

**Bosmere Community Primary School,
Needham Market**

**Pupil Premium Strategy
2024-25**



Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024-2025 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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bosmere Community Primary School
Number of pupils in school	244 (November 2024)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Vanessa Kingsley (Chair of Governors)
Pupil premium lead	Mr Lee Abbott
Governor / Trustee lead	Mr Daniel Jones (CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year *Ring fenced for pupil	£76868 £3258 Services £71040 FSM6 - £2570 LAC *
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	£74298

Part A: Pupil premium strategy plan

Statement of intent

At Bosmere Community Primary School, we believe that all pupils can progress and attain well, regardless of their backgrounds. We recognise that the best way to secure good outcomes for all pupils is with positive relationships (pastoral care) and good quality first teaching delivering a rigorous, ambitious curriculum with high expectations of learning outcomes. However, at times, it is necessary to couple these approaches with effective academic intervention.

At Bosmere Community Primary School, we employ a tiered approach to improving outcomes in our Pupil Premium. The Three Tiers are:

1. Quality of Education (Teaching and Curriculum)
2. Academic Intervention
3. Wider Approaches (attendance, behaviour and student well-being)

This is in line with best practice recognised by the Educational Endowment Fund in the publication “Moving Forwards, Making a Difference” - A Planning Guide for Schools (2022).

We also consider the challenges faced by socially and emotionally vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are in receipt of Pupil Premium or not.

Challenges

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

Challenge number	Detail of challenge
1	<p>Quality of Education (Curriculum)</p> <p>Develop the broad curriculum to be more rigorously planned so that all pupils benefit from a rich and engaging, broad, balanced and challenging, engaging learning experiences.</p> <p>We want all subjects to be robustly planned with best curriculum planning to secure good outcomes for all learners.</p> <ul style="list-style-type: none">- Ensure all National Curriculum subjects are effectively planned and delivered to secure good outcomes
2	<p>Quality of Education (Teaching)</p> <p>We have a mixture of early career, new to school and experienced teachers. We want our monitoring to show that the quality of teaching</p>

	<p>is consistently strong across the school and securing good outcomes for all pupils.</p> <ul style="list-style-type: none"> - High Quality Daily Teaching - Secure and embed consistency in quality of teaching across the school using well researched pedagogical approaches. - Use diagnostic assessments (NfER, Accelerated Reader, Curriculum Quizzes) and checking for understanding in class to identify and address learning gaps to ensure children of disadvantage and pupils with SEND attain well.
3	<p>Quality of Education (Early Reading)</p> <p>Key Stage 1 phonics outcomes have improved since 2023 and non-disadvantaged pupils do not significantly out-perform their disadvantaged peers.</p> <p>We want phonics outcomes to be at least national average at the end of Summer 2025 and disadvantaged pupils outcomes to be broadly in line with non-disadvantaged peers.</p> <p>We want all pupils, now in Year 3, who did not secure the standard of the phonics screening in 2023 and 2024 to meet that standard by the end of Summer 2025.</p> <p>Raise standards in phonics</p> <ul style="list-style-type: none"> - Little Wandle phonics and reading programme - Targeted Interventions - Scaffolded learning and resources in class referring to phonics
4	<p>Our behaviour and pastoral records show that some pupils' social, emotional and mental health needs can impact on their readiness to engage with learning, and can result in poor relationships and wellbeing.</p> <p>We want all children to feel safe and secure at school and be securing good outcomes as the result of their good behaviours for learning.</p>
5	<p>Our attendance data analysis shows that the attendance or PA of disadvantaged pupils (particularly boys) is a concern.</p> <p>We want to improve the attendance of these groups so that they receive the best possible education and secure better mental health and wellbeing.</p>
6	<p>Early screening of pupils in the Early Years indicate underdeveloped speech and language skills.</p> <p>We want all pupils to have age expected speech and language by the end of Reception.</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.

