

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	2021-2024		
Date this statement was published	December 2021		
Dates on which it will be reviewed	December 2022, December 2023 and July 2024		
Academic Year	2021-22	2022-23	2023-24
Number of pupils in school	450	423	422
Proportion (%) of pupil premium eligible pupils	24%	25%	28%
Statement authorised by	Amy Chitty		
Pupil premium lead	Alice Martin		
Governor / Trustee lead	Ethos and Welfare Committee		

Funding overview

Detail	2021-22	2022-23	2023-24
Pupil premium funding allocation this academic year	£140,150	£148,841	£141,135
Recovery premium funding allocation this academic year	£14,500	£15,370	£14,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8,860	£0	£0
Total budget for this academic year	£163,510	£164,211	£156,070

Part A: Pupil premium strategy plan

Statement of intent

At St Botolph's C of E Primary School, we aim to inspire individuals to flourish and make informed choices about how they live their lives, realising and developing their unique talents, both for themselves and the wider community.

Our service to the school community will seek to fulfil Jesus' promise of 'life in all its fullness.' We will provide a committed and consistent approach. Our curriculum will expand opportunities and widen horizons for all and our Christian values of respect, resilience and responsibility will foster a strong sense of belonging.

All children are entitled to access a broad and balanced curriculum that enables them to make progress, so that they achieve their best, become confident individuals, live a fulfilling life and make a successful transition into adulthood.

Overcoming barriers to learning is at the heart of our Pupil Premium strategy as we recognise that challenges are varied. We support pupils where necessary and make reasonable adjustments to the work set to meet individual needs. This includes provision for pupils who have fallen behind and those who would benefit from greater depth and challenge in order to learn and achieve well.

At St Botolph's, our goal is for disadvantaged pupils to progress in line with that of non-PPG pupils and the gap in attainment to be diminished. We intend to achieve this through quality first teaching and increased opportunities for pupils to collaborate with their peers. Our aim is that all learning opportunities are accessible for every pupil and meet their learning needs. In addition, disadvantaged pupils, who may require further support, will have access quality interventions lead by trained professionals.

We will continue to offer a wide range of extracurricular activities and enrichment opportunities to broaden the ambitions of our disadvantaged children and their families. We aim to work in conjunction with our parents to raise the expectations for our children and engagement in their child's learning. In doing this, we aim to have a positive impact upon the academic ability and mental health and well-being of our children.

We also prioritise the need to support pupils by addressing the non-academic barriers to attainment. We aim to support our children's health and wellbeing to enable them to access learning at the appropriate level to them. We provide pastoral support for both the pupils and parents identified by the school as those who are vulnerable. We also aspire to increase the attendance of our disadvantaged pupils by working with children and their families to ensure they are supported in their needs. We aim to lessen the gap between our disadvantaged pupils and their non-disadvantaged peers by providing them with the support they need to experience the full learning experience that we have to offer.

Our range of provision includes but is not inclusive of:

- 1:1 support
- Group support
- Additional availability of resources such as reading books
- Additional learning opportunities
- Additional opportunities to widen cultural experiences
- Free access to extra-curricular opportunities in a range of subjects including arts, sports, music, languages and life skills.

- Free access to childcare provision
- Free access to attend educational visits and enrichment opportunities
- Quality first teaching for all pupils
- Quality of teaching experienced by all pupils to be good or better standard thus ensuring that teaching is effective and can accelerate progress.

As with every child in our care, a child who is in receipt of the pupil premium grant is valued, respected and entitled to a curriculum that will expand opportunities and widen horizons.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance and punctuality issues due to low importance of school for some parents.
2	Emotional health and wellbeing (enhanced challenge due to the COVID-19 pandemic)
3	Deprivation in local area means that PP children in school often lack wider cultural experiences and can struggle to engage in the curriculum due to access of resources
4	Poor parental engagement, particularly in Reading
5	Low communication and language skills
6	Low pupil progress and achievement in Reading, Writing and Maths, particularly of the greater depth standard

