



BOVINGTON

AN ASPIRATIONS ACADEMY

Pupil Premium Strategy 2021-22

Pupil premium strategy statement

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	BOVINGTON ACADEMY
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	13.49%
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	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	SARA WHITE - Principal
Pupil premium lead	SHARON REDDYHOFF Vice-principal/Inclusion Lead
Governor / Trustee lead	DAVID HERBERT Regional CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,640
Recovery premium funding allocation this academic year	£ 6,235
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	£ 70,875

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and leave Bovington Academy ready for the next stage in their learning journey. We hope that each child will develop a love of learning and acquire skills and abilities commensurate with fulfilling their potential and make a difference to society.

We will consider the challenges faced by all pupils, including vulnerable pupils, such as those in care, young carers or those who have a social worker. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit all pupils in our school.

Our ultimate objectives are:

- Remove barriers to learning for all pupils
- Ensure all pupils attend well
- Diminish the attainment gaps (achieving EX and GD) between disadvantaged pupils and their non-disadvantaged counterparts, both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' vocabulary/language skills so that they can confidently communicate both orally and within their writing
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Offer a wide range of opportunities to develop pupils' cultural capital and knowledge/understanding of the world
- Ensure appropriate provision is made so that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected and the gaps are widest on return from lockdown.

Achieving our objectives:

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

- Provide all staff with high quality CPD to ensure all pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning
- Target funding to ensure all pupils have access to trips, experiences, clubs and first-hand learning experiences

- Provide ELSA 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

This is not an exhaustive list and strategies will change and develop based on the needs of individuals

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, pupil voice and high expectations. Class teachers and school leaders will identify through termly progress meetings, specific intervention and support for individual pupils and groups. Entry and exit data will be analysed carefully to inform next steps and further strategies implemented if needed. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Assessment through NELI and observations have identified underdeveloped oral language, vocabulary gaps, speech sound production and communication in Early Years
2	Internal assessment and data analysis indicate gaps in reading, writing, maths and phonic knowledge – disadvantaged pupils perform significantly below non-disadvantaged children at and above expected standards in most year groups
3	Internal assessments and monitoring show gaps in vocabulary/spelling development; this challenge particularly affects disadvantaged pupils
4	Attendance data over the last three years indicates that attendance amongst disadvantaged pupils is between 10% and 5% lower than non-disadvantaged pupils – a greater proportion of disadvantaged pupils have been persistently absent compared to their peers during this period; our assessments demonstrate that this absenteeism is negatively impacting on progress
5	Emotional regulation; social, emotional and mental health – school closure during lockdown has shown that well-being has been impacted; these findings are supported by national studies. This has resulted in significant knowledge gaps leading pupils to fall further behind age-related expectations
6	Access to wider opportunities – Observations, questionnaires and pupil voice activities have shown that many children have missed out on experiences that support their wider experiences and development

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 attainment and progress for disadvantaged pupils in reading, writing and maths at the end of KS2	KS2 outcomes are at least in line with national expectations in reading, writing, maths and combined
Improved attainment and progress for disadvantaged pupils in phonics outcomes at the end of KS1	KS1 outcomes are at least in line with national expectations in phonics
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments, observations and data indicate significant improvement in oral language and speech sound production among disadvantaged pupils
Sustained improvement in attendance for all pupils, but particularly disadvantaged pupils	<ul style="list-style-type: none"> - Overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged and non-disadvantaged pupils is not more than 2% - Persistent absenteeism is below 8% and the figure amongst disadvantaged pupils is no more than 2% lower than their peers
Improved wellbeing for all pupils, in particular those that are disadvantaged	<ul style="list-style-type: none"> - Qualitative data, pupil voice and staff/parent surveys show sustained high levels of wellbeing - significant reduction in tier 3 behaviour incidents - increased attendance and participation in extended schools' opportunities
More disadvantaged pupils taking part in enrichment activities	Data indicates that more disadvantaged children are accessing after school clubs, before and after school provision, school trips, residentials and enrichment activities throughout the year

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: £ 3,690.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL - £600	Outdoor adventure learning is an area which has been restricted due to lockdown and children need to take risks, problem solve and develop team building skills - all of this is available through the Outdoor Play And Learning.	5, 6
Quality First Teaching/IRIS Training - 3 x staff meetings = £450 £1300 (IRIS)	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' <ul style="list-style-type: none"> • Feedback (+6 months) • Mastery Learning (+5 months) • Metacognition and self-regulation (+7months) 	1, 2, 3
Assessment for Learning - 3 hrs x £60.19 = £180.57	The EEF guide to pupil premium tier 1 approach 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school' EEF evidence reviews: 'What happens in the classroom makes the biggest difference'	1, 2, 3
Trauma Informed Schools - 10 hrs x £54.65 = £540.65	Attention to childhood trauma and the need for trauma-informed care has contributed to the emerging discourse in schools related to teaching practices, school climate, and the delivery of trauma-related in-service. https://journals.sagepub.com/doi/full/10.3102/0091732X18821123	4, 5
Purchase of standardised diagnostic tests £435 - TAP Test for Audial processing	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and provision	1, 2, 3, 5

ELSA supervision - Training £184.50	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49,378.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Myon – online library Subscription - £2,290.68	Evidence from Education Endowment Foundation ‘Teaching and Learning Toolkit’ <ul style="list-style-type: none"> reading comprehension (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3
Additional teaching capacity in Y3/4 £20,374	Evidence from Education Endowment Foundation ‘Teaching and Learning Toolkit’ <ul style="list-style-type: none"> reducing class sizes (+2 months) small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Precision Teaching - £55 training Interventions £11,945.70 5hpw @ £10.21 x 6 staff x 39wks	Evidence from Education Endowment Foundation ‘Teaching and Learning Toolkit’ <ul style="list-style-type: none"> Individualised instruction (+4 months) 1:1 tuition (+5 months) small group tuition (+4 months) Teaching assistant intervention (+4 months) 	1, 2, 3, 4, 5
Success@arithmetic - £300 training		
Accelerated Reader - £3081.33		

