

Pupil premium strategy statement

Pudsey Bolton Royd Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---------------|
| Number of pupils in school | 402 |
| Proportion (%) of pupil premium eligible pupils | 24 % |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Mr P Kilner |
| Pupil premium lead | Mr P Kilner |
| Governor / Trustee lead | Ms N Ibrahim |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £ 151,210 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 151,210 |

Part A: Pupil premium strategy plan

Statement of intent

At Pudsey Bolton Royd, it is our intention to help each individual to achieve their full potential, offering them a broad curriculum and a wide range of learning experiences. We understand that many of our pupil premium children may face additional barriers that need overcoming if they are to succeed and achieve this potential. At school we feel that we have a duty to develop the broader curriculum and narrow the experiential deficit that many of our children have and believe that high quality teaching has the greatest impact on all children.

Measures in this action plan aim to close this gap and support all of our children in accessing these experiences and providing support for our most vulnerable children and families. It is our intention that the Pupil Premium funding will not only help ensure that our disadvantaged children make accelerated academic progress but also offer them a diverse range of first-hand opportunities that they otherwise may not experience, enabling them to become lifelong learners.

To achieve our goals, we will:

- Focus on the importance of language development and communication.
- Ensure that we offer a curriculum based on the needs of our children and put support mechanisms in place to ensure that pupil children can thrive.
- Providing a range of activities, extracurricular clubs, breakfast clubs, high quality educational visits and residential, with financial support, to help close the experiential deficit.
- Ensure that the progress of these children is closely monitored through school's internal tracking system and discussed with teachers in regular pupil progress meetings.
- Prioritise quality first teaching as well as accessing a range of research-based interventions to maximise the progress of these individuals.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Many children start at our school significantly below national expectations and therefore need to make better than average progress to achieve national expectations by Year 6 |
| 2 | Inconsistency of home learning opportunities and experiences coupled with previously lost learning opportunities adversely affected many disadvantaged children. |
| 3 | Many of our disadvantaged and vulnerable children's learning suffers as a result of experiential deficit and a lack of first-hand learning experiences beyond the school day which impacts on their learning within school. |
| 4 | Our youngest children often show poorly developed communication and language, as well as personal and social skills, when entering school. |
| 5 | Vulnerability of key families, including attendance, punctuality and unsettled routines. |
| 6 | Nearly half of the school, including many of our disadvantaged children, are classed as EAL. School sits in the highest quintile nationally. |

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 |
|--|--|
| To increase the number of pupil premium children obtaining better than average progress scores from KS1 to KS2. | <p>There is no significant difference in the internal or external data (including the phonics screen) between pupil premium children and other groups.</p> <p>Internal or external data show children have made good progress across the relevant key stage.</p> |
| To provide pupils throughout the school with additional learning opportunities to help close the attainment gap by making better than average progress, reducing the impact that lost learning may have had. | In addition to quality first teaching, a range of effective interventions and support mechanisms are evident in school allowing the children to make accelerated progress, closing the academic gap on their peers. |
| On entry to school children's communication and language as well as personal, social and emotional skills will be prioritised for development. | Internal tracking data will show progress in these areas supporting the children to effectively access the wider curriculum and prepare them for the next stage of their education. |
| Children will be given opportunities to develop extracurricular skills and other first-hand opportunities in order to close experiential deficit gap. | <p>70 % of PP children will attend after school activities.</p> <p>100 % of PP children will attend the Year 6 residential.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Deployment of an additional members of staff in Year 5/6 (HLTA) to support identified children who find it hard to engage with the curriculum. | EEF +2 months | 1,2,5 |
| Deployment of teaching assistant to support identified groups of children. | EEF +2 months | 1,2,5 |
| Whole school speech and language support | EEF +6 months | 1,4,6 |
| S & L therapist to work alongside EY and KS1 to advise on suitable inputs/interventions | EEF +6 months | 1,4,6 |
| Non-class-based deputy headteacher to track provision, progress, attainment and achievements and to effectively manage interventions and regular pupil progress reviews as Pupil Premium champion. | | 1,2,5 |

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

Budgeted cost: £ 35, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continued deployment of Lexia Software to support reading with a targeted group of pupil premium children throughout KS2 | EEF +6 months The study found a mean effect size of +0.16 for primary reading for pupils using Lexia Core 5 Reading. (Evaluation and Training Institute) | 1,2 |
| Continued monitoring and development of Lexia intervention through target support and intervention based on the program. | | |
| Release time for staff to run program effectively. | | |
| Beanstalk Reading mentors to support in KS1 and KS2 with 6 pupil premium children. | EEF +5 months Increased to 4 volunteers | 1,2,6 |
| Times Table Rockstars – Pupil Premium prioritised for extra support through dedicated Chromebook time. | Internal data showing development of children’s skills | 1,2 |

