



Pupil Premium Strategy Statement 2021-22

School Overview

Pupils in school	325
Number of disadvantaged pupils	60 (October 2021 census)
Disadvantaged pupils as proportion of school	18.5%
Pupil Premium allocation this academic year	£90,115
Academic years covered by this statement	2021-22
Publish date	December 2021
Review date	July 2022
Statement authorised by	Mr Chris Wallis
Pupil Premium lead	Mr Chris Wallis
Governor lead	Kyle Brown

Percentage meeting expected standard at Key Stage 2 for 2018/19 academic year (Most recent Key Stage 2 data due to cancellation of SATs in 2020 and 2021)

Measure	% of Bosvigo disadvantaged pupils	% of Bosvigo non-disadvantaged pupils	% of non-disadvantaged pupils nationally
Reading	63%	79%	78%
Writing	75%	76%	83%
Maths	63%	79%	84%
RWM combined	50%	69%	71%

Strategy aims for disadvantaged pupils

Measure	Score
Accelerated progress across KS2	To achieve positive progress scores in Reading, Writing and Maths across Key Stage 2 for disadvantaged pupils.
Meeting expected standard at KS2	To increase the percentage of disadvantaged children achieving the expected standards in Reading, Writing and Maths and to close the gap between Bosvigo disadvantaged pupils and non-disadvantaged pupils nationally.

Achieving high standards at KS2	To increase the percentage of disadvantaged children achieving the KS2 Higher Standard in Reading, Writing and Maths and to close the gap between Bosvigo disadvantaged pupils and non-disadvantaged pupils nationally.
Supporting all children in achieving good emotional and mental health	To sustain the whole school approach to Trauma-Informed Schools practice, ensuring that children feel safe and are well equipped to regulate their emotions.
Achieving high standards of Reading and Maths in Key Stage 1	To increase the percentage of children achieving the Year 1 Phonics standard and the expected standard for Reading at the end of Key Stage 1. To increase the percentage of pupils achieving the expected standard in Maths at Key Stage 1.
To support excellent language development across the school through high-quality vocabulary teaching.	To embed the delivery of vocabulary teaching within the curriculum across all classes.
Wider opportunities for all children	To provide all children within the school with opportunities to engage in enriching experiences within and beyond the curriculum, ensuring that these experiences help build self-esteem and a greater sense of community.

Teaching and learning priorities for 2021/22 academic year

Aim	Target for disadvantaged pupils	Target deadline
Progress in Reading	To achieve positive progress in Reading as evidenced by end of KS2 results	July 2022
Progress in Writing	To achieve positive progress in Writing as evidenced by end of KS2 results	July 2022
Progress in Maths	To achieve positive progress in Maths as evidenced by end of KS2 results	July 2022
Progress in Phonics	To raise levels of attainment in KS1 Phonics Check so that they are at least in line with national standards.	July 2022
EYFS Progress	To close the gap between disadvantaged and non-disadvantaged pupils at the end of EYFS by developing pupils' language and number skills.	Summer 2022

Targeted academic support for current academic year

Measure	Activity	Why
Language development £8,000	One trained staff member employed to deliver NELI programme across EYFS and KS1. (15 hours per week). Development of language development across the school through the implementation of vocabulary teaching across the curriculum.	Developing children's language skills to enhance access to the curriculum and higher levels of attainment.
Quality First Teaching – Phonics £18,000	HOK and AS to be released for ½ day each per week to lead the development of high-quality phonics teaching across EYFS and KS1, as well as the refinement of Phonics intervention programmes in KS1 and LKS2. The school will continue to subscribe to the RWI development package, including two development days in the academic year. Purchase of RWI materials to support effective delivery of programme across the school.	Achieving mastery of phonics is critical to children becoming independent, fluent and confident readers.
Quality First Teaching – Maths £5000	Maths lead to continue to be released on a weekly basis to support the development of high-quality maths teaching across the school.	The development of quality-first teaching in Maths will support the progress and attainment of all pupils.
Number Fluency Scheme £4500	Implementation of Number Sense and Pinpoint Maths schemes across Key Stage 1 and Key Stage 2. Resourcing of Number Fluency lessons with workbooks and investment in teaching resources to support delivery.	Developing automaticity in recall of number facts will enable children to be more confident mathematicians and will enable learners to reduce cognitive load when building understanding of new concepts and solving mathematical problems.
Maths Learning Resources <ul style="list-style-type: none"> • Learning By Questions • Testbase • TT Rock Stars • Number Stacks £900	Subscriptions and resources to support the effective delivery of Maths lessons.	Learning by Questions has proven to be hugely effective in enhancing the quality of feedback in Maths lessons. TT Rock Stars supports the achievement of automatic in the recall of multiplication and division facts. Testbase and Number Stacks support effective intervention strategies.

