

# Bourne Elsea Park C of E Primary Academy – 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

Detail	Data
School name	Bourne Elsea Park CofE Primary Academy
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Sarah Moore, Executive Headteacher
Pupil premium lead	Mr Peter Bellamy
Governor / Trustee lead	Mr Duncan Pickering

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,865
Recovery premium funding allocation this academic year	£5495
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	£71,360

# Part A: Pupil premium strategy plan

## Statement of intent

**We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.**

**“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”**

**John Wesley**

Our work and vision is based on five core values of:

- Integrity
- Equality
- Respect
- Care
- Inclusion

We recognise that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times. We understand that a curriculum is the totality of a child’s experience during their entire time at school. It is not isolated to subjects or viewed solely within small timeframes. It is all-encompassing. It is for this reason that our aims and curriculum drivers extend well beyond the individual subjects, showing our commitment to giving all of our children every opportunity to achieve in all aspects of their life. Our mission statement reflects this.

**‘Striving for excellence, caring for all’ within a loving and caring Christian environment.**

We believe that our broad and balanced curriculum, underpinned by British and Christian values, plays a major part in delivering excellence which permeates through every element of school life.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, highlights that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

It is important that no Pupil Premium child will be adversely affected by school closures due to COVID-19. We continue to ensure that provision is in place to enable all to ‘Catch-Up’ and support their mental health and wellbeing and attendance.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and professional discussions indicate that attainment and, in some cohorts, progress of PP pupils falls behind non-PP pupils in school (not service).
2	Our Assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.
3	Assessments, observations and professional discussions indicate that oral language skills and communication in Reception (and in other year groups) are lower for some pupils eligible for PP than others.
4	Our monitoring of attendance data indicates that A number of PP pupils are persistent absentees. Attendance for pupils eligible for PP is below the whole school average. This reduces their school hours and causes them to fall behind.
5	Our observations and discussions with staff, pupils and teachers have identified social and emotional issues for some pupils. These include a lack of confidence compared to many others in school and the impact this has on mental and emotional wellbeing.

## 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
Higher rates of attainment and achievement for ALL of the Pupil Premium pupils, including those that are more able and who have SEND.	<p>The difference is diminished or closed between pupils eligible for PP and other pupils in school and nationally. KS2 maths, writing and reading outcomes show increased % of pupils meeting expected standard and beyond. All PP pupils make at least good and better progress. The needs of SEND children who are PP are met.</p> <ul style="list-style-type: none"> <li>• GLD in EYFS</li> <li>• Y1 Phonics screen</li> <li>• KS1 R,W,M, GPS</li> <li>• Y4 MTC</li> <li>• KS2 R, W, M, GPS</li> </ul>
Improved oral language skills for pupils eligible for Pupil Premium (especially in Reception and	At least 80% of pupils eligible for PP achieve GLD. PP pupils in Year 1 pass the phonics

<p>Year 1) which impacts on their reading and writing ability.</p>	<p>test. Pupils are more articulate and are involved in discussions in lessons and wider school activities. More PP children (at least 80%) meet the expected standards in reading, writing and maths.</p>
<p>Increased confidence of Pupil Premium pupils within their class and around school. Increased involvement in wider school activities and responsibilities e.g. Mini Police, Student Council, UNICEF Ambassadors, Peer Mediators, clubs and visits.</p>	<p>Self-esteem is improved for all PP pupils and their individual profile in school is more visible. Increased participation by individuals in after school activities and wider school activities, some taking on key roles in school.</p>
<p>Ensure all Pupil Premium pupils attend well. Increase attendance of persistent absentees to be more in line with whole school average.</p>	<p>All Pupil Premium pupils attend school well. Improve overall PP attendance to be more in line with the whole school attendance figure. Reduce the number of persistent absentees among pupils eligible for PP.</p>
<p>Be vigilant with PP children, including more vulnerable PP pupils who are absent due to self-isolating, class 'bubble' or local lockdown during COVID-19 times.</p> <p>Ensure they can access online learning and that this, and their wellbeing, is monitored closely at all times, particularly post COVID 19.</p>	<p>Provision in place will enable all PP children to access online learning and support their mental health and wellbeing and attendance.</p>
<p>Improve the range of cultural capital activities and experiences which PP pupils would otherwise be unable to access</p>	<p>Access to high quality cultural capital opportunities for all PP children to ensure a broad and balanced curriculum and a wide variety of experiences.</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: **£39,661**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD on high quality feedback and metacognition. Staff release and training costs.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><b>Rosenshine's Principles In Action.</b> Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019</p> <p><b>Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching.</b> Kirschner, Sweller and Clark Educational Psychologist, 41, 75-86. 2006.</p> <p><b>Metacognition, self-regulation and self-regulated learning: What's the difference?</b> James Mannion. Impact Issue 8 Spring 2020</p> <p><b>Cognitive Load Theory explored through modelling in the practical classroom.</b> Journal of the chartered college of teaching. Josie Morgan Impact September 2019</p> <p><b>Identifying instruction moves during guided learning</b> Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95</p> <p><b>Cognitive load theory, learning difficulty and instructional design.</b> Learning and instruction, 4, 295-312. Sweller, J. (1994)</p> <p><b>How I wish I'd taught Maths.</b> Craig Barton (2018)</p>	<p>1, 2</p>
<p>Investment in a high level of teaching assistant support throughout the school to ensure quality interventions can take place</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2</p>
<p>Additional teacher employed for a morning each week for the whole academic year to focus on oracy, language and phonics skills in KS1.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Staff CPD regarding high quality phonics teaching and learning from EYFS throughout the school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2,3</p>

