

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

School name	St Botolph's C of E Primary School
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Dates on which it will be reviewed	December 2025, December 2026 and July 2027
Academic Year	2024-25
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	29% (120 pupils)
Statement authorised by	Alice Martin
Pupil premium lead	Alice Martin
Governor / Trustee lead	Ethos and Welfare Committee

Funding overview

Detail	2024-25
Pupil premium funding allocation this academic year	£173,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£173,470

Part A: Pupil premium strategy plan

Statement of intent

At St Botolph's C of E Primary School, our vision is to empower every child to thrive, discover their unique talents, and make informed choices about how they live, both for their own benefit and that of the wider community. Inspired by Jesus' promise of "life in all its fullness" and guided by our Christian values of respect, resilience, and responsibility, we are committed to fostering a strong sense of belonging and providing a curriculum that broadens horizons and expands opportunities for all.

We firmly believe that every child is entitled to access a broad and balanced curriculum that supports them in achieving their full potential. This includes becoming confident individuals who are prepared for a fulfilling life and a successful transition into adulthood. Addressing barriers to learning is central to our Pupil Premium strategy, as we recognise the varied challenges faced by our pupils. By tailoring support and making reasonable adjustments, we ensure that the needs of all children are met, whether they require additional help or opportunities for greater depth and challenge.

Our goal is for disadvantaged pupils to progress at a rate comparable to their non-disadvantaged peers, narrowing the attainment gap through quality-first teaching and inclusive opportunities. Learning experiences are designed to be accessible to every pupil, with additional quality interventions led by skilled professionals for those requiring further support. We are dedicated to ensuring that all children can collaborate with their peers and benefit from enriching educational experiences.

We also prioritise extracurricular activities and enrichment opportunities to inspire ambition and broaden the horizons of disadvantaged children and their families. By working closely with parents, we aim to raise expectations and engagement in their child's learning, positively impacting academic achievement and mental well-being.

Recognising the importance of addressing non-academic barriers to attainment, we provide pastoral support for pupils and their families, focusing on health, well-being, and attendance. By working collaboratively with families, we strive to increase attendance among disadvantaged pupils, ensuring they can fully access our rich learning opportunities. Our holistic approach aims to diminish the gap between disadvantaged pupils and their peers, enabling every child to experience the fullness of our educational offer.

Our provision includes but is not limited to:

- 1:1 and group support tailored to individual needs
- Additional resources, such as reading books and learning materials
- Enrichment opportunities that promote cultural and social growth
- Free access to extracurricular activities in areas such as the arts, sports, music, languages, and life skills
- Free access to childcare and educational visits
- Quality-first teaching that accelerates progress and ensures high standards for all pupils

At St Botolph's, every child is valued and respected, and our curriculum reflects our commitment to expanding opportunities and widening horizons. By nurturing respect, resilience, and responsibility, we aspire to prepare all children for a life of purpose, hope, and success, rooted in the teachings of Jesus and our shared vision.

Challenges

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

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 4%, and attendance for disadvantaged children in line with non-disadvantaged.
To reduce persistent absence, for all pupils, particularly our disadvantaged pupils	Persistent absence for all children is below the national average (currently 15.2%) with disadvantaged PA being line with that of non-disadvantaged pupils.
To achieve and sustain improved Social, Emotional and Mental Health for all pupils in our school, particularly our disadvantaged pupils.	<p>Greater recognition of SEMH as a SEND in our school and therefore as a result, increased levels of support for pupils experiencing SEMH issues demonstrated by these pupils having more access to in school and external support e.g. school nurse</p> <p>Reduce the number of pupils adversely affected by poor levels of SEMH demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations <p>a sustained increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To provide financial support for families in receipt of funding providing equality.	<p>All pupils experience a range of workshops and visits enriching their curriculum experiences.</p> <p>Increased and sustained, positive attendance at extra-curricular activities, educational visits and pupil welfare evident by:</p>

