

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Boskenwyn Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	22% (20- 4 service, 1 PLAC, 15 FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	31 December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Paula Blackburn
Pupil premium lead	Paula Blackburn, Angie Larcombe
Governor / Trustee lead	Russ Monhemius

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,365
Recovery premium funding allocation this academic year	£1741
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	£31,106

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

With high-quality teaching at the heart of our approach, the key objective is for our pupil premium budget to raise the progress in focused areas, in which disadvantaged pupils require the most support.. We want our children to have a love of learning for life whilst being socially and emotionally healthy. We believe that all of our pupil premium children should be immersed in experiences and academic opportunities to enable them to grow as learners. To achieve this, we have invested in focused, purposeful interventions and additional support. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1 Oral language and vocab, cultural capital	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2 Phonics and reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3 English and maths intervention	Our assessments and observations indicate that the academic achievement of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, particularly in English and maths. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths
4 Enrichment and wellbeing	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, and in turn, their attainment. Teacher referrals for support have markedly increased during the pandemic. 10% of pupils currently require additional support with social and emotional needs, (some of whom are disadvantaged) and are receiving small group interventions.
5 Attendance	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, some of which have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress as well as their peers

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils meet the expected standard.

<p>Improved maths and English attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 maths and English outcomes in 2025/26 show that more than 75% of disadvantaged pupils meet the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • improved self esteem <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. <p>the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers</p>

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: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use and resource the synthetic phonics programme – Read, Write, Inc.	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
Develop an engaging curriculum for all children specific to their interests and needs	Subject leader training and network meetings.. Develop curriculum progression 2 year rolling programme INSET and training. Cultural capital.	1, 4
Higher pupil staff ratio in classes	Recruit extra TA (EYFS). Enables more feedback and support for each child, each session.	1,2,3
Daily interventions for pupils as a pre or post teach	Post teach can be a teaching scaffold if needed to consolidate or a pre-teach to make the whole class teaching more accessible. In-class as EEF	1.2.3
Progress in Writing - Improve the quality of teaching and learning in writing by ensuring that there is a continued focus on broadening pupils' vocabulary across a range of subjects and monitoring its application so that disadvantaged children reach the expected standard.	EEF guidance on improving literacy, specific interest in teaching writing composition strategies through modelling and supported practice. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation EE	1,2,3

<p>Progress in Mathematics - Develop staff CPD to further inform teaching, lesson design and metacognition within maths, to support children with developing their understanding, allowing them to make further progress.</p>	<p>The guidance recommends integrating maths throughout the day, developing an understanding of how children learn in maths, use manipulatives and representations.. Additional teaching staff as above. building on what children know. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) The guidance recommends using good quality assessment to inform practice, manipulatives and representations, teach problem solving and promote independence. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk) Mathematics EEF (educationendowmentfoundation.org.uk) Standardised tests can provide reliable insights into the specific strengths and weaknesses of the cohort and individuals to ensure that they receive the correct additional support through intervention of teacher instruction. Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Communication and language - Increase the range of vocabulary to which children at all stages are exposed to so that they have the language skills to speak articulately and write in an interesting and engaging manner; applying technical vocabulary as appropriate in wider curriculum areas</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impact on reading. Open forest school.</p>	<p>1,3</p>

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support TA time	Extra Adult support and guidance scaffolds learning allowing better access to the curriculum	2
<p><i>Nurture group – Emotional health and wellbeing – so children can be resilient and focus on their education. Further develop nurture provision in school to offer support to the most vulnerable pupils over lunchtimes, in class. Implement specific support plans to support disadvantaged children with SEMH needs.</i></p> <p><i>Mental Health lead practitioner training.</i></p> <p><i>Music therapy</i></p>	EEF guidance demonstrates that there is significant evidence to show that behaviour interventions improve attainment outcomes, especially post Covid, so that they can be resilient and focus on their education. Further develop nurture provision in school to offer support to the most vulnerable pupils over lunchtimes, in class. Implement specific support plans to support disadvantaged children with SEMH needs. Additional lunchtime support for nurture and behaviour support. Mental Health lead practitioner	3,4
Small group tuition to provide a blend of mentoring and direct teaching supports those pupils who have been impacted on most by the pandemic. A significant proportion of those pupils most affected are disadvantaged pupils; including high attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in both small groups and 1-1 sessions. Where applicable the whole class will be invited to attend sessions.	2,3

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

Budgeted cost: £ 9365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the attendance of disadvantaged pupils so there are fewer persistent absentees and days absence across school through engagement with EWO - to monitor and support attendance management as well as conduct home visits and arrange meetings with parents to discuss attendance concerns..</p>	<p>EEF guidance demonstrates that there is significant evidence to show that behaviour interventions improve attainment outcomes in that children can be resilient and focus on their education. Further develop nurture provision in school to offer support to the most vulnerable pupils over lunchtimes, in class. Implement specific support plans to support disadvantaged children with SEMH needs. Additional lunchtime support for nurture and behaviour support.</p>	<p>5</p>
<p>Enrichment activities – Subsidy of for trips – especially those which disadvantaged pupils may never had experienced eg France trip Swimming subsidy.</p>	<p>Giving disadvantaged children the opportunity to participate in enrichment activities will develop cultural capital, resilience, self esteem</p>	<p>4</p>

Total budgeted cost: £ 29,365

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 2022 to 2023 academic year.

The school data for Autumn 2023 indicates the following:

	Non-pupil premium pupils	Pupil premium pupils
% meeting ARE in reading	82%	% N/A
% meeting ARE in writing	57%	% N/A
% meeting ARE in maths	57%	% N/A

Pupil premium children are now in line with non-pupil premium children in all areas and slightly above in Maths.

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	Ruth Miskin
Essentials Curriculum	Chris Quigley
Jigsaw	Jan Lever Group