

Pupil premium strategy statement – Boundary Primary School 2023- 2026

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	414 pupil including YN
Proportion (%) of pupil premium eligible pupils	66% (KS2 72%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Moyes
Pupil premium lead	Nicola Bunday (Deputy Headteacher / ELE Blackpool Research School)
Governor / Trustee lead	Paul Welch (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 393, 715
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£393,715

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to supporting all pupils. The majority of our pupils are identified as disadvantaged (approx. 65-70% pupil premium) and 13% have safeguarding agency involvement, including social workers. Our school serves a community facing **extreme levels of deprivation**. A staggering **86.1% of pupils** live in the **most deprived decile nationally**, compared to **48% across Blackpool**. This means the vast majority of children at Boundary are growing up in areas with the highest levels of socio-economic disadvantage in the country.

Domain-Specific Deprivation

- **Income Deprivation Affecting Children (IDACI):**
81.7% of pupils live in the most deprived areas for child income, compared to **41% in Blackpool**. This suggests widespread poverty and limited financial resources in families.
- **Employment:**
82.4% of pupils are from areas with the highest employment deprivation, indicating high levels of joblessness or insecure work in their communities.
- **Education, Skills and Training:**
76.3% of pupils are in the most deprived band, suggesting significant barriers to educational attainment and adult skill levels in their households.
- **Health and Disability:**
An overwhelming **90.7%** of pupils live in areas with the worst health outcomes, pointing to poor physical and mental health, and limited access to healthcare.
- **Crime and Disorder:**
Again, **86.1%** of pupils are in the most deprived decile, indicating high exposure to crime and unsafe environments.

In summary, the data reveals that **Boundary Primary School serves one of the most deprived pupil populations in the country**. The levels of deprivation are consistently higher than the Blackpool average, which is itself a highly deprived area nationally. This context has profound implications for the school's pastoral, academic, and community support strategies, and underscores the importance of targeted funding, trauma-informed practice, and multi-agency collaboration.

This informs our approach to pupil premium spending in that we prioritise strategies that impact on the majority of our children, however we specifically consider those pupils who are deemed to be at a disadvantage educationally. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve. We are continuously driving for improvement – living up to our motto 'we work as one to be the best that we can be'!

Our recent Ofsted (Oct 22) stated that: **Leaders are highly aspirational for all pupils. They have designed a very ambitious curriculum that is rich in opportunities to enable pupils to succeed both academically and personally. Pupils learn the curriculum extremely well.**

High quality teaching is therefore at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Boundary. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well-established diagnostic assessments and not assumptions about the impact of disadvantage.

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. EYFS baseline and WellComm identify a low baseline (81% below age-related expectation) in oral communication, language and Literacy. Our evidence show that this also impacts on children's overall attainment in EYFS.
2	Our assessments (including wellbeing surveys) and observations evidence that the well-being of many of our disadvantaged pupils have been further impacted by school closures to a greater extent than for other pupils (this is supported by national studies). This has contributed to ongoing significant wellbeing / pastoral and mental health needs of pupils caused by deprivation, parental substance misuse and domestic abuse. The latest multiple deprivation report indicates that 85.2% of our pupils live in the bottom 10% most deprived areas nationally. The BBC recently reported that Grange Park was in the 1% most deprived nationally.
3	Our Assessment data demonstrates that (with the exception of EYFS) there is generally very little gap (if any) between our disadvantaged and non-disadvantaged pupils. This needs ongoing half termly assessment, targeted intervention and excellent teaching in order to be maintained. Our regular high level of Non-Routine Admissions, including several with SEND, can also impact on this.
4	The number of children who are persistently absence at Boundary is high. 2022: Attendance 92.2%, PA 31.4%, 2023: Attendance 93.5% PA 22%. We would like to reduce our PA to 15% so that children do not miss out on learning opportunities. We already place high importance on attendance however now need to further develop this in order that we can support our pupils achieve our motto of 'attend today, achieve tomorrow'.
5	Observations and discussions with pupils' evidence that the majority of our pupils have limited experiences beyond their immediate environment and very limited cultural capital. This impacts on pupils understanding of elements of the curriculum: especially reading, writing and language and communication.

