

Premium Strategy Statement - Bothal Primary School



This statement details Bothal Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The statement outlines our 3-year 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	Bothal Primary
Number of pupils in school	722 LL - Year 6 605 Rec - Year 6
Proportion (%) of pupil premium eligible pupils	14.2 (Rec - Year 6) (103)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Louise Hall
Pupil premium lead	Sharon Lock
Governor / Trustee lead	James Richards

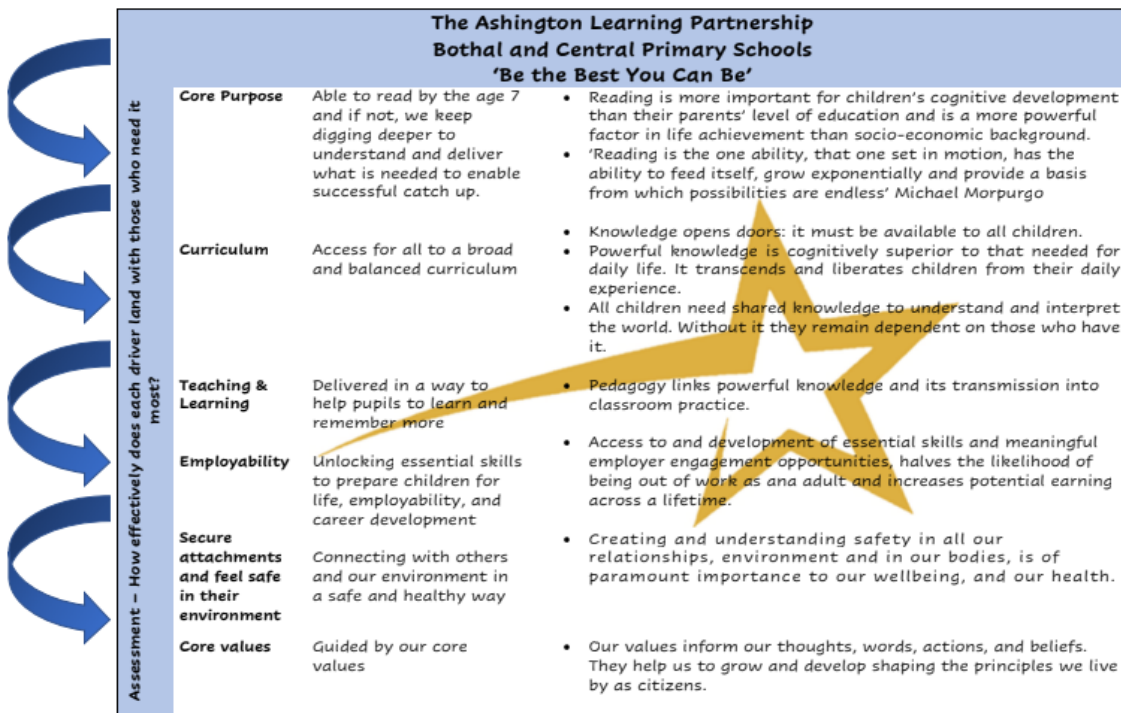
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£187,380



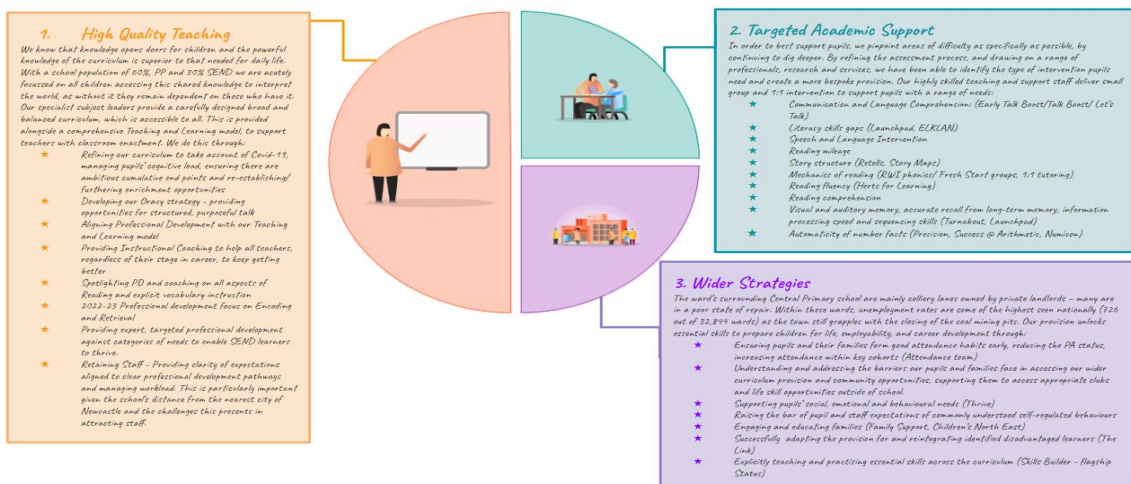
Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. This pupil premium strategy is an integral part of our school development plan.

Bothal Primary School's Pupil premium strategy reflects our local context and is aligned to our key school drivers which are:



High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We use research conducted by the EEF and recognised literature to support decisions made, ensuring that selected options have the greatest impact on outcomes for learners. Our selected principles are informed by the EEF tiered approach and are integral to the school development plan and education recovery.






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

Challenge number	Detail of challenge
1. (Pillar 1)	<p><u>Phonics</u></p> <ul style="list-style-type: none"> Pupils encounter a range of specific reading barriers which impacts on their ability to decode with accuracy and increasing fluency. <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> Pupils have limited vocabulary which impacts on their ability to understand and comprehend texts. Pupils have limited exposure at home to models of fluent and expressive reading. Pupils have limited wider experiences to draw upon which impacts comprehension.
2. (Pillar 2, 3)	<p><u>Maths</u></p> <ul style="list-style-type: none"> Pupils have gaps in basic maths knowledge, including their vocabulary. Pupils have difficulty in explaining their reasoning and problem solving.
3. (Pillar 2, 3, 4, 5)	<p><u>Persistence Absence</u></p> <ul style="list-style-type: none"> Impacts upon pupils' ability to follow the sequence of learning and remember their learning. Impacts on pupils' social and emotional development.
4. (Pillar 2)	<p><u>Limited Background Experiences</u></p> <ul style="list-style-type: none"> Impedes pupils' ability to access learning, limits their vocabulary and negatively impacts their cultural capital. Some disadvantaged pupils lack background knowledge of the world around them and, as a result, have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited, due to their life experience to date. Talents are not always fully explored and encouraged due to financial constraints
5. (Pillar 5)	<p><u>Feeling Safe</u></p> <ul style="list-style-type: none"> Trauma, developmental gaps and sleep impacts upon pupils' ability to attend to learning and places an additional strain on working memory capacity.

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
Reading - Continue to diminish the difference between disadvantaged pupils and their peers.	<ul style="list-style-type: none"> By the end of Y2, 100% of pupils will pass the PSC. By the end of Y6, 95% disadvantaged learners will meet ARE in Reading.
Maths - Continue to diminish the difference	<ul style="list-style-type: none"> The proportion of Y2 pupils who meet



<p>between disadvantaged pupils and their peers.</p>	<p>ARE in Maths will increase from ARE in Y1.</p> <ul style="list-style-type: none"> • Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25). • By the end of Y6, 95% disadvantaged learners will meet ARE in Maths.
<p>Persistent Absence - Achieve higher attendance for all our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • PAs are reduced to less than the national figure for all pupils • Pupils ability to know and remember more against target memories/curriculum end points is demonstrated in free recall against the planned curriculum.
<p>Background Experiences - Improve pupils' wider knowledge.</p>	<ul style="list-style-type: none"> • Proportional representation in extra curricular activities and opportunities to build character - artistic, sporting and essential skills • Proportional representation in key events E.g. school play (main parts), monitors, school ambassadors • Pupil voice demonstrates pupils' knowledge of themes in core texts E.g fairy tales. • Successful application for Turing funding for a cultural trip to France, where the participation of PP children was subsidised.
<p>Feeling Safe - support pupils to attend to learning and remove strain on WM.</p>	<ul style="list-style-type: none"> • Thrive assessments demonstrate improvements in pupils' ability to self-regulate and to attend to learning. • Disadvantaged pupils in KS2 are able to articulate when their working memory feels overloaded. • Pupils and families who require additional support, report that they have received timely and high-quality pastoral support- particularly relating to sleep • Targeted external support is accessed and benefiting pupils and their families.

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: 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT / Teach First Training	Introduced by the DfE to improve quality of teaching and teacher retention. Teach First	1, 2, 3, 4
Embedding high quality adult/child interactions in the Early Years and across the school Developing language rich learning environments Embedding dialogic activities across the school curriculum and making the best use of paired/group talk within the classroom	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. Early Excellence – ‘Navigating a sea of Talk’	1, 2, 4
Effectively implement the suggestions from the EEF ‘I Need This To Read’ pilot programme.	Support pupils to gain the foundational skills and understanding to access Phonics.	1, 4
Purchase books for home reading and Class Reader sessions.	Supporting pupils to develop a love of reading through: DfE Reading Framework	1, 4
Refining the effectiveness of our phonics provision through sustained professional development, coaching and practice sessions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: EEF	1
Effectively implement the new White Rose Scheme of Learning (version 3) from Year 1 to Year 6.	Mathematical guidance from the DfE shows that this scheme aligns more effectively with the new Early Years Maths Curriculum and Mastering Number. It also breaks learning into smaller steps to support post-covid maths teaching and learning.	2



Purchase of high-quality maths manipulatives.	Evidence from EEF shows that manipulatives are essential for a CPA approach to mastery.	2
Allocated highly skilled staff to carry out screening tools with disadvantaged children to dig deeper into their barriers to learning and inform planning and provision.	Research shows that through using high-quality, up-to-date information about pupils' current capabilities, we can select the best next steps for teaching, adapting teaching accordingly to focus on exactly what each pupil needs to progress. KS1 KS2	1, 2
Allocated highly skilled staff for the delivery of bespoke interventions to disadvantaged pupils in order to address next steps in their learning and ensure they keep pace with the planned curriculum.	Data and outcomes will evidence the impact of interventions. High quality teaching and marking and feedback will instantly address any misconceptions and evidence progress in learning and attainment: EEF	1, 2
PD training for support staff to deliver specific intervention programmes.	Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit to pupils' progress and attainment: EEF	1, 2
Subject Development Days for Subject Leaders to refine the curriculum, taking account of Covid-19, managing pupils' cognitive load, ensuring there are ambitious cumulative end points and re-establishing/ furthering enrichment opportunities.	Education advisor and writer Mary Myatt offers her thoughts on the curriculum across both the primary and secondary sectors. She discusses the importance of ambition, of work that is high challenge and low threat, of helping students to make connections and looks at how to use high quality texts and tier 3 vocabulary to support teaching.	1, 2, 4
Quality First teaching via the ALP's teaching and learning profile.	<p>The available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them: EEF</p> <p>Our Teaching and learning profile is built around the principles in the Learning Curriculum that is advocated by the Ambition Institute. This promotes an in-depth understanding of the science of learning to offer invaluable articulations of</p>	1, 2, 4



