Pupil Premium Strategy
2023-24

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	199
Proportion (%) of pupil premium eligible pupils	14.29%
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	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	SARA WHITE - Principal
Pupil premium lead	LIESEL MURARO Assistant-Principal
Governor / Trustee lead	DAVID HERBERT Regional CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75,140
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	£ 75,140

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 well 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, but 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 and observations have identified underdeveloped oral language, vocabulary gaps, speech sound production and communication in Early Years and throughout the school. This impacts on pupils' ability to access the curriculum and make progress in line with their prior attainment.
2	Internal assessment and data analysis indicate gaps in reading, writing, maths and phonic knowledge in Year 3, 4, and 6. PP pupils are significantly below non disadvantaged pupils at expected or above. There is also a significant gap between PP pupils and non disadvantaged pupils achieving above the expected standard at Greater Depth.
3	Observations, internal assessments and monitoring show gaps in spelling & reading development.
4	Although the gap for attendance has closed significantly, a greater proportion of disadvantaged pupils have been persistently absent compared to their peers; our assessments demonstrate that this absenteeism is negatively impacting on their progress. Attendance for PP pupils still needs close monitoring and intervention to ensure the gap does not widen.
5	Emotional regulation; social, emotional and mental health – school closure during lockdown has shown that wellbeing has been impacted; these findings are supported by national studies. This has resulted in significant knowledge gaps leading pupils to falling 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 which has wider impact, e.g on schema that pushes writing forwards
7	Parental involvement - there is a lack of involvement in learning across the school as a number of parents' own experiences with school have not been positive. This translates into missed opportunities linked to learning and aspiration, impacting directly on outcomes for a significant number of children

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
Maintain improved outcomes for literacy strands at the end of EYs, as a result the % of pupils achieving GLD at the end of the year remains in line with national measures	EYs literacy strand and GLD is at least in line with national expectations
Maintain improved attainment and progress for disadvantaged pupils in reading, writing and maths at the end of KS2 and ensure more pupils achieve GDS	KS2 outcomes are at least in line with national expectations in reading, writing, maths and combined for EXS and GDS
Improved attainment and progress for disadvantaged pupils in reading, writing and maths in Years 3, 5 & 6	Year 3, 4 and 6 outcomes are in line with FFT 20 and shows the gap is diminishing between PP and non disadvantaged pupils
Improved writing attainment and progress in spelling	Book scrutiny and spelling test results show an improvement in strategies and accuracy of spelling Writing outcomes at the end of KS2 are at least in line with national expectations Writing within all year groups are in line with FFT 20 and the gap is diminishing between PP and non disadvantaged pupils
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. Writing outcomes at the end of KS2 are at least in line with national expectations
Sustained improvement in attendance for all pupils, but particularly disadvantaged pupils and ensure persistent absenteeism reduces	-The attendance gap between disadvantaged and non-disadvantaged pupils is not more than 1%. - Persistent absenteeism is below 8% for all pupils and the figure amongst disadvantaged pupils is no more than 2% higher than their peers.
Improved wellbeing for all pupils, in particular those that are disadvantaged	- 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.
	- further reductions in suspensions and internal exclusions
More disadvantaged pupils taking part in enrichment activities	Data indicates that more disadvantaged children are accessing after school clubs, 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: £16 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc training; face-to-face and online All staff to complete full training as a refresher and to revitalise RWInc across the school	Evidence from the Education Endowment Foundation 'Teaching and Learning Toolkit' states that "*Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.*" https://shorturl.at/nvPQY	1, 2, 3
Quality First Teaching/IRIS Training - 3 x staff meetings *Software, technology and release time to support further improvement of teaching and learning*	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Feedback (+6 months) ● Mastery Learning (+5 months) ● Metacognition and self-regulation (+7months)	1, 2, 3, 4
Pickleball training - whole staff CPD through Purbeck Sports Partnership	● Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit https://shorturl.at/bksJK	4, 6
Training for attendance officer to impact on attendance and reduce persistent absenteeism	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Parental engagement (+4 months)	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	● There is various research that demonstrates that if children miss school they do not achieve, but the headlines below are from UCL research 2021 https://shorturl.at/bcfz6	
Team Teach	Evidence based and time bound that is measurable at the beginning and end of intervention. This should also show within class data and behaviour data which over time should reduce behaviour incidents, improve relationships and self esteem. Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Behaviour interventions (+4)	1, 2, 3
ELSA supervision - Supervision for x 2 qualified ELSA staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://shorturl.at/fjwNS	4, 5
Whole school training on how to teach spellings based on current research	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● UCL Research into how spelling is taught in primary schools https://shorturl.at/cyCIO	1, 2, 3