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
To improve oral language and communication skills among disadvantaged pupils	• Pupils develop increasingly sophisticated vocabulary and can articulate their ideas clearly across all areas of learning. • Staff engage pupils in high-quality interactions, scaffolding and extending their understanding through purposeful dialogue. • All pupils are explicitly taught how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and engage with others through speaking, listening and communication • Teachers observe pupils using subject-specific vocabulary confidently in discussions and can explain concepts in their own words with increasing complexity over time. Evidence of Impact: • Staff help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas. • Pupils have sufficient foundational knowledge to complete tasks. • Observations show pupils increasingly taking the lead in discussions, asking thoughtful questions, and building on others' contributions. • Voice 21 programme implementation demonstrates pupils' growing confidence in structured talk activities, with visible progression in their ability to reason, explain and debate.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil	

	• Pupils feel welcome, valued and respected and that they belong within the school community. • Pastoral support is well matched to pupils' needs and targeted at those who may need extra guidance or care. • Pupils understand what support is available and access pastoral care when they need it; leaders listen to, and take account of, pupils' views about their needs. Evidence of Progression: • Pupils develop confidence, resilience and knowledge so that they can keep themselves mentally healthy. • Pupil voice, parent feedback and staff observations show pupils developing increasing emotional literacy and self-regulation strategies over time. • Multi-disciplinary team (MDT) meetings and safeguarding records demonstrate early identification and effective support, with pupils showing sustained improvement in engagement and wellbeing. • Counselling and resilience coaching records show pupils making progress in managing emotions, building relationships and overcoming barriers to learning.
To achieve and sustain improved outcomes for all pupils in our school, particularly our disadvantaged pupils	Progression in Knowledge and Skills: • Pupils make progress from their starting points, in that they know more, remember more and can do more; they learn what is intended, and develop broad and deep subject knowledge across the curriculum. • Pupils have the appropriate knowledge and skills they need to progress to the next stage of learning, including language and communication skills that enable them to access the full curriculum.

	Quality of Learning: • Pupils produce high-quality work that reflects the breadth and depth of their learning. • Pupils can transfer key knowledge to long-term memory. • Any gaps in pupils' knowledge or skills are identified and tackled quickly. • Work scrutiny and learning walks demonstrate pupils building on prior knowledge sequentially, with increasing independence and sophistication in their responses. Closing Gaps: • Any gaps between the attainment of the school's disadvantaged pupils and the attainment of non-disadvantaged pupils nationally are identified and plans made and implemented to support closing the gap • Half-termly monitoring shows disadvantaged pupils making at least expected progress from their individual starting points, with timely and effective interventions when needed.
To improve attendance so that children do not miss out on learning opportunities.	• Pupils attend well. If this is not the case, attendance is improving towards national averages. Attendance concerns are identified early and improvements supported with a wide range of strategies. When this does not have the desired impact, this is robustly challenged. Effective Systems: • Staff complete attendance and admissions registers accurately, and the day-to-day processes to follow up on absences are established and effective. • Leaders work with parents, local authorities and other agencies to

	communicate expectations about attendance and improve it. individual pupils with persistent absence show sustained attendance with improved patterns of attendance following targeted support. When this does not have the desired impact, this is robustly challenged.
Improve cultural and childhood experience for all pupils across school.	Rich and Varied Experiences: - All pupils have equal access to and participate in interesting and relevant extra-curricular activities. - Pupils have the opportunity to develop a range of social skills in different contexts, for example working and socialising with others. Curriculum Integration: - The curriculum contributes to pupils' personal development and their spiritual, moral, social and cultural (SMSC) development. - Cultural capital experiences are purposefully planned and embedded across the curriculum, with clear links to learning objectives. - Pupils can articulate how visits, visitors and enrichment activities have enhanced their understanding and broadened their horizons. Equity of Access: - All pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, benefit from high-quality personal development opportunities. - Participation records show all groups of pupils accessing a wide range of free or low-cost experiences, with increasing engagement over time.

