including our pupil premium. Book scrutiny and data meetings reflect the progress made by pupils across this academic year. Phonics training for all staff is to be completed next as part of our work in supporting children in their reading and writing. A focus on reading comprehension continues in targeted intervention, with positive outcomes.	22/03/2022
Targeted Academic Support	Focused interventions have continued this term e.g. reading, phonics and maths to support FSM pupils to develop key skills. The groups are assessed regularly for progress to ensure that the appropriate children are accessing the groups. This approach across the 2 terms has allowed many children to access specific support e.g. handwriting, spelling, reading comprehension, phonics etc as the communication between teacher and support staff ensures correct groupings.	22/03/2022
Wider Strategies	We continue to offer a wide range of inclusive strategies to scaffold children's social and emotional health including employing a Parent Support Advisor for children and families. The PSA offers drawing and talking therapy to children and they can access this weekly or as required. This has very positive outcomes for pupil's resilience and development of emotional language. Pupils also benefit from the training staff completed on Zones of Regulation which has been adopted across our school.	22/03/2022

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities	Book scrutiny and data meetings reflect the progress made by pupils across this academic year. Phonics training for all staff was to be completed as part of our work in supporting children in their reading. This was attended by all year groups to ensure we have an agreed approach to the teaching of phonics. A focus on reading comprehension continues in targeted intervention, with positive outcomes. The training we completed on inference and deduction with a Literacy specialist from Durham County was effective in supporting staff. Also, the writing training with a Literacy Lead from Durham County has supported our development of quality writing for all learners, including our pupil premium.	28/06/2022
Targeted Academic Support	Pupils have continued to access interventions which match their specific needs. This approach across the 3 terms has	28/06/2022

	<p>allowed many children to access specific support to improve their outcomes. Teachers have worked closely with our HLTA and TAs to monitor progress and collate information. The interventions have been amended as needed for FSM pupils e.g. spelling support prior to SATs for Year 6, handwriting support for children needing fine motor support, phonics, inference and deduction work in reading, and maths support. The groups have been assessed regularly for progress to ensure that the appropriate children are accessing the groups.</p>	
Wider Strategies	<p>We applied for the Inclusion Quality Mark as part of our commitment to inclusive strategies to scaffold children's social and emotional health. We continue to employ a Parent Support Advisor for one day per week. This is very positive as it allows drawing and talking therapy for pupils, attendance support and early help for parents. We continue to use the Zones of Regulation training in our school with positive outcomes as it allows children time to share their feelings and have time to talk with adults.</p>	28/06/2022

Activity	Autumn 2022 Evaluation	Committee Date
Teaching Priorities	<p>Our monitoring timetable allows subject leaders to complete book scrutiny, lesson observations and data meetings to focus on progress. Our training has been closely linked to teaching improvements eg metacognition, inference/deduction and reading fluency. In addition, subject leaders are attending curriculum courses to allow us to assure our curriculum. This has generated close planning and sharing between staff to ensure that teaching for pupils (inc PP) meets their needs. We are looking at the key knowledge that children need to know and remember and evaluating this. A focus on reading comprehension continues in targeted intervention, with positive outcomes. We continue to look at the opportunities that children have to read (beyond their guided reading) and share good practice across the school so our PP pupils can access a wide range of approaches.</p>	22/11/2022
Targeted Academic Support	<p>Pupils continue to access interventions which match their specific needs. This approach allows children to access specific support to improve their outcomes. Teachers continue to work closely with our HLTA and TAs to monitor progress and collate information. The interventions are amended as needed for FSM pupils e.g. reading support, maths, spelling, handwriting support for children needing fine motor support, phonics, inference and deduction work in reading. The groups are assessed regularly for progress to ensure that the appropriate children are accessing the groups.</p>	22/11/2022
Wider Strategies	<p>We were awarded the Inclusion Quality Mark in July 2022 following our submission. This reflects the focus we put on ensuring equality of learning for all pupils, including our PP group. Part of this is strong reflection on current practice and what are our next steps. As a result, we have looked closely at our fluid interventions to support PP children</p>	22/11/2022

	(including reading, spelling, maths, handwriting, phonics and social interventions). We continue to have our Parent Support Advisor in school one day per week to support pupil's SEMH, regulation and strategies to help with their emotional development.	
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Activity	Spring 2023 Evaluation	Committee Date
Teaching Priorities	Our monitoring timetable allows subject leaders to complete book scrutiny, lesson observations and data meetings to focus on progress. Our training has been closely linked to teaching improvements eg metacognition, inference/deduction and reading fluency. In addition, subject leaders are attending curriculum courses to allow us to assure our curriculum. This has generated close planning and sharing between staff to ensure that teaching for pupils (inc PP) meets their needs. We are looking at the key knowledge that children need to know and remember and evaluating this. A focus on reading comprehension continues in targeted intervention, with positive outcomes. We continue to look at the opportunities that children have to read (beyond their guided reading) and share good practice across the school so our PP pupils can access a wide range of approaches.	28/2/2023
Targeted Academic Support	Pupils continue to access interventions which match their specific needs. This approach allows children to access specific support to improve their outcomes. Teachers continue to work closely with our HLTA and TAs to monitor progress and collate information. The interventions are amended as needed for FSM pupils e.g. reading support, maths, spelling, handwriting support for children needing fine motor support, phonics, inference and deduction work in reading. The groups are assessed regularly for progress to ensure that the appropriate children are accessing the groups.	28/2/2023
Wider Strategies	We were awarded the Inclusion Quality Mark in July 2022 following our submission. This reflects the focus we put on ensuring equality of learning for all pupils, including our PP group. Part of this is strong reflection on current practice and what are our next steps. As a result, we have looked closely at our fluid interventions to support PP children (including reading, spelling, maths, handwriting, phonics and social interventions). We continue to have our Parent Support Advisor in school one day per week to support pupil's SEMH, regulation and strategies to help with their emotional development.	28/2/2023

Activity	Summer 2023 Evaluation	Committee Date
Teaching Priorities	Our monitoring timetable allows subject leaders to complete book scrutiny, lesson observations and data meetings to focus on progress. Our training has been closely linked to teaching improvements eg metacognition, inference/deduction and reading fluency. In addition, subject leaders are attending curriculum courses to allow us	4/7/2023



	<p>to assure our curriculum. This has generated close planning and sharing between staff to ensure that teaching for pupils (inc PP) meets their needs. We are looking at the key knowledge that children need to know and remember and evaluating this. A focus on reading comprehension continues in targeted intervention, with positive outcomes. We continue to look at the opportunities that children have to read (beyond their guided reading) and share good practice across the school so our PP pupils can access a wide range of approaches.</p>	
Targeted Academic Support	<p>Pupils continue to access interventions which match their specific needs. This approach allows children to access specific support to improve their outcomes. Teachers continue to work closely with our HLTA and TAs to monitor progress and collate information. The interventions are amended as needed for FSM pupils e.g. reading support, maths, spelling, handwriting support for children needing fine motor support, phonics, inference and deduction work in reading. The groups are assessed regularly for progress to ensure that the appropriate children are accessing the groups.</p>	4/7/2023
Wider Strategies	<p>We were awarded the Inclusion Quality Mark in July 2022 following our submission. This reflects the focus we put on ensuring equality of learning for all pupils, including our PP group. Part of this is strong reflection on current practice and what are our next steps. As a result, we have looked closely at our fluid interventions to support PP children (including reading, spelling, maths, handwriting, phonics and social interventions). We continue to have our Parent Support Advisor in school one day per week to support pupil's SEMH, regulation and strategies to help with their emotional development.</p>	4/7/2023