



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	West Boldon Primary School
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Linsey Garr
Pupil premium lead	Linsey Garr
Governor / Trustee lead	Sara Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192170
Recovery premium funding allocation this academic year	£16102
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£208272



Part A: Pupil premium strategy plan

Statement of intent

*As a school we want to support disadvantaged children with their social and emotional needs which will in turn help them to fully access the curriculum and develop skills needed for life-long learning and citizenship. We want to provide them with exciting and creative opportunities through our broad and balanced curriculum. We will enhance learning opportunities with trips and visitors and experiences they may otherwise not have the chance to be involved in. We want **all** our children to have high aspirations and will achieve this through our carefully planned curriculum, matched to children's needs and through continual high expectations. We will work with parents to support children who may be at risk of falling behind and create strong partnerships to ensure the best outcomes for children in our school.*

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs
2	Resilience to learning
3	Retention of knowledge
4	Parental engagement
5	Low aspirations
6.	Access technology to support closing specific knowledge gaps

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
Improve outcomes for disadvantaged children	The attainment gap will be reduced and disadvantaged outcomes will be on a par with peers
Improve Social and emotional learning (SEL) offer	Wider range of therapies on offer, including counselling – extend offer to families (family



	therapy) work closely with external agencies to extend and promote services
Reduce persistent absenteeism	Persistent absenteeism will be consistently below 9%
Access technology to support closing specific knowledge gaps	Children will have access to bespoke interventions to support retention of knowledge and skills and close



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: £135,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Smaller class sizes (average class size = 21)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Reduction in class sizes is effective when under 25. 13 classes across school to make average class sizes smaller to support best possible outcomes for children	1,2,3,5
<i>Employment of a Mental health and wellbeing lead in school who provides therapy and pastoral support for children in school</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and Emotional support available to children in school will support their wellbeing and help children manage their emotions more effectively, it can also enable them to access learning more effectively and therefore make more progress. The Covid pandemic has affected some children's wellbeing and social skills and carefully planned therapies and activities will benefit all pupils The wellbeing and pastoral lead offers a range of therapies to support wellbeing <ul style="list-style-type: none"> • ELSA • Legotherapy • Theraplay • Draw & Talk • Sand play 	1,2,3,4,5 15k 23K
<i>High quality CPD delivered regularly throughout the year.= skilled subject leads in school all subject areas are</i>	https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/ Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. All staff have access to CPD provided by the LA though the SLA agreement	1,2,3,5



<i>taught equally well</i>	<p>Skilled staff provide in house training that is subject specific – weekly staff meetings</p> <p>Outside agencies provide bespoke support for staff</p> <p>Any training attended is logged and timely evaluation and feedback is provided and shared.</p> <p>Outcomes are monitored closely through our rigorous monitoring system.</p>	
<i>Careful deployment of TA's</i>	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</p> <p>Effective use of teaching assistant support is key and TA's should be used to add value to what teachers do in the classroom. TA support should focus on children accessing high quality teaching and through the delivery of short, structured interventions that are evidence based. Effective TA support builds on children's independent learning skills and offers social and emotional support where needed to allow children to manage their own learning.</p> <p>We currently have 11 children in school with EHCP's who require one to one support. We ensure these children's needs are met through high quality intervention and training for TA's</p>	1,2,3,5

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

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>In school Tutor through national tutoring partnership</i></p> <p><i>All year 6 have accessed tutoring and year 3 readers</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>One to one tuition is very effective in improving pupil outcomes and works best when the person leading the intervention is well trained and if tutoring links to learning in class. It is very effective for children who have low prior attainment and those who are struggling in a particular area.</p> <p>Tutoring has targeted literacy and maths including children working at greater depth level.</p>	1,2,3,5



<p><i>In school intervention teacher</i></p> <p><i>Purchase of evidence based interventions</i></p> <p><i>Reading plus</i></p> <p><i>Century Clicker</i></p> <p><i>Sendco and non teaching deputy</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition is very effective in supporting disadvantaged and low attaining children. Small group work is best delivered by trained staff and greater benefits are seen when the group work is regular</p> <p>The school intervention tutor has supported children in phonics, intervention 2 hours every day targeting Year 2 reading intervention in year 6 across the school with a strong focus on our disadvantaged children</p> <p>Clicker 8 is used for writing support in KS2 (we currently have 9 licenses).</p>	1,2,3,5
<p><i>Design and implementation of the outdoor classroom in EY</i></p>	<p>https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/</p> <p>The pandemic and the fact that parents have less opportunities to access outdoor space highlights the importance of access to quality outdoor areas outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding, It can also increase children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning</p> <p>As the majority of our children transition from Boldon outdoor nursery, we wanted to ensure that our outdoor environment in reception stimulates, enhances and builds on children's previous learning and skills. We have worked closely with a company called branch and Bone who have designed open ended and active play zones which allow children to gain independence and meet the needs of the curriculum.</p>	1,2,3

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

Budgeted cost: £ 20,702

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance lead</i></p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>The attendance lead monitors attendance closely and ensures actions to support parents are in place. Daily reports are sent to SLT and interventions put in place.</p>	1,2,3,4,5



	The attendance lead also monitors the initiatives in place for good attendance and punctuality.	
<i>School trips</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation/ There is intrinsic value in pupils taking part in creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips	1,2,3,5
<i>Commando Joes</i>	https://commandojoes.co.uk/ The Commando Joe program teaches and embeds life skills through the RESPECT program. Children take part in mini-missions learning specific skills to support them becoming well rounded individuals Life skills are assessed termly and progress celebrated.	1,2,3,5
<i>Parental events</i> <i>Masterclass and reach weeks</i>	https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/ Parental involvement is important to support children's learning. Providing practical strategies for parents e.g. promoting shared reading time can make a big difference as does parents supporting children to manage time and offer emotional support to children. Communication with parents and celebrating successes helps to engage parents in school life. In some cases more intensive support may be beneficial	4,5,

Total budgeted cost: £20,8272



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 2021 to 2022 academic year.

Smaller class sizes have helped to keep children on track and support progress post Covid 19

5% increase in writing

7% increase in reading

5% increase in maths

6% increase combined

Mental health and wellbeing role - supported children/ school refusers/ school anxiety and SEMH issues - % of disad

CPD available for all staff to enhance teaching and learning

TA's - deployment – 66% of EHCP children are disadvantaged (8 out of 12)

In school tutor and interventions with year 6

EY outdoor classroom has encouraged the development of creative thinking, team building skills and gross motor skills

Attendance lead supported the increase of overall attendance to broadly in line with in NA. PA still remained above NA but there were individual case studies which supported the reduction of PA

A range of school trips and events enhanced learning and supported the curriculum (no children excluded from these)

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
RWI	Oxford Owl
Reading Plus	Dreambox
Century	Century Tech LTD