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: £198, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further developing high quality teaching, assessment and curriculum which responds to the needs of pupils. <u>Communication and Language/ Oracy</u> 1-Wellcomm assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made. Wellcomm interventions run across EYFS based on assessment findings 2-Additional Staffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work. Interventions in EYFS 3- Early Reading Lead (Phonics Lead) in school (Trained by English Hub) to model phonics sessions, support new to school staff to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1. 4- Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will become a Voice 21 school,	Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist and Wellcomm Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this. EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months) The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom	1, 3

purchase resources and fund ongoing teacher training and release time. 5- Professional development on evidence-based approaches- including Elklan, WellComm, Intensive interactions, Makaton, Time to Talk and professional learning with specialist school. EY leader to complete NPQSL	discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF guidance reports 'Preparing for Literacy, Literacy in KS1 and Literacy in KS2, all prioritise the development of communication and language / speaking and listening / language . The EEF's 'Effective Professional Development' guidance report has been used to support the design of our TDT Gold award Continuing Professional Learning Programme.	
Further developing high quality teaching, assessment and curriculum which responds to the needs of pupils <u>Quality of teaching for all pupils</u> 1 - Half termly data monitoring and progress discussions 2- HLTA/ teacher intervention groups targeted to address gaps in learning for those to achieve high standard at KS2 3- Regular teaching and book monitoring by phase leaders and subject leaders 4- DHT not class based to support and monitor	Evidence based Education's 'Great Teaching Toolkit' summarises high quality evidence on improving teacher effectiveness. The EEF guidance reports identify recommendations for highly structured targeted interventions. EEF guidance reports 'Preparing for Literacy, Literacy in KS1 and Literacy in KS2, Improving Maths in EYFS and KS1 and KS2 and KS3. The EEF implementation Guidance report indicated the value of preparation, delivering and sustaining approaching which includes effective and timely monitoring.	1, 3
Professional development (including mentoring / coaching / retention of staff) to support the implementation and consistency of evidenced based approaches Learning quads for teachers and TAs – phase leaders to facilitate Subject leaders carry out showcase lessons CPL Programme – Boundary Bundle	The EEF's 'Effective Professional Development' guidance report has been used to support the design of our TDT Gold award Continuing Professional Learning Programme. Our TDT auditor commented '<i>how a culture of continued professional learning runs through at the heart of Boundary where staff are really positive about their development opportunities and the support they receive</i>'. Our Boundary bundle CPL programme enables senior leaders to deliver targeted, tailored CPL to individuals' The EEFs Effective Professional Development guidance report is accompanied by a poster, Effective Mechanisms of Professional	1, 3

	Development , which outlines the mechanisms that make professional development most effective	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 120, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, Literacy and Numeracy 1- Speech and language therapy – external provider 2- WellComm intervention used to improve communication / language / vocabulary in EYFS 3- Target group work in Nursery and Reception using Wellcomm 4- Intensive Interactions interventions 5- Self regulation / executive functions focus in EYFS	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF). The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost. EEF toolkit : Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	1, 3
Activities and resources to meet the specific needs of disadvantages pupils with SEND Additional Educational Psychology service purchased	EEF Special Educational Needs in Mainstream Schools guidance report identifies that school must 'Build an ongoing, holistic understanding of your pupils and their needs' And 'Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach' An educational Psychologist can help us do this at the deepest possible level.	1, 2, 3