	<p>the principles of learning and their applications Deans for Impact, 2015; McCrea, 2019; Weinstein et al., 2018.</p>	
<p>CPD programme in place to enable teachers and support staff to effectively deploy the strategies of the science of learning with all learners.</p> <p>Deliver coaching sessions through deliberate practice to help staff to get better at gaining pupil attention in line with an agreed approach – communication plan. <i>This provides continuous support.</i></p> <p>Work with subject leaders to monitor and evaluate teaching pedagogy and impact of new curriculum documentation (subject overviews) and staff CPD – curriculum plan.</p> <p>Trust coaches will be identified and a focus coaching group created to trial aspects of the Teaching and Learning profile.</p>	<p>Staff within Bothal Primary School have worked with the ‘Ambition Institute’ and have an increased knowledge base of the science of learning. Ambition Institute training programmes are for teachers, school leaders and system leaders, serving children from disadvantaged backgrounds. During the period of remote learning, leaders invested significantly in developing a shared understanding of the theory behind the science of learning. All staff can articulate the principles of cognitive science and skillfully refine their exposition whilst teaching remotely. Trust leaders recognise the importance of revisiting learning in order to embed and extend classroom practice.</p> <p>Effective professional development includes both initial training as well as high-quality follow-on coaching.</p> <p>While up-front training is important in developing a conceptual understanding of a new approach, crucially, training alone is unlikely to be sufficient to yield changes in practice. Often, it is only when follow-on support is added to training, in the form of expert coaching or mentoring, that teachers are able to apply their conceptual understanding to practical classroom behaviours. An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes: EEF</p>	<p>1, 2, 4, 5</p>

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



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Reading Leaders</p> <p>Additional staff capacity for reading</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as four months.</p> <p>Reading comprehension strategies have a high impact on average (+6 months).</p> <p>Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. In addition to its substantial practical benefits, reading is one of life's profound joys: DFE</p>	<p>1, 4</p>
<p>Employment of Speech and Language assistants and - Communication & Language Cordinatation</p> <p>EKLAN 'Let's Talk' Training</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds: EEF</p>	<p>1, 2, 4</p>



<p>Reduce size RWI groups</p> <p>Phonics development</p>	<p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school: EEF</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Studies in England have shown that 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: EEF</p>	<p>1, 4</p>
<p>Small groups and 1:1 Tutoring</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact: EEF</p>	<p>1, 2</p>
<p>Implement a Numicon intervention to improve pupil progress for pupils working significantly below age-related expectations in maths</p>	<p>Recommended by NCC and Maths Hub.</p>	<p>2</p>
<p>Implement the Success@ Arithmetic intervention to</p>	<p>EEF Research shows +2 months progress after</p>	<p>2</p>



improve pupil progress for children in Year 5 and 6 working just below age-related expectations in maths	10 weeks of intervention.	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic.	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: EEF And in small groups: EEF	1, 2

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

Budgeted cost: 42000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality training to develop staff expertise in order to support social and emotional development of pupils.	The average impact of successful 'SEL' interventions is an additional four months' progress over the course of a year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment: EEF	5



<p>Emotional and welfare support, this includes the development of self-regulation strategies, social - emotional skills, interpersonal skills and emotional well-being. This is enhanced in our school via the Thrive approach. This supports intensively children and families whose emotional needs are having a detrimental effect on learning, mental Health and wellbeing.</p> <p>Family Support Workers and Liaison officers who work with families to assist their wellbeing and provide strategies to help our pupils at home. Improvement in school communication.</p>	<p>A proportion of disadvantaged pupils at Bothal Primary School who have a real need for intervention in self regulation strategies, decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. There is a real need to provide enhanced secure environments that aid pupil emotional well-being.</p> <p>Improved links between home and school is proven in supporting the progress pupils make academically as well as socially and emotional. Increased engagement will help support parents with their children's academic development as well as supporting families in crisis: EEF</p>	<p>3, 5</p>
<p>Refining robust systems already in place for attendance and persistent absence. This will include,</p> <ul style="list-style-type: none"> ● <i>Educate new families as they join the school on our expectations.</i> ● <i>Making expectations more accessible to parents</i> ● <i>Regular feedback to the wellbeing team, leading to coordination with SENCO and Safeguarding team.</i> ● Address pupil premium PAs through individual attendance plans. ● Implementation of motivational 	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>