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

Budgeted cost: £ 60, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Target PP children for extracurricular club attendance. | EEF +1 months | 3 |
| Peripatetic music lessons provided free of charge. School KS2 choir/orchestra places prioritised for PP. | EEF +3 months | 3 |
| Ensure all children have equal access to the wider school curriculum by providing subsidies for educational visits and visitors including the year 6 residential. | Learning Away project (60 school survey over 6 years) 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn. 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential. | 3 |
| Support disadvantaged families throughout school by subsidising all school visits for PP children | | 3 |
| In order to offer children of vulnerable families a settled routine and small breakfast, places at a subsidised before school club are prioritised for pupil premium children. | EEF Report 2019 In addition to the positive attainment impact found for pupils in Year 2 (+2 months), the independent evaluation also found both improved attendance and behaviour in schools. | 5 |
| Targeted pastoral support from learning mentor and teaching assistants who are available on the playground at playtimes and lunchtimes to be proactive and organising games and play to ensure any | EEF +4 months Internal evidence demonstrates significant decrease in behavioural issues at play and lunch times. | 5 |

| | | |
|---|--|---|
| issues are dealt with immediately. | | |
| To support the increasing number of vulnerable families who need help with various issues and raising parental engagement through the work of the Family Support Manager. | Internal data shows the increase in parental engagement and attendance with targeted vulnerable families. EEF +4 months | |
| To support those families experiencing unexpected difficulties and helping provide basic resources urgently – eg uniform, debt issues etc. | | |
| Mental health training course for HLTA and an inclusion lead, to strengthen pastoral support for targeted children. | EEF +4 months | 5 |

Total budgeted cost: £ 150,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

| | | |
|----------------|-------------------|------------------------|
| Year 1 Phonics | PBR Disadvantaged | National Disadvantaged |
| | 88 % | 68 % |

| Key Stage 1 2023-24 Non Statutory Assessment | PBR FSM6 | PBR compared to national |
|--|----------|-----------------------------|
| Reading & Maths SS | 101.9 | + 2.8 |
| Reading SS | 102 | +2.5 |
| Maths SS | 102.7 | +3.4 |

| Key Stage 2 2023-24 Statutory Data | PBR Disadvantaged EXS+ | National Disadvantaged EXS+ | PBR Disadvantaged GDS | National Non PP Children GDS |
|--|------------------------------|-----------------------------------|-----------------------------|------------------------------------|
| Year 6 Reading Attainment | 75 % | 62 % | 38 % | 18 % |
| Year 6 Writing Attainment | 63 % | 58 % | 13 % | 6 % |
| Year 6 Maths Attainment | 38 % | 59 % | 0 % | 13 % |

The data from 2023-4 statutory and non-statutory assessments show that overall the strategies in place in school benefit our disadvantaged children.

In the Phonics Screening Check our Year 1 disadvantaged children performed significantly better than those classed disadvantaged nationally.

Data generated from the FFT demonstrates that by comparing standardised scores from the non-statutory tests our disadvantaged children in Key Stage 1 achieved higher scores in reading, writing and maths than their national disadvantaged peers.

Year 6 data shows that in reading and writing, our disadvantaged children achieved significantly higher than by those classed disadvantaged nationally. The percentage of school's disadvantaged children achieving the greater depth standard in reading was significantly higher than national in reading and over double in writing – a significant improvement than in previous years.

The attainment measures for maths show that these children made less progress compared against the disadvantaged cohort nationally, this is will be addressed throughout the school as part of the school development plan.

The support put in place to support times tables has shown improvements. In 20/21 66% of disadvantaged children achieved a score of less than 20, whilst in 22/3 50% of disadvantaged children scored under 20. In 23/24 only 33% of disadvantaged children scored under 20.

93% of the disadvantaged children attended the Year 6 residential visit; the only disadvantaged child that didn't attend, did so due to other reasons rather than financial.

All other disadvantaged children were able to attend all school visits due to the subsidy in place to lower the prices of educational visits.

School continued to offer extracurricular enhancements to our PP children, 72% of Key Stage 2 children attended an after-school club throughout the year with 61% of KS" representing school at a sporting event.

Places in breakfast club have been prioritised for both PP and other disadvantaged children. The percentage of PP children attending has risen from 25% 2021/22 to 33% in 2023/24. As places became available in the year, PP children were prioritised to take them.

FFT attendance data shows that our PP children's attendance was 3.2% lower than the national FFT figure (88.6% compared to 91.8%). However this represents an improvement from 87.8% in the previous year. Attendance continues to be an issue for all pupils and is currently being addressed through the school development plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|------------------------------|------------------|
| Maths Mastery | White Rose Maths |
| Lexia Core 5 Reading | Lexia |
| TTRockstars | TTRockstars |
| Beanstalk Reading Volunteers | Coram |