Chall.	Intended outcome	Success criteria
1	The Bosmere curriculum is consistently and rigorously planned, with well researched pedagogy embedded, to provide appropriate challenge to all pupils.	<p>Evidence shows that the curriculum is well mapped so that each subject has adequate time within the school timetable.</p> <p>Subject leaders are clear on the curriculum content for their subject and how there are conceptual connections within the curriculum.</p> <p>There are mapped school trips and visitors to enrich the learning.</p>
2	Teachers apply well researched, impactful pedagogy to teach the curriculum, resulting in good pupil outcomes.	<p>Lesson visits show good application of Rosenshine Principles of Instruction and application of the pedagogy embedded in curriculum design.</p> <p>Teachers routinely check for understanding within lessons (with a reference to children from disadvantaged backgrounds) and use effective modelling and scaffolding to re-shape lessons and provide appropriate challenge.</p> <p>Teachers observed to routinely use rigorous analysis of standardised assessments to identify</p>

		<p>gaps in learning and fill them using teaching and intervention strategies.</p> <p>Academic Targets set in School Development Plan 2024-25 achieved at the end of academic year 2024.</p>
3	<p>Early reading phonics outcomes are significantly improved in this academic year.</p>	<p>Phonics outcomes in Years 1 and 2 are comparable with national standards.</p> <p>Children in Year 3 have caught-up and reached the screening standard.</p>
4	<p>Children feel safe and secure at school and are securing good outcomes as the result of their good behaviours for learning.</p>	<p>There is a new Behaviour/Relationship Policy which reflects our school values.</p> <p>Positive feedback from staff and pupil surveys indicate that policy and support strategies are consistently applied and children feel supported.</p> <p>Adults routinely use restorative conversations to develop empathy in pupils (MyConcern records)</p> <p>MyConcern records show a reduction in social and emotional challenges and low-level disruption affecting learning.</p>
5	<p>Attendance of disadvantaged boys has improved (and PA reduced).</p>	<p>Attendance data shows attendance of all pupils, boys and disadvantaged pupils are at national comparators.</p>
6	<p>All pupils in EYFS have age comparable speech and language.</p>	<p>Speech and Language Line data shows improvement on baseline speech and all meeting</p>

		age related expectations (Reception pupils)
--	--	--

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)

Challenge Number 1, 2, 3, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a Curriculum Coordinator to support subject leaders to map and strengthen the curriculum (including trips and visitors)</p> <p>Design key stage timetables (prioritising reading) to ensure the curriculum can be delivered consistently and effectively.</p> <p>Provide opportunities in the reading curriculum and school timetable to improve reading fluency.</p> <p>Train staff on the structure of subject curriculums and how to plan from them to secure good outcomes.</p> <p>Monitor and feedback the quality of the curriculum in securing good outcomes.</p>	<p>The curriculum is the substance of what is taught with a specific plan of what pupils need to know, in each subject. (Ofsted Framework – 2021)</p> <p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p>	1
<p>Staff training scheduled through the academic year, focused on improving pedagogy (Rosenshine Principles) with a focus on adaptive teaching such as checking for understanding.</p>	<p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p>	2

<p>Provide resources to support best quality teaching.</p> <p>Train staff in the use of diagnostic tools (NfER, Accelerated Reader, Curriculum Quizzes)</p> <p>Termly Pupil Progress meetings to review assessment (NfER and Accelerated Reader)</p> <p>Follow Up and Follow Through(FUFT) monitoring of teaching, following training, to ensure practice is consistent with curriculum design, adapted to needs and appropriately challenging.</p>	<p>Diagnostic Assessments provide opportunities to reflect on pupils thinking, strengths and weaknesses (Moving Forwards, Making a Difference – 2022)</p>	
<p>Provide regular staff training and feedback on Little Wandle to ensure fidelity to the programme and secure good outcomes.</p> <p>Ensure phonics is prioritised for TA academic deployment and volunteer time.</p> <p>Use diagnostic tools to assess and evaluate pupil outcomes. In Little Wandle, phonics screening and AR. Disadvantaged pupils will be clearly identified and progress tracked and targeted.</p> <p>Invest in the school library to ensure it is well</p>	<p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p> <p>The Education Endowment Foundation ‘Making Best Use of Teaching Assistants’ Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning.</p> <p>Diagnostic Assessments provide opportunities to reflect on pupils thinking, strengths and weaknesses (Moving Forwards, Making a Difference – 2022)</p> <p>AR has promising impacts. In a small study, the EEF has found that pupils offered AR have made 3</p>	<p>3</p>

stocked for AR as children progress into Ks2. Establish consistent Accelerated Reader provision at Ks2 – analyse groups progress and attainment.	months progress and disadvantaged 5 months progress. We know that AR has impacted significantly in other Orwell Multi Academy Trust schools.	
Invest in Speech and Language Line (through the Local Authority's Delivering Better Value Programme		6

