

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Bocking Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	27.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Hannah Cagney Headteacher
Pupil premium lead	Hannah Cagney Headteacher
Governor / Trustee lead	Mr R Beard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,000
Recovery premium funding allocation this academic year	£6670
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	£56,670

Part A: Pupil premium strategy plan

Statement of intent

At Bocking Primary we recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will adapt our approach to the individual challenges that our children face and the common needs that have been identified as barriers to learning.

Barriers to learning may include:

- less support at home
- weak language and communication skills
- lack of confidence & self esteem
- SEMH through Adverse Childhood Experiences (ACEs)
- attendance and punctuality issues

Our intention is that disadvantaged pupils' progress will improve from their starting points. High-quality teaching is essential with a focus on areas in which disadvantaged pupils require the most support.

Our ultimate objectives are to:

- Disadvantaged pupils make better progress from their starting points.
- Ensure ALL pupils are able to read fluently with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Frequent formative assessment to ensure accurate and timely identification of pupils in need of support
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture, pastoral and mental health support to enable pupils to access learning within and beyond the classroom
- 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	Less support at home - Limited parental engagement with school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition
2	Weak language and communication skills - Limited opportunities for conversation and language acquisition pre school
3	Lack of confidence & self-esteem - Limited opportunities for social engagement through pandemic with peers resulting in lack of self-awareness and confidence in ability
4	SEMH – Adverse Childhood Experiences impacting on health and behaviours including long-lasting impact on their ability to think, interact with others and on their learning.
5	Attendance and punctuality issues – Attendance for disadvantaged currently is 91.3% compared to 95% for non-disadvantaged

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
Parents/carers of disadvantaged pupils are engaged in school, aware of their child's learning and understand how to support their child	<ul style="list-style-type: none"> • The attendance of parents/carers at Parents' Evenings/teacher meeting is at or above that of non-disadvantaged learners. • Parents actively support in home learning through daily reading
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Assessments and observations through Phonics tracking indicate significantly improved oral language among disadvantaged pupils. • Pupils can talk about what they do well • Pupils can evaluate their success and identify how they might improve.
To achieve and sustain improved wellbeing, confidence and resilience 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"> • Disadvantaged pupils display equal resilience, self-confidence and achievement with their non-disadvantaged counterparts • Aspirations of disadvantaged pupils for later life are evident
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"> • Persistence Absence rate for disadvantaged will be in line, or lower than national averages. • Disadvantaged pupils will achieve, or exceed, attendance percentages in line with national averages. • Increased parental engagement demonstrated through attendance to parent meetings.

	<ul style="list-style-type: none"> • Attendance matters tracked consistently through Team Around the Family (TAF) meetings. • Pupils are highly motivated and have high expectations of themselves
Improved progress in reading, writing and maths for disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 outcomes in 2024/25 show that disadvantaged pupils have made better progress from their starting points
Improved behaviours for pupils with SEMH	<ul style="list-style-type: none"> • Reduce the number of exclusions and high end consequences for disadvantaged pupils • 'Moving on up' behaviour data will show improved classroom behaviour

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: £ 22,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Embedding oracy activities across the school curriculum such as Kagen techniques. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2,3
Introducing maths mastery into the curriculum planning in line with DfE and EEF guidance. Funding teacher release time to embed key elements of guidance in school and to access Essex Maths Hub resources and CPD	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,4

<p>A collaborative learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates – Kagen techniques</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year</p> <p>EEF guidance <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</u></p>	<p>2,3,4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3,4,5</p>

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

Budgeted cost: £ 14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,5</p>

<p>EPS Magic Maths – A programme of number based learning sessions designed to boost and secure basic number skills. This addresses four Number Domains</p>	<p>The content and delivery of the programme has been developed from evidence based psychological research through the Essex Psychological Service</p>	<p>2,3,4,5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>To analyse assessment data and identify the children who require catch up and more targeted intervention. Pupil progress meetings termly</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	<p>2,3,5</p>

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

Budgeted cost: £ 19,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA classroom support – to support the teacher in the general classroom environment, or to provide targeted interventions	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. Investing in professional development for teaching assistants to deliver structured interventions. EEF guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Behaviour Consultant – A whole school approach, which consistently supports all school staff to feel empowered and confident when faced with any behaviour challenge.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4,5
Drawing for talking – A time limited therapy for children who have suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically or socially	As recognised provider of early intervention mental health therapy https://drawingandtalking.com	3,4,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,5

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
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Total budgeted cost: £ 56,600

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.

Outcomes:

Pupils 54 Yr 1-6	Reading	Writing	Maths
% Good Progress across the year	27 children 50%	24 children 44%	24 children 44%
EYFS Pupils 3	1 child 33%	1 child 33%	1 child 33%

Attendance:

	Pupils in group	Attendances
Pupil Premium	55	87.05%
Not Pupil Premium	151	93.06%

In 2021/2022 when all pupils were expected to attend school, attendance among disadvantaged pupils was 87% compared to 93% for non-disadvantaged therefore attendance is a focus of our current plan

Behaviour:

	Aut	Spr	Sum
Not Premium	44	29	64
Premium	22	17	7
Totals	66	46	71

Behaviour incidents reduced for PPG children throughout the year. SEN HTLA interventions showed success in reducing the amount of incidents by allowing children to employ strategies to regulate their emotions. Relationships built between staff and children impacted, positively on their ability to access learning and make progress.

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
AR Reader	Renaissance
Time Tables Rockstars	Maths Circle
Deepening Understanding	DU

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.