

This statement details our school's use of pupil premium (and recovery 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 22-24

Detail	Data
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	7.7% (3 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-24
Date this statement was published	Dec 22
Date on which it will be reviewed	July 23
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Mrs J Bishop, Chair

Funding overview 22-23

Detail	Amount
Pupil premium funding allocation this academic year	£4565
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6565

Part A: Pupil premium strategy plan

Statement of intent

Guided by our Christian ethos and vision, we are fully committed to equality and developing the talents and abilities of all our children. This includes doing our very best to remove the barriers that might hinder a child's progress. We are determined to close any gap in attainment between those children eligible for pupil premium and other children.

We consistently track all groups of children and individual children to ensure that they make good or better progress in order to enable them to reach age related expectations as they move through school. Our Pupil Premium Strategy is aimed at ensuring Pupil Premium children achieve their full potential, attain at least in line with their peers as a result of targeted support or intervention and gain the same knowledge, life skills and experiences as their peers.

We want all children at Bolton By Bowland to 'Belong, Believe and Blossom' and the key principles of this strategy are:

- ☐ *To ensure Pupil Premium children achieve at least in line with their peers*
- ☐ *To develop stamina for writing and to develop cursive handwriting*
- ☐ *To ensure Pupil Premium children have equality of opportunity to enrichment experiences*
- ☐ *To ensure Pupil Premium children have high aspirations and a positive mind-set.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Struggle to reach age related expectations – particularly in reading and writing</i>
2	<i>Impact of lost learning following the pandemic</i>
3	<i>Under developed social and emotional skills</i>
4	<i>Lower self-esteem and self-confidence</i>
5	<i>Less opportunities to extend their learning with enrichment opportunities and challenges</i>

6	<i>Difficulties in managing their own feelings</i>
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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
Ensure quality teaching is available to all pupils which will have a positive impact upon attainment	Narrow the attainment gap in all areas so that KS2 outcomes in 2023/24/25 – especially in reading and writing - show that Pupil Premium children make good progress from their starting points. The percentage of children achieving ‘expected’ in all areas, but particularly in reading and writing is at, or close to, non- disadvantaged pupils nationally.
Ensure additional classroom support is available to deliver tailored intervention where required (e.g. phonics, reading, S&L, writing etc)	
Improved attainment in writing for disadvantaged pupils at the end of KS2.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged 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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support is provided in KS2 to ensure all children receive the support they need in class	Support targeted at specific needs and knowledge gaps. This is an effective method in closing the gaps in knowledge and understanding.	1,2
CPD for staff to undergo training to focus upon effective teaching of writing	<i>The EEF Guide to the Pupil Premium Pupil Premium:</i> - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every child	1,2

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

Budgeted cost: £ 3655

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support all pupils to enable them to have access to educational trips	EEF – There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes – children with a positive attitude to learning	5

	and increased self-confidence have improved attendance. Class Trips – Educational school trips benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils’ social and personal development.	
Additional TA support is provided in KS2 to ensure all children receive the support they need in class	Support targeted at specific needs and knowledge gaps. This is an effective method in closing the gaps in knowledge and understanding.	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks e.g. Fast Track Phonics	1,2
Engage with the School-Led Tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: And in small groups:	1,2,
Support to break down barriers to learning in writing and maths	Bring specialist teacher into school to assess and child and work with class teacher in ways to break down barriers to learning in Writing and Maths	1,2
Provide specific intervention to support children with social and emotional issues	Work with Child Wellbeing service	1,2,3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to develop the school site to allow children to engage in outdoor learning.</i>	It is proven that being outdoors has a positive impact upon wellbeing	4,6
<i>Improve attendance of disadvantaged children</i>	Regular and rigorous monitoring of attendance means unexplained absences can be followed up effectively.	1,2,3,4,5,6
<i>CPOMS is used to record any safeguarding, pastoral, behavioural or attendance concerns</i>	Early support is offered to families Specific areas of concerns are addressed through Early Help Assessments and regular TAF meetings	4.6
<i>To provide financial support for families in difficulty</i>	School uniform subsidy Before and after school place subsidy Trip and residential visit subsidy (see impact above)	5

Total budgeted cost: £6565

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to COVID-19, performance measures have not been published for 2020 to 2021, 2020 to 2021 and 2021 to 2022 and results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2021 to 2022 academic year, for example in-house teacher assessment data.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider