

# Pupil premium strategy statement – 2024/25

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	
School name	Bottisham Community Primary School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	19.6% (53 Pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-25/ 2025-26/ 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mark Askew
Pupil premium lead	Debbie Heijne
Governor / Trustee lead	Rebecca Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,193
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	£73,193.27

# Part A: Pupil premium strategy plan

## Statement of intent

*At Bottisham Primary School, we want all our pupils to experience a broad curriculum, rich learning opportunities and to build self-confidence. We value the diversity of culture and backgrounds our pupils bring and celebrate the strengths and individual successes they have. Irrespective of the potential challenges and barriers our pupils have experienced, we aim to:*

- *Support pupils to overcome barriers to learning and achieve the best results they can in reading, writing and maths*
- *Provide pupils with access to a broad curriculum inclusive of essential experiences*
- *Reduce the barriers parents experience when seeking support or enrichment for their child/children with overlapping areas of need*
- *Equip children from an early age to build vocabulary, language and conversational skills*
- *Recognise and encourage individual pupils' success and areas of strength*
- *Provide high quality intervention and support for those suffering poor mental health*

*Provision for pupils eligible for Pupil Premium will be offered based on identified group and individual needs; with pupils accessing as many of the provisions and interventions as they individually require.*

*The progress of vulnerable groups is monitored through robust tracking regularly across the school year. The progress of individual children is discussed at half termly pupil progress meetings and actions are agreed to support children not making expected progress through the ongoing monitoring of teaching and learning & curriculum development. Research tells us that the biggest impact can be made through the high quality, everyday provision so we are investing in a coaching culture within the school, providing responsive CPD and ensuring continuity for whole school improvement.*

*Parents are informed about any extra support their child will receive and the impact that this has had upon their progress. Where support takes the form of interventions, these are also included on a pupil's report at the end of the year. Strong parent partnerships are prioritised. Parents are also encouraged to make use of the offer for their child/children to attend additional tuition in the arts.*

*The provision for pupils eligible for Pupil Premium is strategically led and managed by the Senior Leadership Team with the deputy headteacher being the Pupil Premium lead. We aim to think creatively, reflectively and responsively to maximise the provision and opportunities offered to our pupils.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment for Pupils who are eligible for Pupil Premium, is not in line with non-Pupil Premium in core subjects</i>
2	<i>Pupil Premium pupils often have multiple, layered barriers which, if remain hidden, continue to disadvantage pupils</i>
3	<i>Acquisition of vocabulary for Pupil Premium is not in line with their peers.</i>
4	<i>Pupil Premium pupils may have narrower experiences and opportunities outside of school, resulting in fewer contributions to in-school topics and passive learning behaviours</i>
5	<i>Higher proportion of disadvantaged pupils experience challenges with emotional wellbeing and mental health</i>

## 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
Increased oracy, vocabulary and conversational skills demonstrated by pupils in Early Years	Pupils eligible for PP in Early Years make rapid progress so that they are confident articulating and conversing with peers and adults, using relevant topic related vocabulary
A holistic approach to provision for pupils eligible for PP means multi-layered barriers are identified quickly and action taken to reduce these	Learning behaviours and mental wellbeing of PP pupils show an increase in motivation, engagement, confidence and positive self belief
Pupil Premium pupils leave us at the end of KS2 with core skills in reading, writing and maths, motivated to embrace secondary education	Pupils eligible for PP in KS2 make rapid progress so that they meet ambitious targets at the end of Y6 in maths, reading and writing.

## 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: £40,771.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning reviews with focus on vulnerable learners	Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment, especially for socio-economically disadvantaged pupils. <b>EEF guide to the Pupil Premium</b>	1, 2, 3, 4
Curriculum reviews – broad curriculum provision	Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment, especially for socio-economically disadvantaged pupils. <b>EEF guide to the Pupil Premium</b>	1, 2, 3, 4
Curriculum Leader release time to ensure all curriculum areas are inclusive and responsive to need	It is vital that any curriculum level approach to oracy and speaking skills stresses the importance of young people finding their voice, and not just replicating speech patterns and behaviours common for those from higher socio-economic backgrounds. <b>‘The development of oracy and other life skills in schools’ Rebecca Montacute, Erica Holt-White and Georgia Carter September 2024</b>	1, 3
CPD and roll out of interventions: Language Link, Reciprocal Reading	Investment in early language through high-quality Early Years education, support to families and timely intervention and specialist provision will yield benefits throughout a child’s time in education. <b>The report of the Commission on the Future of Oracy Education in England, Sutton Trust, October 2024</b>	1, 2, 3
Coaching relationships established across whole school to embed CPD on PP and passive learning behaviours	Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation. <b>EEF Effective Professional Development.</b>	1, 2, 3, 4