Interventions to support language development, Literacy and Numeracy Intervention groups / small group tuition, led by HLTAs (based on same day interventions and structured intervention programmes). HLTA per phase to enable consistent intervention sessions, many of which are based in class.	The EEF guidance reports identify recommendations for highly structured targeted interventions. EEF guidance reports 'Preparing for Literacy, Literacy in KS1 and Literacy in KS2, Improving Maths in EYFS and KS1 and KS2 and KS3 EEF toolkit small group tuition strand evidenced approach. Small group support can support pupil learning if provided in addition to, and explicitly linked with, normal lessons	1, 3, 4
Teaching assistant deployment and interventions Designated Teaching Assistant for every class in school plus additional SEND TAs.	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. EEF Making the Best Use of Teaching Assistants guidance report presents recommendations. The EEF Teaching and Learning Toolkit strand on teaching assistant interventions.	1, 2, 3

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

Budgeted cost: £75, 715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs Communicating and supporting parents 1-School staffed with Behaviour Lead professional / advanced Team Teach Tutor, Engagement Officer, Counsellor / play therapist, Pastoral Manager, DSL team, Mental Health First Aiders	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning pdf EEF guidance report on Improving Social and Emotional Learning in Primary Schools and	2, 4

2- Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above). 3- Our curriculum drivers and Curriculum goals focus on Character, resilience and mental health of pupils. 4- Guiding parents and carer (home learning resources) in supporting their child's emotional and behavioural needs including parent 'drop-ins' and our Tower of Support	Improving behaviour in schools include recommendations which these activities are aligned with. Metacognition and Self regulation strategies (+ 7 months) EEF Working with parents guidance report also give evidence to these activities	
Supporting Attendance In additional to our wide range of current strategies (assemblies, badges, home visits , additional PWO) 1.Our attendance data will be monitored and analysed by our MDT. 2.Our Attendance policy will be rewritten alongside media/ awareness campaign for pupils and parents. 3. We will appoint a designated attendance officer for school. 4. Staff CPL will focus on 'Attendance is everyone's responsibility' 5. Communication with parents will be reviewed from the standard PWO letters to identify hours of lost learning, comparison to average attendance of peers, Early years pupils and personalised messages.	The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can be include approaches to support attendance. Some parental communication approaches and targeted parental interventions show promise in supporting pupils attendance. The EEF Early Years Toolkit identifies 'Parental Engagement' as high impact for low cost based on extensive evidence.	4

Extracurricular activities and Cultural capital 1 -Experiences and visitors planned for all pupils across the year at the root of the curriculum 2- Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home environment 3- Provide wide opportunities within the school day to extend children's cultural capital – Royal Ballet, Royal Shakespeare school, Theatre visits, Sports competition etc 4 – Funding supports minibus, local attraction visits, subsidised residential visits and trained staff to carry out Forest School sessions	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) a Outdoor adventure learning (+4 months) EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months)	5
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Total budgeted cost: £ £393,715

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Our data for 2025- 2025 shows that our disadvantages pupils achieved above (58%) the national average for disadvantaged pupils (47%) in Reading, Writing and Maths combined however this is still below the national average for national non- disadvantaged pupils

Data

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	-	-	61%	-	-	Not applicable
2025	58	55%	62%	Close to average (non-sig)	Not available	High - FSM, Low - Stability
2024	-	-	61%	-	-	-
2023	-	-	60%	-	-	-

► [Chart](#)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	46%	-	68%	-	-	Not applicable
2025	45	58%	47%	Close to average (non-sig)	69%	-11	Not available	High - FSM, Low - Stability
2024	-	-	46%	-	67%	-	-	-
2023	-	-	44%	-	66%	-	-	-

Our attendance data

Our attendance data show a similar pattern in that our disadvantaged pupils attend slightly above the national disadvantaged figure however this is below the national non disadvantaged percentage. Given most of our pupils are disadvantaged this clearly affects our overall attendance statistics.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	365	93.8%	94.9%	Below	Not available	High - FSM

► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	238	93.0%	92.6%	Close to average	Not available	High - FSM

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
WellComm	GL assessments

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a