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

Challenge Number 1, 2, 3, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Little Wandle catch-up to ensure children in LKS2 with poor decoding and fluency in reading 'catch-up' to peers.	The EEF reported that Fresh Start and phonics catch-up programmes shows considerable promise as an effective catch-up intervention for low-attaining readers.	3
Provide SALT interventions in Year R (following Speech and Language Link)	The Nuffield Early Language Intervention had a positive impact on the language skills of children. It is expected that Speech and Language Link will do the same.	6
TAs will be deployed to effectively impact pupil outcomes i.e.: <ul style="list-style-type: none"> • Breakfast Club activities (reading and number) • Liaison Time with teacher (to ensure impact in lessons) • Little Wandle • SEMH support • Afternoon interventions Carefully track and monitor the impact of max six week	One to One/Small group tuition seen to impact on pupil outcomes - EEF The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1-6

<p>interventions to ensure they have impact on pupil outcomes.</p> <p>Provide training for class based support staff with a focus on scaffolding, modelling and checking for understanding.</p>	<p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p>	
---	---	--

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

Challenge Number 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Analyse attendance and PA data (inc groups) each fortnight - reviewed by Deputy Headteacher for targeting.</p> <p>Targeted families to have an action plan, managed by PSO, reviewed with HT and Trust each half term.</p> <p>Child and family specific strategies to address poor attendance.</p> <p>Produce termly attendance Dojo for parents to report impact and maintain expectations.</p> <p>Employ independent adviser from the Trust to more rapidly respond to challenging PA</p>	<p>Evidence on the effectiveness of different approaches to improving attendance is inconclusive but each approach is shown to have merit (other than whole class SEL which had no impact) - EEF Attendance Interventions</p>	5
<p>SEMH</p> <p>Use strategies to impact positively on pupils' mental health, well being and emotional resilience.</p> <p>Children are receiving specialised 1:1 or group support for their</p>	<p>Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. (DfE Mental Health and Behaviour in Schools 2018)</p> <p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social</p>	4

<p>mental health and wellbeing (ELSA, Essex Inspire)</p> <p>Further establish restorative practice</p> <ul style="list-style-type: none"> - Policy - Retrain staff - Pupil led sessions 	<p>relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p>	
<p>Breakfast Club Provide opportunity for pre-school interventions (1:1 and small group) i.e. reading</p> <p>Provide opportunities to develop independence and collaboration in Breakfast Club environment.</p> <p>Encourage poor attendees and those with SEMH to attend Breakfast Club.</p> <p>Remind children and parents that Breakfast Club is provided. Benefits:</p> <ul style="list-style-type: none"> - school readiness - health breakfast -active start - learning behaviour -improve attendance, reduce lateness <p>Provide/offer FREE breakfast club for targeted pupils</p>	<p>DfE research (2017) on the impact of Breakfast Clubs in areas of high deprivation found that breakfast club contributed positively to punctuality, concentration, behaviour for learning and social interactions.</p>	<p>1-6</p>

Total budgeted cost: £74298

Further information

Additional activity linked to supporting pupil progress and academic recovery.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Improving writing. Children will be taught the writing process explicitly through modelling and supported practice. Handwriting, sentence construction and spelling will be taught and practised each day. Additional support will be provided in the form of interventions.
- Improving phonics. Children from Reception will be taught Read Write Inc each day alongside class reading, and interventions (where required).
- utilising the training received by our PSO/ELSA to become a Senior Mental Health Lead ([DfE grant to train a senior mental health lead.](#)) The PSO has written an action plan (following an evaluation of pupils' needs) to impact on their mental health and wellbeing.
- strengthening leadership across the school including local governance so that Pupil Premium spend is carefully monitored to ensure it is having a positive impact on pupil outcomes.
- honing deployment and effectiveness of Teaching Assistants following our participation in the Making Best Use of TAs programme. This includes scaffolding learning effectively, effective TA deployment and use of liaison time with teachers.
- embedding more effective practice around feedback and checking for understanding. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils, so we feel it necessary to hone our practice.
- offering a wide range of extracurricular activities (including within Breakfast Club with Thurston Sports Partnership) to boost wellbeing, behaviour, attendance, and aspiration. We will monitor participation so that disadvantaged pupils are encouraged and supported to participate.