	<ul style="list-style-type: none"> • monitoring of attendance logs for extra-curricular activities, pupil participation in educational visits • pupil surveys will show inclusive outcomes for children
To improved communication and language skills for all pupils, particularly disadvantaged pupils.	<p>Pupils given regular opportunities to enhance their oracy skills through activities such as performing, reciting poetry, debating, and reading aloud across the curriculum. These experiences help build their confidence in speaking and reading to diverse audiences. Improved clarity in speech directly supports better spelling and writing outcomes.</p> <p>Teachers consistently embed opportunities for purposeful and appropriate spoken language practice within classroom activities.</p> <p>Daily opportunities provided to revisit, reinforce, and apply spelling strategies, ensuring consistent progress and improved outcomes, as evidenced through monitoring.</p>
To improve maths, reading and writing attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils.	<p>Pupil Premium data for KS2 maths, reading and writing data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.</p> <p>Combined outcomes for all pupils, particularly disadvantaged pupils will increase indicating a greater number of pupils being 'secondary ready'.</p> <p>Greater number of pupils achieving the greater Depth Standard in all subjects (reading, writing, maths and combined)</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 (for example, CPD, recruitment and retention)

Budgeted cost: £80,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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High-quality teaching for all pupils	EEF tiered approach states that high - quality teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF - High-quality teaching	5
Continue to develop and embed Kagan Cooperative Learning structures that enable all children to participate.	'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year'. EEF - Collaborative learning approaches 'Kagan Structures produce revolutionary positive results. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues' Kagan Online	4 & 5
Use of Maths Mastery Approach to teaching Maths	Key findings from the EEF study on Mastery learning suggest that mastery approaches have consistently positive impacts, with effects being higher for primary school pupils and in mathematics. On average, pupils make an additional 5 months progress over the course of a year when being taught using mastery learning approaches. EEF – Mastery Learning	5
Improving language and communication skills – Employment of a trained Speech Therapist and use of Speech Link	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. EEF – Oral language interventions	4
Continued training and resources for phonics scheme - Little Wandle	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds EEF – Phonics	4 & 5
Continue to embed Rosenshine's Principles of Instruction and Trust Principles (supported by work of Tom Sherrington).	Research shows that embedding the Principles of Instruction such as modelling, questioning daily and weekly recap, spaced learning and creating schemata have a profound and prolonged impact on sustained knowledge storage and retrieval.	5
Continue to embed an integrated approach to the teaching of Phonics and reading through high quality CPD and resources available. Continue to utilise Accelerated Reader and associated reading comprehension strategies.	EEF Toolkit shows that Phonics strategies give an impact of +5 months. EEF – Phonics EEF Toolkit shows that effective comprehension can have an impact of +6 months. EEF - Reading Comprehension Strategies	4 & 5

Engage with Maths Hub for professional development and to support implementation of Understanding Number in KS1	'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.' EEF - Improving Mathematics in the Early Years and Key Stage 1	5
Use of expert consultants to support in improving Teaching & Learning across the school.	Specific, quality professional development for staff to support high-quality teaching across the school for all pupils. EEF - Effective professional Development EEF - High-quality teaching	5

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

Budgeted cost: £54,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG HLTA to support pupils to raise progress	1:1 and small group work provides targeted support based on the individuals needs. The EEF supports 1:1 and small group interventions from a TA as a key to success. On average, an additional 4 months' progress is made, particularly in Reading, when pupils receive targeted interventions from a TA EEF – Teaching Assistant Interventions	5
Engagement with EEF affiliated consultant	Through the PPG Best Practice team (cross-Trust), access to training and feedback from an EEF affiliated consultant to support and develop strategies for supporting Disadvantaged pupils A	All
After school sports clubs in small groups to improve motor skills and social skills	There is a small positive impact of physical activity on academic attainment (+1 month). While this focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance. EEF – Physical Activity	2&3
Free access to breakfast and after school club to promote social skills	The EEF funded project (Magic Breakfast) that supported schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Although an impact on attainment	2,3&4

