



Pupil Premium Strategy Statement

Our Pupil Premium funding for the period September 2022 to September 2023 comes to us as a direct grant from the DfE (Department for Education). The money is allocated to any child who has been eligible for free school meals at any point during the last 6 years (known as the Ever 6 Measure). The following table summarises the allocation and expected impact of the funding and relates directly to the school's Pupil Premium Policy. It will be evaluated termly as part of the review of the School Development Plan.

School Overview

Metric	Data
School name	Bozeat Primary School
Pupils in school	143
Proportion of disadvantaged pupils	23 children (16%)
Academic year or years covered by statement	2022-2023
2022-23 PP allocation + carry forward	+£2277 carry forward
Publish date	04.09.2022
Proposed Internal Review date	01.06.2023
Statement authorised by	Mr Gareth Rust
Pupil premium lead	Mr Gareth Rust
Governor lead	Mrs Lorna Moy

Disadvantaged Pupil Progress Scores for Last Academic Year

Not reported on nationally – school internal data only.

Last reported data (2022) making expected progress

Measure	Percentage of Children
Reading	67%
Writing	50%
Maths	67%
GPS	50%



Last reported data (2022) making more than expected progress

Measure	Percentage of children
Reading	17%
Writing	0%
Maths	0%
Measure	Percentage of children
Strategy Aims for Disadvantaged Pupils	
Measure	Activity
Priority 1	<p>To ensure that those pupils who receive pupil premium funding make accelerated progress in at least one area of reading, writing and maths.</p> <ul style="list-style-type: none"> • Rationale: To ensure that there is no difference between children receiving the pupil premium funding and others in the school. • Success Criteria: In KS1 and KS2 standardised assessments, children who receive pupil premium funding make at least expected progress from their starting points with all making accelerated progress in at least one subject.
Priority 2	<p>Pupils' attitudes to their education and work are positive and their cultural capital is increased.</p> <ul style="list-style-type: none"> • Rationale: To ensure that behaviour for learning is improved as barriers to learning (post covid lock down) will be effectively removed through the use of the role of the ELSA/ pastoral support team in school; access to wider enrichment activities. • Success Criteria: All children who receive pupil premium funding have the opportunity to attend additional enrichment and pastoral activities/ support throughout the year. Pupil voice indicates that they have positive attitudes towards themselves and their learning / work.
Priority 3	<p>To ensure that children who receive pupil premium funding in year one pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to re-sit the Phonics Screening Check in year two.</p> <ul style="list-style-type: none"> • Rationale: We have high aspirations for all children and we are striving to close the gap between pupil premium funded children and other pupils. • Success Criteria: All PP children meet the expected standard for the Phonics Screening Check. The gap between the achievement of pupil premium children and the other children is narrowing.
Barriers to learning these priorities address; In	<ul style="list-style-type: none"> • Equipping parents and carers with the knowledge and information to be able to support their child at home effectively. • Working in partnership with parents so that they are supporting the school with behaviour for learning

school and external.	<ul style="list-style-type: none"> • Ensuring staff use evidence-based whole class teaching interventions which effectively meet the children's needs and allow them to make rapid, sustained progress. • New support staff not as effective in delivering phonics • School closures impacting on teaching of Phonics • Children need to be resilient committed learners, equipped with the knowledge of how to study effectively and take pride in their achievements. • Poor Attendance within wider curriculum opportunities. • Poor attendance with early morning or after school additional booster groups • Ensuring children's readiness to learn is significantly improved.
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Teaching Priorities for Current Academic Year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in kst 1 and 2 Reading	July 2023
Progress in Writing	Achieve national average progress scores in kst1 and 2 Writing	July 2023
Progress in Mathematics	Achieve national average progress scores in kst1 and 2 Maths	July 2023
Phonics	Achieve national average expected standard in Phonics Screening	May 2023

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Regular 1:1 reading to support reading progress of our pp children (use of additional volunteers in school) • Volunteer readers in to encourage a love of reading for PP children • Additional small group or individual targeted interventions to support specific children in certain areas during the school day (Third Space 1:1 learning; Switch on; Inference; phonics; Fresh Start.) • Reading online texts and Oxford Owls to support at home. • Additional small group or individual targeted interventions before or after school led by teaching staff and support staff. • Teacher collaboration with the Enigma Maths Hub (CPD) • Utilising Teacher specialist subjects in Key Stage 2 • Purchase resources- physical manipulates. Maths home support pack provided for all PP children. • Offer parent workshops in specific areas: reading, phonics and maths. • Ensure parental engagement is high through personalised strategies (frequent meetings, communication books, drop ins).

