

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	Bovey Tracey Primary
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024 to 2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Louise Prywata (Head)
Pupil Premium Lead	Becky Forrest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,160

Part A: Pupil Premium Strategy Plan

Statement of intent

At Bovey Tracey Primary School our intention is to ensure that all of our children make good progress and achieve high attainment in all subjects, regardless of potential barriers or challenges they may face. Our Pupil Premium Strategy is crafted to support disadvantaged pupils to achieve this goal and to diminish the progress and attainment gap between disadvantaged and non-disadvantaged groups.

Our strategy is also focused on supporting the challenges faced by vulnerable pupils, such as those who have a social worker. Our approach is also intended to support their needs, irrespective of whether they are disadvantaged or not.

Ensuring effective, high quality teaching for all of our pupils is a top priority that underpins our strategy. This focuses on aspects in which our disadvantaged pupils most require support in order to close the disadvantage attainment gap and ensure that non-disadvantaged pupils' attainment is sustained and in line with the progress for non-disadvantaged groups.

Evidence consistently shows the positive impact of targeted academic support, including on those disproportionately affected by the Covid 19 pandemic. Ensuring that we link structured small group intervention to classroom teaching is fundamental to our strategy. We carefully select evidence based interventions and ensure that children are not removed from classroom teaching alongside their peers unnecessarily.

In order to meet our outcomes, we have identified core objectives:

- Addressing gaps in reading and phonics
- Improving mastery and attainment in Maths
- Promoting positive mental health, well-being and self-regulation
- Improving oracy, vocabulary and communication skills
- Early intervention to support issues surrounding attendance
- Supporting those children disproportionately affected by the pandemic

Our approach is responsive to common challenges and individual needs. It is informed by robust diagnostic assessment and the outcomes of evidence based research. The core aspects of our approach are complimentary and are underpinned by our commitment to:

- Ensuring early intervention is actioned where need
- Ensuring that every member of staff is a champion for disadvantaged pupils and ensure that aspirational outcomes are set

- Delivering high quality teaching that ensures all disadvantaged children are appropriately challenged and that any identified needs are identified and targeted

Our strategy is vital to our school plans for educational recovery. Targeted support for pupils whose learning has been worst affected by the pandemic will be implemented through school-led tuition funding. This will be informed by rigorous assessments and progress carefully tracked to ensure that support is appropriately allocated and challenging outcomes are met.

Disadvantaged pupils who also have additional special educational needs also have their own personalised My Plan in which provision is informed by Devon's Graduated Response and measurable, aspirational, time bound outcomes are set.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Oracy, Language skills and Vocabulary</u></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped 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.</p>
2	<p><u>Reading</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their development across the curriculum.</p>
3	<p><u>Mathematics</u></p> <p>Internal assessments for elicitation and end of sequence tasks indicate that Maths attainment among disadvantaged pupils is below age related expectations and there are core gaps in key knowledge. Consistently embedding a mastery approach to the teaching of Maths is key to improving outcomes for our disadvantaged pupils.</p>
4	<p><u>Attendance</u></p> <p>Our analysis of attendance data show patterns of absence for some of our disadvantaged pupils. This impacts negatively on their learning and is a core issue to address. This has been impacted by the pandemic, with pupils missing time due to illness or isolation.</p>

5	<p><u>Social, Emotional and Mental Health and Engagement</u></p> <p>Our assessments (including developmental screening), observations and discussions with pupils and families have identified social and emotional issues for many pupils and/or barriers to accessing and engaging with learning. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p><u>Covid Catch Up</u></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the Covid school closures to a greater extent than for other pupils.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths, Reading and Writing. Analysis of pupil workbooks following re-opening has also shown a regression in handwriting skills during lockdown and this remains a core issue moving forward.</p>

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
By September 2025:	
<p><u>Oracy, Language skills and Vocabulary</u></p> <p>To improve oracy, language and vocabulary skills of our disadvantaged learners, enabling them to communicate effectively across the curriculum and within social and emotional contexts.</p>	<ul style="list-style-type: none"> ✓ Disadvantaged children in EYFS will achieve expected or better in speaking and listening. ✓ Disadvantaged children in KS1 and KS2 will demonstrate speaking and listening skills that are at least age related or above. ✓ Evidence from assessments including Language Link will show a reduced gap between disadvantaged and non-disadvantaged learners. ✓ Evidence in reading and writing attainment across the curriculum will reflect strong, broad use of vocabulary and a closing of the gap between disadvantaged and non-disadvantaged learners. ✓ Learners from disadvantaged groups will show a secured knowledge grasp of core concepts across the curriculum ✓ Evidence from PSHE, assemblies and behaviour throughout school will demonstrate children's ability, emotional literacy and ability to articulate and discuss opinions, emotions and ideas.

<p><u>Reading</u></p> <p>To ensure that the attainment and progress in reading for our disadvantaged learners is in line with our non-disadvantaged learners. To ensure that this is reflected across the curriculum and in a love of reading for all pupils, including those from disadvantaged groups.</p>	<ul style="list-style-type: none"> ✓ Children will leave EYFS having progressed onto books with vowel and consonant digraphs. ✓ All non-SEND disadvantaged learners will have passed the phonics screening. ✓ Disadvantaged learners with SEND will demonstrate strong progress from their baseline to their end of KS1 outcomes in reading. ✓ Disadvantaged pupils will make good progress from their baseline in reading and this will be in line with the progress of non-disadvantaged groups. ✓ Across the curriculum, the progress of disadvantaged children will be in line with non-disadvantaged children.
<p><u>Mathematics</u></p> <p>To ensure that access to a mastery curriculum secures good outcomes for all pupils, closing the attainment gap between disadvantaged and non-disadvantaged learners.</p>	<ul style="list-style-type: none"> ✓ In EYFS, all disadvantaged children will be attaining expected standard in Maths GLD. ✓ All disadvantaged learners in KS1 and KS2 will make good progress, closing the gap between disadvantaged and non-disadvantaged learners. ✓ Evidence from across the curriculum will demonstrate good progress in all subjects which require application of mathematical skills and knowledge
<p><u>Attendance</u></p> <p>To ensure that access to, and engagement with, an enriching curriculum and school life is not negatively impacted upon by poor attendance.</p>	<ul style="list-style-type: none"> ✓ The attendance of our most disadvantaged pupils will be in line with non-disadvantaged groups. ✓ Where attendance is lower for a specific reason, appropriate action will be taken and support implemented to address this need. ✓ The profile of attendance will be raised so that it is valued by teachers, parents and children.
<p><u>Social Emotional and Mental Health and Engagement</u></p> <p>Inclusive, relational practice will support disadvantaged learners to engage confidently in their learning and school life as a whole. This will be reflected in their attainment.</p> <p>Targeted support will demonstrate positive outcomes for disadvantaged learners, resulting in strong developmental progress, successful inclusion and the development of independence.</p>	<ul style="list-style-type: none"> ✓ Improved attainment and progress from starting points across all curriculum subjects will indicate engagement and readiness to learn. ✓ Strong emphasis on our school values, the teaching of SMSC and a consistent Thrive-based, relational approach will ensure strong progress from developmental screening, reduced incident and behaviour logs and consistent learning behaviours.

<p><u>Covid Catch Up</u></p> <p>Targeted support will demonstrate positive outcomes for disadvantaged learners, including improved progress and attainment.</p> <p>Pupil workbooks will show legible, joined handwriting that is consistently formed and in line with age related expectations.</p>	<ul style="list-style-type: none"> ✓ Children from disadvantaged groups will demonstrate accelerated progress and their attainment will be in line with their peers. ✓ Evidence from workbooks across the curriculum will demonstrate legible, consistent handwriting from all children from disadvantaged groups, in line with their peers.
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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: £17,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD through work with English Lead and Advisory Teacher on English teaching sequences, including vocabulary and reading. On-going monitoring by subject leaders.	<p>Based on monitoring by leaders, a consistent focus on language, oracy and vocabulary across the school, will impact on high quality teaching and ensure high expectations from all staff.</p> <p>Based on CPD, a consistent approach to the teaching of English through teaching sequences will support progress across all year groups.</p> <p>EEF research shows high impact for programmes aimed at reading and oracy (+6months progress).</p>	1, 2
<p>Development of an engaging curriculum which is ambitious, broad and inclusive. Knowledge first then creativity - this will improve outcomes. This is the cultural capital for all that we are striving for</p> <p>Clear identification of the barriers for each child and evidence of impact of related provision.</p> <ul style="list-style-type: none"> • Multiple ways to engage – • Multiple ways to represent information • Multiple ways for expression and action 	<p>Evidence from a range of sources outlines the impact of a curriculum that is coherently planned and sequenced across year groups with teaching designed to help pupils remember long term the content they have been taught. This includes metacognition and self-regulation strategies. A rigorous and sequential reading curriculum to develop pupils' confidence, curiosity and independence will weave through each subject area ensuring high quality texts are used throughout the curriculum. Each subject will be given time so that children can have powerful knowledge in their long term memory and therefore write and engage in debates with equal confidence.</p> <p>EEF research shows high impact (+7months progress) for low cost for measures that support the development of metacognition and self-regulation strategies.</p> <p>https://researchschool.org.uk/durrington/news/cognitive-load-theory-and-what-it-means-for-classroom-teachers</p>	1,2,3,5
Continued CPD to support the development of Maths	Internal data based on entrance and exit elicitation tasks last academic year show improved outcomes as a result of mastery Maths teaching.	3

mastery teaching. This includes time for the subject leader to monitor and work alongside staff.	<p>NCETM Ready-to-Progress criteria to be used to identify gaps in learning and inform planning. This ensures core skills are embedded before children encounter new learning.</p> <p>EEF research shows high impact for low cost for mastery teaching, +5 months progress.</p>	
<p>KS2 - Introduction of Star Maths and Freckle</p> <p>A new programme introduced to increase engagement, address gaps in learning and ensure children are making progress.</p>	<p>The three main aims of this programme are:</p> <p>It continuously adapts for personalised Maths practice, while offering teachers the ability to focus on year objectives.</p> <p>It delivers real-world scenarios, skills practice, and peer-to-peer support with pupil-friendly incentives and age-appropriate designs to provide a balance of fun and learning.</p> <p>It increases pupil progress and proficiency in maths through objectives-based skill development, personalised target setting, and individualised practice sessions.</p> <p>Research indicates clear outcomes for the implementation of Freckle.</p> <p>https://doc.renlearn.com/KMNet/R63354.pdf</p>	3, 5, 6
CPD on effectively supporting access and engagement with learning for our disadvantaged pupils, including overcoming any identified barriers.	<p>Internal monitoring highlights access and engagement as key drivers to support our most vulnerable pupils in overcoming barrier to learning and progress.</p> <p>Ensuring consistent high expectations and aspirations from all staff is key and will impact on children's behaviour, attitude to learning and standard of work produced.</p>	1,2,3,5, 6
<p>Regular, planned CPD for all staff, including regular meetings within teams and a CPD programme for our TA Team.</p> <p>Effective deployment of TA's.</p>	<p>The impact of all staff can be maximised with the right level of preparedness and specifically the delivery of appropriate training.</p> <p>This is evidenced in academic research which was summarised in a small scale evaluative study by the SENDCO.</p>	1,2,3,5,6

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Intervention guided groups	Evidence from LA advisory team shows significant impact of guided reading groups. School evidence from English Lead shows accelerated progress as a result of guided reading, fluency and reading interventions such as Project Code X. EEF research evidence highlights very high impact (+5 months) for very low impact for reading interventions based on extensive evidence.	2
Phonics groups	Extensive EEF research shows high impact for low cost – 5 months progress reported for phonics group intervention. This is consistently endorsed by our in-school phonics data which demonstrates accelerated progress as a result of phonics group and individual intervention.	2
Assigned support with reading and homework for disadvantaged pupils in all phases.	Adult support with regular reading and discussion of texts supports engagement and progress. Maintaining engagement with homework supports learning attitude and progress. EEF research shows +5months progress for interventions that support homework.	1,2,3,6
Pre-teaching/small group target support linked to the curriculum allocated according to need.	Prior use of funding has shown a direct impact of this targeted support. This being delivered by class teachers is vital. EEF research shows +4months progress as a result of small group intervention.	1, 2, 3
1:1 marking feedback for every child who can access PP funding.	Research reflects high impact for low cost of 1:1 marking feedback based on extensive evidence. EEF research reports it adds +7months progress.	1, 2, 3, 6
Allocated TA support in classes to facilitate support for and monitoring of our most disadvantaged pupils.	EEF research outcomes show +4months for TA intervention support.	1, 2, 3, 6
Maths - on-going staff training for TAs and teachers to enhance quality of teaching, knowledge of the mastery curriculum	Mastery learning cited as high impact for low cost, with research indicating it achieves +5 months progress. Our in-school data reflects positive impact on learning outcomes of this approach (entrance and exit elicitation tasks for each Maths sequence).	3

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational approach training and behaviour management policy to support positive engagement, behaviour and attitudes to learning.	Evidence on building a relational approach leads to positive outcomes and inclusion is provided by Babcock LDP. This includes impact on achievement, attainment as well as long term benefits. https://www.babcockldp.co.uk/inclusion-and-ehwb/relational-learning	5
Thrive intervention to support pupil well-being and social and emotional development, helping to overcome barriers to learning.	Social and emotional learning shows + 4 months progress in EEF research. Evidence from our Thrive developmental screening data shows consistently strong developmental progress. EEF research shows improved outcomes for short and long term for improved social and emotional skills support at school age.	5
ILL leading family outreach support through school-led TAFS and Early Help assessments, meetings and links with external agencies. This will support the engagement of all families in support pupils in setting high expectations and supporting academically to achieve aspirational targets in attainment.	Parental engagement in EEF research shows + 4 months progress. Evidence from our case studies shows positive outcomes as a result of school-led intervention.	4, 5
Attendance lead from our Admin Team to monitor attendance and link with ILL to implement support needed to improve attendance and readiness to learn.	Evidence from our attendance records shows that swift action to follow up attendance issues impacts positively on attendance %.	4, 5
Assigned lunchtime clubs and support led by school staff to support positive playtimes and access.	Collaborative learning approaches in EEF research show high impact for low cost (+5 months)	5
Posts of responsibility for children in Year 5 and 6 as	Collaborative learning approaches in EEF research show high impact for low cost (+5 months).	5

Buddies and on the playground to foster independence, promote pupil profile, build confidence and raise engagement	EEF research shows improved outcomes for short and long term for improved social and emotional skills support at school age	
Attachment Based Mentors to support pupil well-being and provide mentoring support for identified outcomes.	Evidence from EEF research shows +2 months progress as impact of mentoring. Evidence from school qualitative data show positive outcomes from mentoring.	5, 6
Equal access to extra-curricular and enrichment activities, including day and residential trips, music lessons, sports clubs, Nature School etc. to support well-being and ensure equal access to cultural and enrichment opportunities.	Research reflects positive outcomes for activities that enable participation in collaborative activities in stimulating environments that also build social, personal skills. Collaborative learning approaches in EEF research show high impact for low cost (+5 months).	5
Access to Breakfast and After School Club to support well-being and engagement.	EEF research shows that extending the school day improves progress by +3 months. Our in school observations and evidence show this supports positive engagement with school	5
Contingency fund for acute issues to ensure that disadvantaged children have access to the resources needed to support effective engagement and learning.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4, 5
Support to ensure equitable access for all to our Bovey Pledge initiative, supporting engagement, broadening pupil experiences and cultural capital and enhancing overall wellbeing.	Research reflects positive outcomes for activities that enable participation in collaborative activities in stimulating environments that also build social, personal skills. Collaborative learning approaches in EEF research show high impact for low cost (+5 months). We have identified a need to ensure that funding is available to deliver this initiative and respond to potential costs that need to be met to ensure access for all.	5

Total budgeted cost: £61,160

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.

Phonics intervention groups were implemented in Year 1 and 2, enabling targeted teaching to maximise progress. Targeted support in the Early Years and in Year 6 enabled areas of identified need to be addressed. Progress was reflected in outcome data for 2024:

2024 Outcomes		
Key Performance Indicators	ALL	PP
EYFS – GLD (Good Level of Development)	74%	50%
Phonics Screening Check	78%	50%
Year 4 Multiplication Tables Check	20+ 54%	17%
Year 6 SATS	Reading– 77%	63%
	Writing – 62%	38%
	Maths – 66%	29%
	RWM – 51%	25%

Development of pedagogical practices have seen further development of the structure of the lesson. In Maths, a starting anchor task, a clear ‘I do, we do, you do’ approach and adaptive strategies ensure no learners are left behind. Elicitation tasks and exit assessments have been embedded and Freckle Star Assessments are used each term also. This data has enabled the close monitoring of pupil progress across each sequence.

On-going monitoring by leaders indicate good engagement with the curriculum and a strong curriculum intent. Meaningful tasks are crafted to enable each child to reach the intended outcomes. Monitoring shows that the sequence of lessons is clear and knowledge builds upon knowledge from previous lessons.

Adult support has been carefully deployed on a needs led basis with clear outcomes set for targeted academic intervention. Targeted support included assigned adult support to deliver pre-teaching and overlearning, which supported children in embedding core learning and making next steps of progress. Other key interventions include targeted marking feedback, precision teaching, reading interventions and SEMH support through Thrive.

Overall attendance in 2023/24 was 94.1%. This was lower than national (95.4%). It was also slightly lower than the previous academic year (94.47%). PP attendance was 90.5% which was higher than the previous year (88.51%). Attendance is a central factor this year, with absence trends for vulnerable groups a key focus in order to improve attendance trends. Persistent Absence overall was 10.6% which was a significant improvement on PA in 2022- 2023 which was 19.8%. This statistic became a baseline and our development of attendance systems has seen an upward trend. However, PP PA was 17.9% in comparison and this shows a marked gap between PA overall and PA for PP pupils. Going forward, a core driver will be both to lower PA for all pupils and eradicate the gap between PA overall and PA for PP pupils. As part of our conversion to an academy within the LAP MAT, attendance quality assurance

and systems were crafted and will be fully implemented in September in order to raise attendance, reduce persistent absence and diminish the gap between attendance and PA for all and for PP pupils.

Attendance					
2023-2024	All	PP	SEND	EHCP	EAL
Cumulative attendance	94.1%	90.5%	89.5%	82.4%	93.2%
PA	10.6%	17.9%	14.7%	0%	25%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over recent years. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

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
AR	Renaissance
Freckle	Renaissance

Service Pupil Premium funding

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?	<p>Bespoke learning interventions and responses were implemented where needed and a continued focus on Thrive based, relational practice and pastoral support. Thrive sessions and strategies as well as Attachment Based Mentoring were key provisions.</p> <p>Transition materials developed and implemented to support children with their move to a new class and teacher.</p> <p>Additional support for SEMH built in via SMSC curriculum.</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>On-going support for social, emotional and mental health built into provision with strong pastoral care and relational practice. Transition into new classes was robust with additional materials shared to reduce anxiety, including social stories and transition books.</p>
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