	was not seen for Key Stage 2 pupils, schools that provided a Breakfast Club also saw an improvement in pupil behaviour and attendance. Breakfast Club is also considered to effectively prepare pupils for learning. (<i>Magic Breakfast report – EEF</i>)	
Interventions teacher to work with Year 6 pupils	Small group tuition (1 teacher: 2-5 pupils) enables the teacher to focus exclusively on a small number of learners to ensure effective progress targeted specifically to the pupils' needs. The EEF supports this collaborative approach to small group learning suggesting that this approach can provide an additional 5 months progress. EEF – Collaborative learning approaches	5
School trips, year group enrichment opportunity and school journey (Year 6)	The EEF suggests that 'outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork'. In addition, the EEF states that outdoor learning 'can also provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. EEF - Outdoor Adventure Learning	2&3
Additional enrichment opportunities e.g Young Voices	The EEF states that enriching education has intrinsic benefits. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning is on average an additional three months' progress. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits include a more positive attitude to learning and increased well-being. EEF - Arts Participation	2&3
PPG lending library	Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment Children who have books of their own enjoy reading more and read more frequently (DfE Research Evidence in Reading for Pleasure. Clark and Poulton 2011).	4&5
Literacy Gold subscription	Provides independent, personalised interventions at a suitable pace to meet each pupil's specific learning needs in both Reading, writing and Maths. Spaced repetition of new concepts provides multiple opportunities for retrieval. Instructional routines and illustration support all pupils including EAL pupils. After three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age. Literacy Gold	4&5
Continue to use SHINE interventions to provide	EEF toolkit suggests that Targeted TA interventions have moderate impact for moderate cost (+4	4&5

<p>small group tuition for those children that have fallen behind to catch up and target gaps from question level analysis.</p> <p>Teaching Assistants effectively deployed to deliver high quality interventions and support with daily practice in phonics, reading, recall spelling and times tables.</p>	<p>months) This is further enhanced by the use of specialist TAs in key year groups.</p> <p>EEF - Teaching Assistant Interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to support families to promote and raise attendance in school	Dedicated staff member with which parents can liaise. Staff member to provide the support they need and build strong relationships so parents feel they can trust the school and will be listened to. These improved relationships will ensure parents are more willing to engage with the school. Parental engagement has a positive impact on average of 4 months' additional progress. EEF – parental engagement	1
Pastoral support (Assistant SENCo and recruitment of a pastoral TA) to support pupils and their families	Parental engagement is the involvement of parents in supporting their children's academic learning. 'Parental engagement has a large and positive impact on children's learning' - DfE publication - Review of best practice in parental engagement: Practitioner's summary	1&2
Parent workshops to engage parents in their child's learning and support them to develop their own skills	The Review of best practice in parental engagement: Practitioner's summary states that 'approaches and programmes aimed at developing parent academic skills have a large and positive impact on children's learning.' DfE publication - Review of best practice in parental engagement: Practitioner's summary	2&3
Dog therapy for vulnerable pupils	Research into the effects of human – animal interactions have proven numerous benefits for social attention, social behaviour, interpersonal interactions, and mood (National Institute of Health, Psychosocial and Psychophysiological Effects of Human-Animal Interactions: The Possible Role of Oxytocin, 2019) In addition, a visiting therapy dog promotes greater self-esteem and focused interaction with	2

	other students. It has also been proven that therapy dog activities stimulate memory and problem-solving skills.	
Use of staff councillor to promote emotional wellbeing with staff and in turn enhance classroom experience for pupils	The delivery of resilience counselling can significantly reduce symptoms of anxiety and depression, support participants to develop coping and resilience strategies (to help deal with stress and worries), develop emotional and social skills and therefore supporting the positive engagement with learning. The EEF suggests that Social and emotional learning approaches may have a positive impact, of up to 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	2&5
Redesign of school website and increased Seesaw and social media presence to engage parents with their child's current learning	The Review of best practice in parental engagement: Practitioner's summary states that 'general approaches which encourage parents to support their children with their learning e.g., reading and homework' and involvement of parents in their children's learning activities have a large and positive impact on children's learning' DfE publication - Review of best practice in parental engagement: Practitioner's summary	2&3

Total budgeted cost: £173,470

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 2019-2020 and 2020 - 2021 academic years.

Also, see below for December 2022 and December 2023 Mid-strategy updates.

July 2024 update

In addition to the successes noted in the mid-strategy evaluations:

Attendance

- Whole school attendance is 95.6% with PP attendance at 93.4% (NA in primary schools was 94.5%)
- Whole school PA is 11.1% with PP PA at 20% (NA in primary schools was 15.2%)
- Whilst PP is still not in line with NA, the gap between PP and non-PP has decreased over time.