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
Attendance of 96% or above with good punctuality	Attendance increased from 94.7% to better than national (96%). Persistent absenteeism to be inline or better than national average (13% - <i>Autumn 20/21</i>)
Enhanced emotional and mental well being for PPG pupils and their families	Pupils and parents indicate that there are strong links between home and school on parent surveys. Children are provided with pastoral care, guidance and support to raise self-esteem

	and develop resilience and independence evidenced from pupil voice.
Children will participate in a range of activities in addition to the school curriculum opportunities. This will include extra-curricular clubs and events to enhance learning and widen their cultural experiences.	Enhanced learning opportunities promoted and accessed by Pupil Premium pupils.
Increased parental engagement with school life	<p>Parents report that they feel informed about their child's learning indicating this on parent surveys.</p> <p>Pupils feel that they are supported at home with their learning indicating this through pupil voice.</p>
Improved communication and language skills	<p>Pupils are provided with opportunities to develop their oracy skills such as performance, reciting poetry, debating and reading aloud throughout the curriculum so they are more confident to speak/read aloud to different audiences.</p> <p>Clearer speaking improves spelling and writing outcomes.</p> <p>All classroom opportunities to speak appropriately are used.</p> <p>Pupils are provided with daily opportunities to revise, reteach and support spelling strategies evidenced through monitoring and improved outcomes.</p>
Pupil progress in Reading, Writing and Maths to be in line with that of non-PPG pupils and the gap in attainment to be diminished.	<p>No difference between progress of PPG and non-PPG pupils.</p> <p>Gap in attainment for PPG pupils at EYFS, KS And KS2 to be diminished, including for GDS level.</p> <p>Expectations of all pupils to be the same irrespective of PP status</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: (2021-22) £25,000
(2022-23) £28,000
(2023-24) £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching for all pupils	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes.	3, 5 and 6
Use of Kagan and Thinking hard strategies in all year groups	'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'. <i>(EEF – Collaborative learning approaches)</i> 'Kagan structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence'. <i>(Kagan online)</i>	5 and 6
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. <i>(EEF – Mastery Learning)</i>	6
Improving language and communication skills – Speech Link	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. <i>(EEF – Oral language interventions)</i>	5
Training and resources for new 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 <i>(EEF – Phonics)</i>	5

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

Budgeted cost: (2021-22) £80,500
 (2022-23) £78,211
 (2023-24) £70,070

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	6

	targeted interventions from a TA (<i>EEF – Teaching Assistant Interventions</i>)	
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'. (<i>EEF – Physical Activity</i>)	1, 2, 3 and 5
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 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>)	1, 2 and 5
Employment of interventions teacher to work with Year 6	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. (<i>EEF – Collaborative learning approaches</i>)	6
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'.	1 and 3
Additional enrichment opportunities e.g Shakespeare for Schools and 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. (<i>EEF - Arts Participation</i>)	
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 (<i>DfE</i>)	3, 4 & 6

	<i>Research Evidence in Reading for Pleasure, Clark and Poulton 2011).</i>	
PixL subscription to support interventions (therapies)	The EEF supports this collaborative approach to small group learning. (<i>EEF – Collaborative learning approaches</i>)	6
Resources for group interventions in R, W and M (CGP etc)	The EEF supports this collaborative approach to small group learning. (<i>EEF – Collaborative learning approaches</i>)	6

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

Budgeted cost: (2021-22) £58,010
 (2022-23) £58,000
 (2023-24) £58,000

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.' <i>EEF – parental engagement toolkit</i>	1
Pastoral support (Assistant SENCo) 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' - <i>Review of best practice in parental engagement: Practitioner's summary</i>	2
Parent Maths workshops to engage parents in their child's learning and support them to develop their own Maths 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.'	4
Parent coffee mornings	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. <i>EEF – parental engagement toolkit</i>	4
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 (<i>National Institute of Health, Psychosocial and Psychophysiological Effects of Human-Animal Interactions: The Possible Role of Oxytocin, 2019</i>)	2

	In addition, a visiting therapy dog promotes greater self-esteem and focused interaction with 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. (<i>Salusgroup.org.uk</i>)	2
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'	4

Total budgeted cost: (2021-22) £163,510
(2022-23) £164,211
(2023-24) £156,070

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.