<p>strategy 'You have to be in to win'</p>		
<p>Increased provision for disadvantaged pupils to develop key life skills, an employability skill set, cultural capital experiences, increased aspirations and essential character traits.</p> <p>This could include:</p> <ul style="list-style-type: none"> ● Skills and Careers curriculum ● Character Development. ● Enhanced parental communication provision. ● Accreditation initiatives within school provision. After school curriculum and club provision / school trips / Residential activities. ● Music tuition & extra-curricular activities. 	<p>Levelling up access and opportunities</p> <p><i>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</i> <u>'Sir Kevan Collins' Chief Executive - Education Endowment Foundation</u></p> <p>The ASCL recently surveyed over 3,000 teachers across the UK to understand their biggest concerns when it comes to the aspirations of their disadvantaged pupils. Their survey revealed that 57% of teachers pinpointed 'low aspirations' as one of the most difficult challenges they face.</p> <p>The DfE (2019) understands character education to include any activities that aim to develop desirable character traits or attributes in children and young people. The DfE believe that such desirable character traits:</p> <ul style="list-style-type: none"> ● Can support improved academic attainment. ● Are valued by employers and can enable children to make a positive contribution to British society. <p>There is strong evidence that too much careers education in England is inadequate</p>	<p>4</p>



<ul style="list-style-type: none">● Uniform support.	<p>and that the quality varies considerably by school and area. There is a risk that a lack of good quality careers education will disproportionately impact on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures. Sir Kevan Collins, Chief Executive of the Education Endowment Foundation stated, “High-quality careers advice can make a real difference to young people’s outcomes after school”.</p> <p>Further research carried out by the ‘Skills Builder Partnership’ on essential skills and employment outcomes for young people stated ‘the case for action is profound. Young people who are able to build and deploy these skills benefit from improved academic performance, resilience and employment opportunities.</p>	
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Total budgeted cost: £ 187,380

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.

Pupil outcomes 2024/2025

- 20% of pupil premium achieved a GLD compared to 52% NPP
- 50% of pupil premium achieved the expected standard in the PSC at Year 1 compared to 66% NPP.
- 58% PP pupils achieved the expected standard in reading at KS1. Nationally only 51% of pupils achieved the expected standard.
- 71% of pupil premium achieved EXS in Reading at the end of KS2, compared to 60% NPP.
- 77% of pupil premium achieved EXS in Writing at the end of KS2, compared to 58% NPP.
- 58% of pupil premium achieved EXS in Maths at the end of KS2, compared to 59% NPP.
- 61% of pupil premium achieved EXS in GPS at the end of KS2, compared to 59% NPP.

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
Read Write Inc in place but to be developed further	<ul style="list-style-type: none">● Ruth Miskin Training
White Rose Maths	<ul style="list-style-type: none">● White Rose Hub
Mastering Number	<ul style="list-style-type: none">● Great North Maths Hib
I Need This To Read	<ul style="list-style-type: none">● EEF

Further information (optional)



Additional activity

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. These include:

- offering a wide range of high-quality extracurricular activities to boost pupil wellbeing, behaviour, attendance and aspiration.
- activities that focus on building key life skills, through our 'Essential Skills' agenda and the ALP's overriding core values in order to develop pupil's character

Planning, implementation, and evaluation

We have 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 best for our school. We will continue to use it through the implementation of this whole school strategy.

In planning this pupil premium strategy, we have evaluated why activities we have undertaken in previous years have not had the degree of impact that we had expected. We will also commission a pupil premium review in order to get an external perspective of school provision.

We have used evidence from a wide range of information and our key strategic priorities, all have implementation plans running in the background. This will enable us to have a robust framework for evaluation and measure impact. If required, we will adjust our plan over time to secure better outcomes for our pupils.

We have worked with Northumberland County Council and The Newcastle Research School, looking 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 have also looked at studies about the impact of the pandemic on disadvantaged pupils. These have all influenced the content of our 3 year Pupil Premium Strategy.