	<a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>	
High quality and targeted CPD for curriculum leaders to enhance teaching and learning in line with DfE and EEF guidance	Embedded formative assessment. D Williams. 2011	1, 2
Investment and CPD in the development of feedback and marking at the school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback#nav-downloads</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf</a>  <a href="http://primarypercival.weebly.com/blog/no-written-marking-job-done">http://primarypercival.weebly.com/blog/no-written-marking-job-done</a>  Back on Track. Fewer things greater depth. 2020 Mary Myatt	
1 day per week for designated SENCo time for AH/SENCo	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a SENCo with one day per week of dedicated SEN time will support further those pupils who are PP and SEN and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. School internal data suggests that there are some SEN pupils who are also PP that are behind their peers in attainment and progress. The role of the SENCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	2
SENCo to co-ordinate and monitor interventions (calculate Ella Salary for x1 day)		
Purchase of high-quality oracy resources and CPD. Release time for oracy leads to enhance and refine oracy across school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://voice21.org/impacts/impact-report-2021/">https://voice21.org/impacts/impact-report-2021/</a> We know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few.  When the progress of children whose language skills were 'delayed' at age 3 was tracked, researchers found that household income matters. Children in poverty were only half as likely to	1, 2, 3
		

	<p>catch up with their peers than 'delayed' children from richer households.</p> <p>In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£16,307**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a high-quality teacher one day per week as well as using existing Teaching Assistants to undertake 'catch-up' for a range of PP pupils across the school each week.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Provision Map impact documentation.</p>	1,2
Purchase Project X resources as a high-quality reading intervention and additional reading materials to support whole class reading.	<p>Enhancement of whole class reading</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading">https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading</a></p> <p>'Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.</p> <p><a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/lit.12141">https://onlinelibrary.wiley.com/doi/abs/10.1111/lit.12141</a></p> <p><a href="https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=&amp;httpsredir=1&amp;article=1020&amp;context=reading_horizons">https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=&amp;httpsredir=1&amp;article=1020&amp;context=reading_horizons</a></p> <p><a href="https://researchschool.org.uk/huntington/news/case-study-the-faster-read-programme-at-scalby-school">https://researchschool.org.uk/huntington/news/case-study-the-faster-read-programme-at-scalby-school</a></p> <p>Project X CODE is a proven reading intervention programme with an integrated online subscription, for children from Year 2 onwards who are a year or more behind in their word reading. CODE combines phonics and comprehension development in an exciting and motivational character adventure series.</p> <p>A unique two-text approach: Text 1 is 100% decodable to build confidence and develop vocabulary; Text 2 is</p>	1, 2

	<p>80% decodable to challenge children and deepen comprehension</p> <p>16 entry and exit points mean that children can start and finish the intervention at a point which is right for them</p>	
Dedicated TA time to deliver intervention to PP pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2
Dedicated time for Head of School to deliver PP pupil intervention and Year 6 class teaching	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2
PSHE Programmes purchased across the school – Zippy’s friends, Apple’s Friends, Passport and DARE	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>The programmes teach children how to choose positive coping strategies to deal with everyday difficulties. They learn that they can choose good solutions based on two simple rules: The solution must</p> <ul style="list-style-type: none"> <li>• help me to feel better</li> <li>• not hurt me or anyone else</li> </ul> <p>If a strategy obeys these two rules, it’s ok.</p> <p>The programmes are based on research which shows that even young children of five or six can learn positive coping strategies. The more strategies they can develop, the better able they will be to cope. So in our programmes, children practise finding solutions for different situations and settings.</p> <p><b>Coping and resilience</b></p> <p>When children learn to cope better with problems, they become more resilient. Being able to find positive solutions boosts children’s confidence and self-esteem. Learning these skills increases their wellbeing and promotes better mental health.</p> <p>Evaluation studies have found Zippy’s Friends and Apple’s Friends improve children’s coping skills, social skills, emotional literacy, improve the class climate and reduces bullying.</p> <p>Evaluation found Passport improves children’s coping skills, social skills, emotional literacy, and academic skills.</p>	1,2, 3
Support EPEP outcomes for LAC pupils by contributing to the cost of learning tutors for pupils who need to make accelerated progress	Tutoring is one of the most effective tools for helping pupils recover lost education (DfE)	1