Attainment 2019/2020 (expected 80% progress)

	Pupils	Reading	Writing	Maths	SpaG
Pupil Premium	103	45.5%	31.7%	40.0%	13.8%
Non-Pupil Premium	345	61.9%	66.1%	68.8%	43.7%
Gap	-	-16.4%	-34.4%	-28.7%	-29.9%

Progress 2019/2020 (expected 12 months progress)

	Pupils	Reading	Writing	Maths	SpaG
Pupil Premium	103	12.4	11.4	11.7	6.0
Non-Pupil Premium	345	11.7	12.0	12.1	5.9
Gap	-	+0.8	-0.5	-0.4	+0.1

Attainment 2020/2021 (expected 80% progress)

	Pupils	Reading	Writing	Maths	SpaG
Pupil Premium	109	48.6%	53.2%	55.0%	44.0%
Non-Pupil Premium	341	76.8%	75.1%	79.6%	61.3%
Gap	-	-28.2%	-21.9%	-24.6%	-17.3%

Progress 2020/2021 (expected 12 months progress)

	Pupils	Reading	Writing	Maths	SpaG
Pupil Premium	109	11.8	12.4	11.7	7.7
Non-Pupil Premium	341	12.0	12.6	11.7	8.1
Gap	-	-0.2	-0.2	0.0	-0.4

Our internal assessments during 2019/20 and 2020/21 suggested that the attainment and progress of our pupil premium pupils was lower than that of non-pupil premium pupils across the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. Although a large number of our Pupil Premium pupils attended school during the school closures, we feel the impact of these closures was most detrimental to our disadvantaged pupils as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. In addition, our wider strategies for support were unable to be delivered to the high-quality we originally proposed. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and paper resources for those who were unable to access online.

Attendance data

	2019/20	2020/21
Pupil Premium	90.8%	95.3%
Whole school	91.5%	96.8%

The attendance of our Pupil Premium pupils has increased from 2019/20 to 2020/21, however attendance is still below national average, hence our focus in this area within this strategy plan.

December 2022 Mid-strategy update

Attendance

- Whole school attendance is 95.1% with PP attendance at 94.6% (NA on 23/06/22 was 89.4%)
- Whole school PA is 13.6% with PP PA at 18.8%

Emotional and mental well-being

- End of Year pupil voice with PPG HLTA shows positive progress with children reporting that they feel more confident in class as a result of the additional interventions with the PPG HLTA. Progress made with Passports reported too as a result of PPG HLTA support.
- £5,500 spent on Dog mentor for pupils

Enhance learning and widen their cultural experiences

- 50% of Pupil Premium pupils currently attend Breakfast or After school club.

- £25,480 spent on subsidising Breakfast and Afterschool club, school journey, school trips and enrichment days for pupils.

Increased parental engagement with school life

- £1500 spent on Parent workshops including Kent Adult Education workshops for parents to attend free of charge.
- End of Year Pupil voice with PPG HLTA indicates this needs further development.

Improved communication and language skills

- Recent Take One project evidence of oracy skills developing. Confidence levels developing.
- Writing outcomes improving (evidenced through Trust moderation).
- Spelling outcomes still need further development (Staff voice – awaiting data).
- Daily opportunities are provided through Spelling scheme (EdShed).

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

- QFT teaching training completed to promote this in classrooms however staff training needed to help staff implement the PP strategy.

EYFS	Pupils	GLD
Pupil Premium	12	75%
Non-Pupil Premium	58	76%
Gap	-	-1%

KS1	Pupils	Reading		Writing		Maths		RWM	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Pupil Premium	12	67%	8%	50%	0%	58%	17%	50%	0%
Non-Pupil Premium	48	85%	21%	73%	13%	81%	21%	73%	10%
Gap	-	-18%	-13%	-23%	-13%	-23%	-4%	-23%	-10%

KS2	Pupils	Reading		Writing		Maths		RWM	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Pupil Premium	24	75%	38%	75%	8%	79%	25%	75%	8%
Non-Pupil Premium	66	84%	41%	89%	21%	94%	44%	85%	18%
Gap	-	-9%	-3%	-14%	-13%	-15%	19%	-10%	-10%

December 2023 Mid-strategy update

Attendance

- Whole school attendance is 94.8% with PP attendance at 92.8% (NA on 16/06/22 was 93.2%)
- Whole school PA is 16.9% with PP PA at 30%

