



# Bourne Westfield Primary Pupil Premium Strategy Statement

## 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Westfield Primary Academy
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	14% (88ch)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Atkinson Headteacher
Pupil premium lead	Kate Atkinson Headteacher
Governor / Trustee lead	Beth Scotney and Katie Knott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,624.60
Recovery premium funding allocation this academic year	£14,256 (tutoring)
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	£173,880.6

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or are 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.

We want all our pupils to strive to meet our CORE Values of:

- Commitment
- Opportunity
- Respect
- Excellence

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Early WELLCOMM (in our own nursery) and baseline assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>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. In addition, a lack of enrichment opportunities during school closure negatively impacted their mental health.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 63 pupils (28 of whom are disadvantaged) currently require additional support with social and emotional needs this is 32% of disadvantaged pupils receiving support compared to 7% of non- disadvantaged.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>9-12% of disadvantaged pupils have been 'persistently absent' compared to 1-2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

### 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing WELLCOMM intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing attainment among disadvantaged pupils.	<p>Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points.</p> <p>KS2 reading and writing outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents for these pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 3% (excluding COVID illness) and the figure among disadvantaged pupils being no more than 6% lower than their peers.</li> </ul>

## 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: **£61,227**

Activity	Evidence that supports this approach	Challenge number addressed
Purchase OPAL and become an OPAL school through the implementation of the programme. Employ a play leader.	<a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</a> <b>• Health and wellbeing benefits:</b> – physical activity, greater energy, disease prevention; – stress reduction, pleasure; – social connectedness and a sense of belonging, friendships; – emotion regulation, healthy stress response systems; – reduction in onset of myopia, increased Vitamin D levels, healthy development of vestibular and proprioception systems. <b>• Cognitive and academic benefits:</b> – increased attention on return to classroom, especially for children with ADHD; – better classroom and on-task behaviour; – more concentration, less fidgeting. <b>• Social and emotional benefits:</b> – better negotiation and problem-solving skills; – learning how to deal with conflicts, falling out and teasing; – learning how to compromise; – dealing with fear and risk; – building friendships. <b>• Physical benefits:</b> – playtimes can contribute up to 40% of recommended daily moderate to vigorous physical activity (MVPA) for boys and 30% for girls; – children are often more active at playtimes than in PE lessons and structured activities; – children engage in a wider range of often unpredictable and non-routine movements, developing balance.	1, 4, 5, 6
Staff CPD on high quality feedback and metacognition. Staff release and training costs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognitionand-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognitionand-self-regulation</a> Rosenshine's Principles In Action. Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019	1, 2, 4

	<p>Metacognition, self-regulation and self-regulated learning: What's the difference? James Mannion. Impact Issue 8 Spring 2020</p> <p>Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019</p> <p>Identifying instruction moves during guided Learning Nancy Frey and Douglas Fisher</p> <p>The Reading Teacher, 64(2) pp84-95</p> <p>How I wish I'd taught Maths. Craig Barton (2018)</p>	
Expansion of the SEND team with 1.8FTE non-teaching SENDCos to support pupils who are PP and also SEN. SENDCo to co-ordinate and monitor impact of interventions.	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a full time SENDCo will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCo 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.	4, 5
SENDCo trained in online Boxhall assessment to collate Boxhall findings to ensure that interventions are fit for purpose and having an impact.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4, 5
<p>Purchase of standardised diagnostic assessments (PiXL).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Release time for Raising Standards Leads to monitor and interpret assessments and recommend 'therapies' to accelerate progress - specifically progress of disadvantaged pupils.</p> <p>Purchase YARK to hone use of reading assessments and identify specific gaps for the bottom 20% and therefore deliver bespoke interventions.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
Oracy Project continued Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://voice21.org/impact-report-2021/">https://voice21.org/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</p>	1, 2, 5

We will purchase resources and fund ongoing teacher training and release time.	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 catch up with their peers than 'delayed' children from richer households. 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.	
Purchase of further resources to support a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils - RWInc scheme, portal and books	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including 4 teachers attending Mastering Number Acquisition).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Employ library assistant. Part of their role will be to work with PP pupils, supporting choosing books, additional reading time and vocabulary development	<a href="https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf">https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</a>	1, 2, 4
Employ trained Child Counsellor and Early help and TAC Lead to support pastoral needs of children in school and help to engage families in their child's education. These roles will also be to support children's attendance and willingness to come to school through the EBSR pathway.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 2, 5, 6