## Wider strategies (for example, related to attendance, behaviour,

## wellbeing)

Budgeted cost: £15,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with purchasing uniform, school shoes, PE Kits etc.	Ensuring PP children have correct uniform and access to their own PE kit will increase confidence and enjoyment of school.	5
Funding after school clubs, visits, residential visits for PP children	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported by EEF.	5
Planning, resourcing and delivering high quality first-hand experiences for pupils to build on their cultural capital (eg. visits out, visitors into school, theme days in school etc)	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work.	5
Use of expert Mental Health and Well-being First Aider HLTA, in order to ensure children have regular access to a 'listening ear' in order to share worries/concerns.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5
Designated teacher responsible for monitoring attendance, including PP pupils. Release time and cover to analyse attendance, meet with parents/carers, feedback to teachers, meet with pupils.	Pupils with good attendance records generally <b>achieve higher grades and enjoy school more</b> . Regular school attendance patterns encourage the development of other responsible patterns of behaviour.	4 and 5
Provide additional incentives for PP pupils who are persistent absentees to attend school regularly	<p>The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2</li> <li>• Pupils with <b>no absence</b> are 1.3 times more likely to achieve the end of year expectation at Year 6 and 3.1 times more likely to achieve above national expectation, than pupils that missed 10-15% of all sessions</li> </ul>	
PP pupils invited to attend Breakfast Club from 7:30am	<p>The EEF Research 'Magic Breakfast' scheme found that schools who ran breakfast clubs before school made an average of +2 months additional progress for pupils.</p> <p>This research also suggested that where these clubs took place, there was also an improvement in the behaviour of pupils. It argued that breakfast clubs provide an opportunity to improve outcomes for all children not just those who attend breakfast club, through better classroom environments. 84% of schools who took place in the trial believed that it had an overall positive impact.</p>	4 and 5

	The research also suggested benefits socially for children, as they provided children with an opportunity to mix with a new group of peers and make new friends. This can have a positive impact on their self-esteem.	
Access outside agencies such as Counselling Service and Play Therapy. £40 per session	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> Specialist support in place and advice which school staff in school and parents/carers can also utilise to benefit children and their self-esteem. Increased emotional confidence and more positive attitudes to learning. This programme of counselling has a huge impact on children at times of difficulty. There have been marked improvements for pupils who have attended.	5
Appointment of outside providers to provide longer and a wider variety of after school activities e.g. Inspire+ Prioritisation of pupils selected for roles.	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported by EEF.	4, 5
Contingency fund for acute issues	Based on our experience and those of schools similar to us and within our Trust, we have identified a need to set a small amount of funding aside to needs that have not yet been identified	All

**Total budgeted cost: £71,360**

## 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 to 2021 academic year.

We cannot provide a data picture for the academic year 2020-2021 due to Covid-19 school closure between Wednesday 6<sup>th</sup> January 2021 and Monday 8<sup>th</sup> March 2021.

We have an internal data picture for 2021-21, which includes careful monitoring of those in receipt of Pupil Premium. Rigorous analysis of the data from Assessment Point 3 (July 2021) has been undertaken. From this, clear provision maps were written, identifying vulnerable groups, in preparation for the children's return in September 2021. These have been updated following detailed baseline assessment of all pupils in September 2021. During lockdown, pupil premium children were provided with high quality home learning which was monitored by teachers and members of the Senior Leadership Team. When learning resumed we continued to ensure support was in place for PP children to progress academically, whilst ensuring their mental health and wellbeing needs were also met. This support will continue throughout 2021/2022.

Provision is in place for children to 'Catch-Up' and diminish any difference as a result of school closures due to COVID-19. Regular Pupil Progress Meetings will be held for any pupils not making expected progress. A key focus will be all PP pupils, including those who are more able. Please see our Pupil Premium Strategy Statement for 2021-2022 which will be on our school website after it has been agreed by the Local Governing Body and the Board of Trustees in the Autumn term.

Attendance of PP pupils will also be closely monitored and children who are absent due to Covid-19, including if school goes into lock down will receive high quality online learning and pastoral support for those who are vulnerable.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues including those eligible for pupil premium. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach for activities detailed in this plan.

Please also see Abbey Academies Trust's 'Catch-Up' or 'Flying High' plan.

We refer to these strategies and approaches as encouraging children and staff to: 'Fly High.' This is in keeping with our Trust's ethos and will help ensure that our staff, children and parents/carers see such support in a positive light and as an opportunity to achieve and improve.