RWInc - £130 for Spellings, Phonics online £540	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Move to Learn		
Toast & Talk (ELSA) 10hrs per week @ £25.98 = £259.80 x 39 weeks = £10,132.20	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
NELI Release time @ £9.81 per hour = £382.59 (1 hour per week) Training hours = £147.15	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. https://www.teachneli.org	1, 2, 3

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

Budgeted cost: £ 17829.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Minibus Lease £5400 Insurance - £780	<ul style="list-style-type: none"> - The majority of our disadvantaged pupils live in the same location that is a long walk from the school address – without the minibus many disadvantaged pupils will not attend regularly - Following analysis of after extended school services, where our disadvantaged pupils are underrepresented, travel was again identified as a barrier to attendance - To reduce the cost of trips and experiences, the school minibus is utilised 	4, 5, 6
Quality texts for the teaching of English £700	<p>Research shows using an emotionally powerful text with a strong structure and high interest will motivate children more successfully</p> <p>DFE: What is the research evidence on writing? https://bit.ly/3Hkky00</p>	1, 2, 3
Forest Schools	Creating a fun, supportive environment and providing children and young people	2, 4, 5, 6

<p>2hrs 30mins per week, 38 weeks per year @ 62.80 = £2,386.49</p>	<p>with exciting, achievable tasks, enables them to succeed and build confidence and self-esteem, and develop new skills which support their learning back in the classroom.</p> <p>There is a wealth of research on how Forest Schools supports emotional development, improves behaviour and addresses social skills.</p>	
<p>Attendance Officer https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities £1363.44 (1 morning per week for 39 weeks)</p>	<ul style="list-style-type: none"> • Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. • Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st). • Pupils from low-income households see a larger negative effect from each day of absence. <p>There is various research that demonstrates that if children miss school they do not achieve, but the headlines above are from IoE research July 2020 https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Access to extended services, trips, visitors and residentials</p> <p>£2000</p>	<p>Many disadvantaged pupils miss out on experiences that will increase their cultural capital and life experiences.</p> <p>Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 <i>Ofsted Early Years Inspection Handbook</i>, Sept 2019)</p>	<p>2, 4, 5, 6</p>
<p>Contingency fund for acute issues £5200</p>	<p>Based on our high mobility (2019 figures show that the stability of roll at our school was 60% compared to 85.6% nationally) and previous experiences, we have identified a need to set a small amount aside to respond quickly to needs that have not yet been identified</p>	<p>All</p>

Total budgeted cost: £70899.30

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Pupil Premium Strategy 2020-21

Desirable outcome:	Success Criteria:
<i>Accelerated progress and improving attainment in reading, writing and maths</i>	<i>Gap between PP and non-PP pupils in both attainment and progress is reduced</i>
<i>Raising the progress and attainment of reading through wider opportunities, exposure to literature and additional intervention</i>	<i>As above</i>
<i>Improved social skills including teamwork, self-regulation, turn taking, getting on with others, being kind and including others resulting in fewer serious incidents. Reduction in exclusions (61% of exclusions in 2019-20 were pupils in receipt of FSM)</i>	<i>Good levels of attendance at ELSA / T&T (95%) with pastoral team - fewer reports of friendship issues from parents and families</i>
<i>Extending opportunities for Yr 6 PP pupils - reading, home learning and SATs boosters</i>	<i>Regular attendance (95%) at Y6 booster / home learning club - home learning regularly handed in on time</i>
<i>Improved rates of attendance and punctuality</i>	<i>Attendance rates rise from 93% to at least 96% across the academic year - reduce the numbers of persistent absentees amongst pupils eligible for PP funding to 10% of lower</i>
<i>Equality of access to wider learning/curriculum access</i>	<i>% of PP children attending extended services is in line with non-PP</i>

Success Criteria has been impacted due to Covid-19, lockdown and outbreak control measures.

Key areas of impact:

- 2020 Autumn Term Delayed Phonics Screening Check and 2021 Summer retakes resulted in 85% of all pupils achieving the pass mark; 57% of disadvantaged pupils
- Attendance at the end of 2020/21 was 96.44% non-PP and 92.27% PP
- Persistent absence at the end of 2020/21 was 6.72% non-PP and 47.06% PP
- Teacher assessed end of KS2 results continue to improve and are moving closer to national figures

Our internal assessments suggest that performance of disadvantaged pupils was lower than all pupils. The reasons for this points primarily to the impact of Covid-19 which disrupted progress and attainment in all subject areas. As evidenced across the country, school closure was most detrimental to our disadvantaged pupils. This was further impacted by the lack of electronic devices needed to support online learning.

Although attendance was higher than national averages for all pupils, disadvantaged pupils did not attend in line with their peers and this has become a focus for the current plan.

Assessment has also shown that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily related to Covid-19 issues. The impact was particularly noticeable for disadvantaged pupils. We have planned to use pupil premium funding to provide ELSA support, extra curricular activities and targeted intervention to address this.

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
Time Table Rockstars https://trockstars.com/home	Maths Circle
Reading Eggs https://readingeggs.co.uk	3P Learning
Accelerated Reader https://www.renaissance.com/products/accelerated-reader/	Renaissance

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?	See SPP premium plan
What was the impact of that spending on service pupil premium eligible pupils?	See SPP premium plan