Maths Booster Sessions £1800	Early morning Maths intervention for all children in Year 6, as well as children in Year 5 who demonstrate difficulties with progress in Maths.	Pupil conferencing from previous years has consistently demonstrated that early morning Maths sessions have supported children in making good progress.
Maths Intervention £8,000	Support staff employed in KS1 and KS2 to deliver pre-teach and 'pick-up' maths intervention on a daily basis.	NCETM has identified that intervention is most effective when it swiftly addresses misconceptions that arise in daily maths lessons. Pre-teaching has also been shown to support learners in more successfully accessing class-based maths.
Phonics & Reading Interventions £25,000	Support staff trained and employed to deliver RWI Phonics intervention in KS1 and Reading interventions in KS2.	EEF impact report of explicit and systematic phonics shows high impact based on extensive evidence. Skilled implementation can lead to up to +5 months progress over the course of a year.
Accelerated Reader subscription £3000	Subscription to Accelerated Reader across Key Stage 1 and 2.	EEF UK study found that Year 7 pupils who were offered Accelerated Reader made 3 months of additional progress when compared to other similar pupils. For FSM pupils this figure was +5 months.
Reading for pleasure £2500	Investment in broader range of reading material for all class libraries.	To encourage children to read for pleasure.
Standardised Assessment £3000	Purchase of standardised assessments for children in Reading (PiRA) and Maths (PUMA).	Standardised assessments support teachers in developing an accurate understanding of children's understanding, as well as helping identify gaps in learning. Consistent use of the assessments also informs the school regarding the rates of progress of individuals and groups of learners.

Wider strategies for current academic year

Measure	Activity	Why
Trauma Informed Schools	Pastoral lead working with individuals and groups of children to provide both planned and responsive interventions to develop social and emotional skills and to provide emotional	Children need to be emotionally secure in order to thrive in a learning environment. Many children have experienced trauma over the course of the last two years and we have

£10,000	therapy. (17.5 hours per week). Investment in ongoing training for wider staff and resourcing of TIS activities.	noticed an increasing demand for nurture amongst our more vulnerable pupils.
Pastoral/Parent Support £9000	Pastoral support lead works flexibly with families to support them with ensuring basic needs of their children are met.	Support is given to families to alleviate pressures at home and to support the welfare of children. These pressures remain significant in the aftermath of covid.
Meet and Greet £1250	Designated staff are employed for an additional 10 minutes per day to enable them to meet and greet vulnerable children. (4 adults)	Meet and Greet arrangements reduce anxiety on entry to school and support children achieving good levels of attendance. Meet and Greet also facilitates vulnerable children in making a successful start to the day.
Pupil Premium Personal Allocation £9,000	£130 allocation made available to all PP children to enable access to wider extra-curricular activities, as well as purchase of essentials such as school uniform.	Disadvantaged children have equal access to wider curriculum activities, including sports clubs and residential experiences.
Support for vulnerable children to enable better access to learning £13,000	1:1 support for vulnerable children who do not have an EHCP. (25 hours per week in total)	Vulnerable children who struggle to engage with school independently and are considered at risk of exclusion are supported in successfully integrating into the classroom.
STEM activity – Lego League £1000	Establishment of First Lego League Club, including registration and purchase of resources. Club to run throughout the year.	Raising aspirations amongst vulnerable/disadvantaged pupils. Focus on building confidence and social skills.
Extra-curricular Activity £2000	Continuation of wider extra-curricular provision to include KS2 Choir, Code Club and Creative Club.	Wider opportunities support children in developing a greater sense of identity and belonging.
Curriculum development through subject leader training £7500	Ongoing training and development of subject leaders with regards to curriculum development. Regular non-contact time for subject leaders to lead development of their curriculum area.	Supporting staff to continuously improve their practice and support the development of colleagues' practice in turn. Enhancement of the curriculum impacts positively on pupil outcomes.
Provision of free school transport for all pupils £5,000	Service and maintenance of two 17-seater minibuses, including fuel and staffing costs.	Minimising and, where possible, eliminating the cost of school enrichment activities ensures equality of opportunity for all pupils.

Transport Assistance £1500	Provide transport to support excellent attendance and punctuality for vulnerable families at critical points in the year.	Excellent attendance and punctuality are key to children making good progress in school.
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Total planned spend: £138,950

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time for professional growth Time, resources and support to deliver Quality First Teaching	Plan in regular Pupil Premium updates in staff meeting time. Maths and English subject leaders to have time to work alongside staff to develop knowledge and skills. Staff trained and deployed to work on targeted interventions. Resources provided to enable high quality provision.
Targeted support	Time for small group interventions Staff to keep up with ongoing CPD Time to meticulously analyse intervention priorities	SLT to ensure that needs of disadvantaged children are prioritised and met through targeted intervention. Staff to be trained as required.
Wider strategies	Maintaining high levels of engagement amongst disadvantaged families	Use of communication tools Pastoral support for families SLT members on gate morning and afternoon

Review: last year's aims and outcomes

A review of the impact of Pupil Premium spending for 2020-21 can be found on the school website.