

Pupil premium strategy statement



Boorley Park School

School overview

Metric	Data
School name	Boorley Park Primary School
Pupils in school	73
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£13,450 Amount based on January census, will be received in 3 instalments between June '21 and June '22.
Academic year or years covered by statement	2020-2021
Publish date	11 th November 2020
Review date	July 2021
Statement authorised by	Marie-Lou Litton (Executive Headteacher)
Pupil premium lead	Tamsin Sillars (Headteacher)
Governor lead	Rosemary Dawson-Edwards

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A – no KS2 at school yet
Writing	N/A – no KS2 at school yet
Maths	N/A – no KS2 at school yet
Measure	Score
Meeting expected standard at KS2	N/A – no KS2 at school yet
Achieving high standard at KS2	N/A – no KS2 at school yet

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>To ensure that all pupils eligible for the pupil premium grant receive appropriate 'catch-up' support to ensure that any gaps that emerged as a result of pre-school and school closures in 2020 are rapidly closed.</p> <p>To ensure engagement with home learning is high for all PP pupils in the event of bubble closures or self-isolation.</p>

Priority 2	To ensure that a high-quality teacher is in front of every class and that teachers are supported to continuously improve.
Barriers to learning these priorities address	Lack of engagement in home learning should pupils have to miss school as a result of COVID-19. Overcoming low levels of literacy and numeracy on entry to the school. Low levels of learning stamina or enthusiasm for learning.
Projected spending	£4,275 – small group intervention to close gaps (class teacher, LSA and HLTA) £1,000 – staff CPD and joint practice development (JPD) to ensure high quality teaching in every class £450 – additional resources to support learning at home (e.g. multilink, maths resources, phonics resources, printed packs of work).

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Year R – all pupils eligible for the PP grant achieve the ELG in reading. Year 1 – 100% pupils achieve expected outcomes.	July 2021
Progress in Writing	Year R – all pupils eligible for the PP grant achieve the ELG in writing. Year 1 – 100% pupils achieve expected outcomes.	July 2021
Progress in Mathematics	Year R – all pupils eligible for the PP grant achieve the ELG in maths Year 1 – 100% pupils achieve expected outcomes.	July 2021
Phonics	Year 1 – all pupils eligible for the PP grant pass the Year 1 phonics screening test.	June 2021
Other	Ensure attendance of PP pupils remains in line with LA averages during the 2020-2021 academic year.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To promote an enthusiasm for reading through the purchase of phonics reading scheme books that match the interest of pupils and engage them in reading both at school and at home.

Priority 2	To provide small group targeted intervention to consolidate key skills that may have been covered through home learning (during 2020)
Barriers to learning these priorities address	Low levels of literacy on entry to the school. Lack of learning materials at home (e.g. books) Lack of academic proficiency or confidence in parents.
Projected spending	£2,500 – purchase of phonics reading scheme books. £350 – training for parents in how to support with reading at home (resources, production of workshop, staff time) £3,450 – staff time for targeted small group intervention programmes (with class teachers, HLTA and LSAs).

Wider strategies for current academic year

Measure	Activity
Priority 1	To promote the wellbeing of all pupils and their families, equipping pupils with appropriate tools and strategies to be resilient and mentally healthy.
Priority 2	To develop expertise within the staff team to provide appropriate and effective emotional support to pupils.
Barriers to learning these priorities address	Improving emotional wellbeing, emotional resilience, learning behaviours and readiness to learn.
Projected spending	£1,014 - Purchase of 'Jigsaw' PSHE scheme, including mindfulness and wellbeing support. £550 – staff training on trauma and effective strategies to support pupils emotionally. £600 – purchase of resources to support social and emotional development (e.g. Time to Talk programme, Socially Speaking programme).

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	PP pupils have to self-isolate due to COVID-19 and so do not access high quality teaching. Ensuring staff have enough time for high quality CPD.	Targeted support from teachers – additional contact made by teaching staff to provide support. Effective use of INSET days and additional cover by senior staff/HLTA.
Targeted support	Monitoring of provision to ensure that it is providing effective support and closing gaps identified. Pupils are not reading at home/ parents do not feel confident in supporting their children.	Evaluation and monitoring by key staff – reflective practice to check impact. Additional support and training for staff delivering sessions. Additional support and guidance for parents. Use of volunteers to read with PP children in school.

Wider strategies	Emotional needs are more complex than anticipated.	Further guidance from external experts (e.g. educational psychologist, primary behaviour services). Additional staff training. Additional staff time out of class to provide emotional support to identified pupils.
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Review: last year's aims and outcomes

Last year, Boorley Park Primary School received no pupil premium funding.

Aim	Outcome