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

Budgeted cost: **£42,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Investment in training and employing high quality TAs to deliver:</p> <ul style="list-style-type: none"> <li>• WELLCOMM assessments and interventions.</li> <li>• RWInc</li> <li>• Family Learning</li> <li>• Colourful Sematics</li> <li>• Sensory Circuits</li> <li>• Makaton</li> <li>• Precision teaching</li> <li>• Sound Linkage</li> <li>• Eduten</li> <li>• Success@Arithmetic</li> <li>• 1stclass@number</li> <li>• Talk About</li> <li>• Lego Based Therapy</li> </ul>	<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><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>The Education Endowment Foundation (EEF) shows that oral language interventions have a ‘positive impact’ on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of the Early Years (our nursery) and closing the gap before children start school.</p> <p>EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.</p> <p><a href="http://www.educationalneuroscience.org.uk/category/research/">http://www.educationalneuroscience.org.uk/category/research/</a> The Communication Trust and OU Research shows that use of Makaton can develop and encourage speech.</p> <p>EEF +4 and +5 months progress for 1:1 tuition</p> <p>Eduten Playground is backed up by more than 12 years of scientific research. These studies show it provides a significant improvement to learning results and grades. For example, one study found that using Eduten Playground for one semester improved grades by more than 14% on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</a></p>	1, 2, 3, 4, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Release time for Reading Lead to monitoring and train staff in delivery of phonics and track phonics data to identify pupils for additional support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
<p>Additional teacher in Year 6 to reduce class sizes</p>	<p>EEF +4 and +5 months progress respectively.</p>	3, 4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4



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

Budgeted cost: **£47,690**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.eef.org.uk/educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. Attendance officer to monitor and challenge attendance of PP children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 6
Real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum	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.	2, 4, 5
Disadvantaged children to have funded trips and visit places, including residential trips.  To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Employment of Arts Lead to champion engagement of outside agencies, music lessons, cultural partnerships etc.  Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms (e.g. Purplemash, TT Rockstars)	<a href="https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-on-life-changing-residential-experiences/">https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-on-life-changing-residential-experiences/</a>  EEF -Improving School behaviour Guidance Report Improving Behaviour in Schools: Evidence Review Published: December 2019 Authors: Darren Moore <sup>1</sup> , Simon BenhamClarke <sup>2</sup> , Ralph Kennington <sup>2</sup> , Chris Boyle <sup>1</sup> , Tamsin Ford <sup>2</sup> , Rachel Hayes <sup>2</sup> and Morwenna Rogers <sup>2</sup> , Jacqueline Minton <sup>2</sup> <sup>1</sup> Graduate School of Education, University of Exeter <sup>2</sup> University of Exeter Medical School  EEF – Arts Education Review	5, 6
Solihull Understanding Your Child's Behaviour course led by the school counsellor and family	The Allen Report 2011 Solihull Approach	5, 6

liaison lead to increase parental confidence in improving children's behavior and engagement.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £150,992**

## 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.

Intended outcome	Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing WELLCOMM intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing attainment among disadvantaged pupils.	<p>Year 1 - 60% of children in receipt of PP funding passed the phonics check – how many of these were below at baseline Rec?</p> <p>Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points.</p> <p>KS2 reading and writing outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.</p> <p>Disadvantaged pupils in Year 3 maintained attainment from Year 2 in Reading. A third of disadvantaged pupils made accelerated progress in writing.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.</p> <p>Disadvantaged Year 3 pupils maintained their attainment from Year 2.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in behaviour incidents for these pupils</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>How many disadvantaged pupils took part in clubs and competitions?</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• the percentage of all pupils who are persistently absent being below 3% (excluding COVID illness) and the figure among disadvantaged pupils being no more than 6% lower than their peers.</li></ul> |
|--|---|

This target will remain the same. School attendance has been adversely affected by COVID illness and isolation with a number of pupils testing positive and having to isolate.

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.