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

Budgeted cost: £ 15,188.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring both in small groups and through 1:1 tuition in English and maths	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific need. <b>EEF – Small group tuition - Toolkit</b>	1, 2, 3
Teaching assistant time to deliver intervention to support emotional wellbeing (ELSA)	The research recommends a more holistic approach to identifying those in need of preventative support, which include consideration of children and young people with lower wellbeing and lower levels of the protective factors, even if they are not currently showing significant signs of mental health problems. <b>The Evidence Based Practice Unit - Anna Freud with UCL 2023</b>	2, 5
Teaching assistant time to deliver English and maths intervention and catch-up support within class to most vulnerable pupils	Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. <b>EEF Making Best Use of TAs</b>	1, 2, 3
External and online tuition to address specific gaps in knowledge for low attaining pupils.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <b>EEF – One to one tuition - Toolkit</b>	1, 2, 3

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

Budgeted cost: £ 17,233.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Financial support to attend Essential Experiences, additional bespoke enrichment, day trips and residential	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. <b>EEF Outdoor adventure Learning.</b>	2, 3, 4
Financial support to facilitate more regular and broader after-school provision – forest schools, art & craft club.	After school club was the only organised activity that was significantly related to disadvantaged children's KS2 attainment. Compared with disadvantaged children who had never attended after school club, those who had either attended after school club at ages 5, 7 and 11 or who attended at the age of 11 having started after the age of 5 or after the age of 7, had significantly higher total point scores on average. <b>Out of school activities during primary school and KS2 attainment</b> <b>By J. Chanfreau, E. Tanner, M. Callanan, K. Laing, A. Skipp and L. Todd – Nuffield Foundation 2016</b>	2, 3, 4, 5
Music tuition for pupil premium pupils	Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.  Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. <b>EEF Arts participation impact.</b>	2, 3, 4, 5
Financial support to provide essential practical needs – breakfast, transport & learning resources	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. <b>EEF Guide to Pupil Premium.</b>	2, 5

**Total budgeted cost: £73,193.27**

## 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 2023 to 2024 academic year.

Item / Project	Objectives	Impact and Outcome
<b>Provision of a nurture style space for learning to provide equity for pupils with multilayered barriers to learning</b>	To support children with their learning across core subjects	A wellbeing space has been set up providing support to pupils out of class. Pupil premium pupils with EBSA and additional barriers were supported holistically through this provision.
<b>Staff peer coaching CPD and implementation</b>	To develop collaborative approaches to teaching and learning	Staff confidently reflect and use coaching methods to improve teaching and learning practices. This has grown in strength becoming a vehicle for future school development.
<b>CPD for staff with an emphasis on vocabulary acquisition across the curriculum</b>	To improve attainment of all children across different areas of the curriculum with a focus on vocabulary	Learning walks evidence the improved use of working walls for referring to vocabulary and the impact of this within children's work and pupil voice.
<b>Staff research project on learning behaviours and attitudes in our Pupil Premium pupils</b>	To improve staff awareness and analysis of the potential barriers specific to our school context	Next PP strategy informed by the outcomes of a whole staff approach to identifying the context specific barriers to learning our pupils face.
<b>Booster Groups &amp; tuition for vulnerable pupils to keep up</b>	To improve attainment in reading and writing for all PP children	Pupils could articulate their learning needs effectively and received bespoke tuition that supported them to address specific gaps. KS2 Reading standardised scores were largely in line with non-PP.
<b>Music tuition for all of Y3/4</b>	To improve wider curriculum experiences and success for pupils	Clear enjoyment is demonstrated by pupils during this tuition with many pupils performing in an end of year music concert.