Emotional and mental well-being

- £1,000 spent on Magic Breakfast (bagels) for pupils and £4195 spent on counselling services for staff. £2,500 spent on uniform and food packages etc to support families during financial crisis.
- Children are provided with pastoral care, guidance and support to raise their self-esteem and develop resilience and independence. The positive impact of this has been evidenced through PPG Pupil Voice.
- End of Year pupil voice with PPG HLTA shows positive progress with children reporting that they feel more confident in class as a result of the additional interventions with the PPG HLTA and National Tutoring tutor.
- Larger number of PPG pupils are achieving in their passports and earning their prizes resulting in greater self-confidence. Also, a larger number of PPG pupils are handing in their project homework and feel proud to have completed it with the support of the PPG HLTA (pupil voice).
- Two members of staff trained to be Mental Health leaders and 1 member of staff trained to be a Youth Mental Health First Aider.

Enhance learning and widen their cultural experiences

- Enhanced learning opportunities – promoted and accessed by PPG pupil higher than or equally to non-PPG pupils. Personal Development of all pupils is strong as noted in recent Ofsted inspection (March 2022).

	PPG	Non-PPG	Difference
Breakfast Club	38%	30%	+8%
After School Club	57%	41%	+16%
Extra-Curricular Clubs	20%	23%	-3%

- £37,172 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

- Awaiting parent survey results due in November 2023 to identify impact.
- 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. Pupils reported that the communication and support from school regarding homework projects has increased parental engagement with school life.
- Parent workshops have been a success this year (over-subscribed) with positive feedback.
- £1500 spent on Parent workshops for parents to attend free of charge. These included Christmas crafts, Family first aid, Forest school and positive wellbeing sessions.

Improved communication and language skills

- All staff trained in Kagan practices to help communication and language within the classroom. All lessons have a focus on key vocabulary.
- Writing outcomes improving at KS2 (85% EXS+ and 30% GDS, +7% and +18% respectively versus non-PPG pupils)
- KS2 Spelling outcomes still need further development (Year 3,4,5 data requires improvement compared to 2022).
- Daily opportunities are provided through Spelling scheme (EdShed). Staff training to ensure a consistent approach to spelling across the school.
- Introduction of Little Wandle into Year 2 and 3.

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

- Ongoing staff continuous development to support teaching and learning within the classroom, including on adaptive teaching, SEND, subject knowledge, retrieval practices and cognitive load theory.
- Subsidising the National Tutoring programme to provide interventions aimed at closing gaps in UKS2.

EYFS	Pupils	GLD
Pupil Premium	12	33.3%
Non-Pupil Premium	48	62.5%
Gap	-	-29.2%

KS1	Pupils	Reading		Writing		Maths		RWM	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Pupil Premium	11	40%	0%	30%	0%	40%	10%	27%	0%
Non-Pupil Premium	50	70%	22%	62%	4%	78%	20%	60%	4%
Gap	-	-30%	-22%	-32%	-4%	-38%	-10%	-33%	-4%

KS2	Pupils	Reading		Writing		Maths		RWM	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Pupil Premium	20	90%	50%	85%	30%	70%	25%	65%	20%
Non-Pupil Premium	41	78%	24%	78%	12%	81%	22%	71%	10%
Gap	-	+12%	+26%	+7%	+18%	-11%	+3%	-6%	+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
PiXL Primary	PiXL
Seesaw	Seesaw
Power of Reading	Centre for Literacy in Primary Education
Times Table Rockstars	Maths Circle Ltd
Doodle Maths	Doodle Learning
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Sir Linkalot	Thinkalink Digital Ltd
FFT Aspire	The Fischer Family Trust
Accelerated Reader	Renaissance
Maths Mastery	Ark Curriculum Plus
Curriculum Maestro	Cornerstones Education
EdShed (The Literacy Shed, Literacy Shed Plus, Spelling Shed and MathShed)	Education Shed Ltd

December 2022 Mid-Strategy Update: Rising Stars Shine Intervention programme and Rising Stars Read into Writing purchased for 2022/23. NTS assessment papers purchased for 2023/24 Summer term.

December 2023 Mid-Strategy Update: Rising Stars Shine Intervention programme continued with SPaG resources purchase in addition. Rising Stars Read into Writing Boost purchased for 2023/24. NTS assessment papers purchased for 2023/24 Autumn and Spring terms.