



Bournmoor Primary School Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2024
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	£50,320
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£50,320

PART A: Pupil Premium Strategy Plan

Statement of intent

- Ensure the equal inclusion of all pupils in our teaching and their learning to diminish the difference between PP Pupils and Non-PP pupils.
- Ensuring pupils have a range of opportunities in the curriculum to develop their literacy skills.
- 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.
- 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.

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 focus on attainment in writing and reading for disadvantaged pupils is needed to support their progress.
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	Support with mathematics is needed in Early Years to support children's early numeracy work and develop their understanding of number.
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 and targeted intervention for attendance.

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.	<ul style="list-style-type: none"> ▪ The % of children in this group making better than expected progress from their baseline is in-line or above national. ▪ Staff within the setting demonstrate a positive impact on the progress and attainment of pupil premium children working with the EY leader.
Ensuring pupils have lots of opportunities in the curriculum to develop their writing and reading skills.	<ul style="list-style-type: none"> ▪ Staff focus on developing writing skills through planning from novels. ▪ Training and resources are used to improve writing outcomes. ▪ Pupils access quality reading books in our reading scheme and wider reading. ▪ Daily phonics teaching supports children's development of early reading. ▪ Interventions are organised and used to support readers with regular reviews for progress.
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.	<ul style="list-style-type: none"> ▪ 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. ▪ Children's emotional language is developed allowing them to express and share. ▪ Children can access our PSA for drawing and talking therapy as part of their support in school.
Focusing on enriching language and communication skills for pupils through whole class work and group sessions.	<ul style="list-style-type: none"> ▪ 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. ▪ Evidence research is used effectively to drive improvements (e.g. EEF reports).
To provide opportunities and engagement for pupils in Early Years and KS1 in numeracy, using a range of	<ul style="list-style-type: none"> ▪ Staff focus in Early Years and KS1 on developing numeracy skills using a range of teaching strategies.

teaching strategies to develop wider and deeper learning.	<ul style="list-style-type: none"> Training and resources used improve maths outcomes and reflect children's greater understanding of numeracy.
Offering attendance support and monitoring to ensure this is having a positive impact on families.	<ul style="list-style-type: none"> Pupil premium attendance monitoring overall shows positive impact and % at (or close to) national. Pupil premium attendance data shows improvement in the targeted year groups. Emotional support in school is having a positive impact. Working with the Local Authority guidance and advice supports our work with families. Our Breakfast Club provides a soft start for children to support with any anxiety or possible attendance issues

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to complete training through the SEN team as part of our ongoing inclusion support	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
Staff to complete maths training to support pupils to develop and deepen their knowledge and application of maths in EY/SK1	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)	1
Staff to complete training on language and communication skills for pupils in whole class work and group sessions.	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.	1

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

Budgeted cost: £42846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff, Teaching Assistants to support key children to Increase focus on attainment in reading for disadvantaged pupils is needed to support their progress.	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)	1
Higher Level Teaching Assistant (15 hours per week) to provide phonics and maths support 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.	4
Purchase resources needed to implement the additional emotional wellbeing support in school	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
Effective deployment of staff, Teaching Assistants to support key children to Increase focus on attainment in writing for disadvantaged pupils is needed to support their progress.	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
Targeted Interventions led by HLTA in Year 6 for vocabulary, spelling and GPS to improve writing outcomes	EEF Improving Literacy in KS2 research states there is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.	2
Purchase resources to support disadvantage children's learning through a range of approaches	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).	

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

Budgeted cost: £5474

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support from Parent Support Advisor for vulnerable children and families to provide key support needed	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.	6

to ensure attendance is maintained		
Provide Breakfast club sessions for disadvantaged pupils who require a soft start to their day to support and improve attendance	EEF research indicates that a breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Also, EEF research on Inclusion April 2024: Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.	6
Complete termly attendance meetings with Durham County Attendance Manager and relevant attendance training.	Using the EEF 'Supporting School Attendance' reflection and planning tool supports our approach to helping families as research shows good attendance is required for educational attainment and progress.	6
Focus on our inclusive practice (in line with our IQM Award) to ensure disadvantaged pupils are supported and included.	EEF research on Inclusion April 2024: An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	6

Total budgeted cost: £50,320

Part B: Review of the previous academic year

Activity	2024 Evaluation
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 e.g. 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 (including PP) meets their needs. We are looking at the key knowledge that children need to know and remember and evaluating this to ensure that we assess against our end points. 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. 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.
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, times tables, 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. We continue our focus on language enrichment and developing communication and can see the impact of this in the vocabulary used in writing tasks.
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. 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. 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> <p>We continue to promote inclusion in our school through strategies, approaches, our curriculum and also through the promotion of kindness through Dexter, our Kindness Inclusion Quality Mark bear.</p> <p>All pupils in school can access our Parent Support Advisor for Drawing and Talking Therapy. Approx 82% of Pupil Premium pupils accessed our PSA across last academic year.</p> <p>Feedback from our 2024 parent questionnaires noted the caring attitude of staff and the support for their children.</p>

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. They complete regular monitoring in school within their roles and report back to the full governing body through their feedback and Governor Monitoring Visit Forms. This allows the Pupil Premium governor to have strategic overview working alongside the governors who monitor and feedback.

Externally provided programmes

Below are the names of any non-DfE programmes that we used pupil premium to fund in the previous academic year.

Programme	Provider
Mathletics	3P Learning
BLAST phonics programme	BLAST Programme Ltd
Times tables Rock Stars	Maths Circle
White Rose Scheme	White Rose Education
Phonics Play	Phonics Play
SPAG.com	Spag.com
PSHE Jigsaw	Jigsaw PSHE Online