Priority 2	<ul style="list-style-type: none"> • Targeted support for behaviour at play and lunch times (targeted, structured provision including use of specialist sports coaches). • Funding for ELSA 1:1 support using bespoke resources/tools to support individual children. • Spot check pupil voice regarding behaviours. • PP children invited to Monday Motivation Club (ELSA). • ELSA offers families a Drop in Clinic. • Parents and child classes- focus on life skills and healthy eating. • Support families with the cost of external and internal school clubs, trips, visitors and school uniform. • Families are provided with weekly food parcels as appropriate
Priority 3	<ul style="list-style-type: none"> • Fluid, small group phonics daily - additional interventions to support those children identified. • Additional adult support during lesson time. • Parent Phonic workshops and support videos/ on-line learning • Regular parent and teacher meetings to discuss progress. • Support packs for home provided. • New support staff trained swiftly and effectively – they are invested in. • Interim reports for parents, termly parent meetings

Wider School Strategies for Current Academic Year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • All PP children to invited to attend Booster Maths Groups with specialist Maths Lead.
Priority 2	<ul style="list-style-type: none"> • All PP children funded to attend weekly sessions to improve self- worth and explore strategies for dealing with frustration. • All PP invited to accept a free place at the schools' summer holiday/half term clubs. • Increase opportunities for parent and child workshops – cooking club/Yoga. • Increased opportunities for PP children to take on responsibilities within the school; tuck shop; play leaders; lunchtime monitors • Support families with the use of wrap around care at school to increase attendance ins chool/ clubs

Monitoring and Implementation

Priority	Monitoring	Implementation
1	<ul style="list-style-type: none"> Regular monitoring of progress throughout the year – summative and formative assessment. Use of Pixl and Insight tracking. Staff pupil progress meetings to ensure the correct children are being targeted and are on track to make accelerated progress. Pupil Premium focussed learning walks and intervention observations 	<ul style="list-style-type: none"> Ensure enough time is given to allow for staff professional development through staff meeting (reflection tools) and TRG's. Use of INSET days TRG sessions planned with a focus on supporting the PP child. Staff to engage with 'study buddy' initiative programme Think pieces in staff meeting time intrinsically linked to PP engagement Headteacher / teaching staff to update Insight Parents invited to weekly 'Book and a biscuit'
2	<ul style="list-style-type: none"> Monitor participation of PP children attending enrichment activities across the school Capture pupil, teacher and parent voice frequently Clear timetable in place / monitor ELSA support effectively to ensure key children and parents are being supported. Targets are tracked. 	<ul style="list-style-type: none"> Track attendance weekly and termly PP children personally invited to events / activities Transport support provided if necessary Working more closely with LA and other schools to seek out sign posts for parents. ELSA released and covered in class to attend regular network meetings for updates. ELSA trained as DSL to support and carry out EHA meetings
3	<ul style="list-style-type: none"> Regular monitoring of progress throughout the year – summative and formative assessment. Staff pupil progress meetings to ensure the correct children are being targeted and are on track to make accelerated progress Pupil Premium focussed learning walks and intervention observations 	<ul style="list-style-type: none"> Pupil Premium lead released from class to work with children and to carry out monitoring Use of additional support staff to deliver fluid phonic groups daily- whole school timetable in place Support staff phonics training – online CPD and internal training Purchase of updated resources and use of on-line teaching resource

Review: Last Year's Aims and Outcomes

Covid Response Evaluations below.

Outcome
<p>All children had a comprehensive home learning timetable and accessed live teaching during the morning, daily. To ensure that all children could engage with the home learning during school closure, ipads and laptops were provided for those who did not have access or for those who were not in school. Children had access to reading, writing, maths and phonics activities daily alongside, curriculum activities including science, geography, pe and history. Wellbeing was a fundamental aspect to the child's weekly timetable.'</p> <p>Due to school closures, the phonics screening check and Key Stage assessments did not take place. Children will re-sit the phonics screening check during the Autumn term. PP children will be a priority next year and baseline assessments and interventions will be in place to support their phonics progress and attainment for phonics screening check.</p> <p>School ELSA and teaching staff made daily/ weekly wellbeing phone calls to pp children. Live, small targeted groups were carried out by support staff for PP children.</p>

Broken Down Allocated Spending:

Offset SEN 121 TA Support for 1 x PP child	5000
TA salaries 2021-22	22000
Creation of Intervention Area - KS1	4,999
Contribution to KS1 WOW Trip	24
Contribution to panto trip	220.75
Uniform and Book Bags PP children	160.4
Uniform for Jennings children	95.79
Rocksteady Music Lessons PP children (Autumn)	781.23
Rocksteady Music Lessons PP children (Spring)	653.43
Rocksteady Music Lessons PP children (Summer)	871.26
Matched Funding for Tutoring Grant -	1078

Contribution to Residential - 1 x pupil	513
Transport and attendance initiatives	747.25
Contribution to Northampton Museum Trip (Year 3/4)	46
Contribution to WOW days - year 5 and 6 (March 2022)	78
Science Event - School - 18 March	48
Contribution to KS1 trip - June 2022	400
Deposit for Yr 6 Residential - June 2023	90

Total of above = £37806.11