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

Budgeted cost: £38,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocab Ninja Whole School Spelling	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● UCL Research into how spelling is taught in primary schools https://shorturl.at/cyCIO	1, 2, 3
Precision Teaching	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Individualised instruction (+4 months) ● 1:1 tuition (+5 months) ● small group tuition (+4 months) ● Teaching assistant intervention (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3, 4
RWINc Fresh Start		
RWInc Phonics		
Accelerated Reader		

Move to Learn		
Toast & Talk (ELSA)	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	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 https://shorturl.at/nFOX6	1, 2, 3
Booster classes and Summer school 2024	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Individualised instruction (+4 months) ● 1:1 tuition (+5 months) ● small group tuition (+4 months) ● Teaching assistant intervention (+4 months) ● Summer School (+3 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3
Use the mini bus to take pupils to Wool library once a term	What children choose to read outside school directly influences their academic performance, according to a major new study led by the University of Malaga and UCL Institute of Education (IOE). https://shorturl.at/zFRTV	1, 2, 3,5
Open the school library weekly: run by the school librarian		1, 2, 3
Home learning (purchase CGP books)	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Homework (+5 months) https://shorturl.at/jkY78	1, 2, 3
The Brilliant Club x10 children from Yrs. 4-6	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Mastery Learning (+5 months) ● Mentoring (+2 months) https://shorturl.at/ntvxM The Brilliant Club website shows positive research into this https://thebrilliantclub.org/	1, 2, 3, 4, 6

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

Budgeted cost: £21,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Minibus	- 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 - To reduce the cost of trips and experiences, the school minibus is utilised - To ensure after school clubs are affordable and pupils can access a wide range using the local community which offers experiences that cannot be given on school site	4, 5, 6, 7
Peripatetic music tuition	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Arts participation (+3 months) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	4, 5, 6
Peripatetic music tuition: hire of musical instruments so pupils can practise at home	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Arts participation (+3 months) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	4, 5, 6
Forest Schools	Creating a fun, supportive environment and providing children and young people 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. There is a wealth of research on how Forest Schools supports emotional development, improves behaviour and addresses social skills.	1, 2, 4, 5, 6
Attendance Officer https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	● 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. 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	1, 2, 3, 4, 5, 6, 7

	https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement	
Access to extended services, trips, visitors and residentials	Many disadvantaged pupils miss out on experiences that will increase their cultural capital and life experiences. *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 Ofsted Early Years Inspection Handbook, Sept 2019)*	2, 3, 4, 5, 6, 7
Contingency fund for acute issues	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 an amount aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4, 5, 6, 7
Family learning activities	According to research undertaken by EEF, parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://shorturl.at/gsJ18	1, 2, 3, 4, 5, 6, 7
Access to opportunities linked to aspirations and future careers	Accordingly to research, pupils who are exposed to more ambitious careers are more aspirational and attain better in school. https://shorturl.at/acwP0	4,5,6

Total budgeted cost: £75,140

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 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 2023-24

Key areas of impact:

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://ttrockstars.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?	
What was the impact of that spending on service pupil premium eligible pupils?	