Emotional and mental well-being

- Due to changes in eligibility, we changed our bagel provider to National Breakfast to ensure we can continue to provide breakfast for all pupils by subsidising this with £820. £3500 was spent on counselling services for staff. Along with completing food bank referrals and our free uniform 'shop', an additional £1,800 spent on uniform and food parcels etc. to support families during financial crisis.
- The End of Year PPG pupil voice and School Council voice has indicated the positive impact that our extensive and well training pastoral team has had on all pupils.
- End of Year pupil voice with PPG HLTA continues to show the positive progress of the additional interventions with the PPG HLTA and National Tutoring tutor has had, with pupils reporting that they feel more confident in class and that they are happier to ask question either in class or in their interventions.
- Passport completion amongst PPG pupils has risen with pupils stating that they enjoy completing their passport and that it has helped them in class (particularly with mathematics).
- Weekly Dog mentoring for PPG pupils to support with wellbeing at a cost of £4,770 this academic year.

Enhance learning and widen their cultural experiences

- A high number of PPG pupils continue to access our extracurricular clubs (similar in number to pupils who are non-PPG).
- We have continued to provide Breakfast and After school club for free to our PPG pupils enabling parents and carers to consider a wider range of work opportunities.

	PPG	Non-PPG	Difference
Breakfast Club	42%	31%	+11%
After School Club	64%	43%	+21%
Extra-Curricular Clubs	25%	26%	-1%

- £22.950 spent on subsidising Breakfast and Afterschool club, school journey, school trips, enrichment days, forest school and music lessons for pupils.

Increased parental engagement with school life

- November 2023 parent survey results indicate >87% agreement in all areas compared to 79% and above in 2022 and 76% and above in 2021.
- End of Year PPG Pupil voice indicated that pupils feel support at home with their homework and that they are also supporting siblings at home.
- Parent workshops have been a success this year (over-subscribed) with positive feedback.
- £1250 spent on Parent workshops for parents to attend free of charge. These included Moving on from Difficult Family Relationships, Money matters, Our Family Scrapbook, Young Carers, Dyslexia, Speech and Language and SEND sessions.

Improved communication and language skills

- Use of Read into Writing ensures pupils have access to high-quality texts with improved opportunities to write, including sustained writing opportunities.
- Speaking competition held across Trust with all pupils taking part.
- Daily opportunities are provided through Spelling scheme (EdShed). All staff have received training resulting in a consistent approach to spelling across the school.
- Little Wandle fully embedded into Year 2 with Rapid Catch-up embedded in Year 3.
- St Botolph's curriculum designed to provide extensive opportunities for pupils to communicate and use their language skills rather than majority of lesson outcomes in written format.
- Employed services of an independent Speech and Language therapist and Speech Link subscriptions at a cost of £8,000.

Outcomes in R,W and M to be in line with that of non-PPG pupils

- Ongoing staff continuous development to support behaviour and teaching and learning within the classroom, including on Rosenshine's principles, supporting pupils with SEND, in classroom support for EAL pupils, de-escalation, adaptive teaching, use of visuals and language and Equality, Diversity and Inclusion.
- Subsidising the National Tutoring programme to provide interventions aimed at closing gaps in UKS2.

EYFS	Pupils	GLD
Pupil Premium	15	68%
Non-Pupil Premium	44	60%
Gap	-	-8%

KS2	Pupils	Reading		Writing		Maths		RWM	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Pupil Premium	18	67%	28%	50%	6%	61%	17%	50%	0%
Non-Pupil Premium	41	93%	32%	90%	20%	90%	29%	81%	10%
Gap	-	-26%	-4%	-40%	-14%	-29%	-12%	-31%	-10%

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
Seesaw	Seesaw
Times Table Rockstars	Maths Circle Ltd
Doodle Maths	Doodle Learning
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
FFT Aspire	The Fischer Family Trust
Accelerated Reader	Renaissance
Maths Mastery	Ark Curriculum Plus
EdShed (The Literacy Shed, Literacy Shed Plus, Spelling Shed and MathShed)	Education Shed Ltd
Twinkl Ultimate	Twinkl
Literacy Gold	Engaging Eyes Ltd
Boost Insights	Hachette Learning
EAL Star	Education Analytics and Training Limited