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## Pupil premium strategy statement

### School overview

Pupils in school	872
Number of 'Pupil Premium' children	95 (for funding: 86 at Aut 23 Census)
Proportion of 'Pupil Premium' children	10.89%
Pupil premium allocation this academic year	£ 126,495
Academic year or years covered by statement	2021-2024
Publish date	December 2021
Review date	This review – December 2023
Statement authorised by	Nick Waldron, Headteacher
Pupil premium lead	Nick Waldron, Headteacher

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 126,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 126,495

# Part A: Pupil premium strategy plan

## Statement of intent

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.

We recognise that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment for disadvantaged pupils (and all pupils). Ensuring every teacher is supported in delivering high-quality teaching is at the heart of our strategy and is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

It is essential that all pupils have high attendance, come to school on time and are punctual to lessons.

The school's wider approach to education recovery (for example through the National Tutoring Programme) provides further opportunities for pupils whose education has been worst affected.

Our approaches to securing high quality first teaching will be rooted in strong external evidence.

Pupil premium pupils are not all alike and as a school we ensure that we don't categorise pupils by labelling them as disadvantaged, but treating every child as an individual who has the potential to succeed and attain well.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid-19 and loss of direct teaching has had a significant impact on academic attainment of pupils across the school. The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in pupils falling further behind age-related expectations.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils at the end of each key stage. There is also an attainment gap for those students attaining the higher levels.

4	<p>We have identified social and emotional issues for many pupils, exacerbated by Covid-19 (for example, the lack of enrichment opportunities during school closure). These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic and the pressure on school-based support services such as counselling and mentoring has increased.</p>
5	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.</p> <p>Additionally, the proportion of disadvantaged pupils who have been 'persistently absent' is higher than non-disadvantaged pupils. Absenteeism is negatively impacting disadvantaged pupils' progress.</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
<p>Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils, at the expected level and at the higher standard.</p>	<p>KS2 outcomes in 2024/25 clearly demonstrates a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> <p>KS2 outcomes in 2024/25 show an increase in disadvantaged pupils achieving EXS+ and GDS/Higher level.</p>
<p>Increase the percentage of disadvantaged pupils achieving the expected level on the Phonic Screening Check.</p>	<p>Phonics screening check outcomes in 2024/25 show an improvement for all pupils and a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4% and the gap between disadvantaged and non-disadvantaged pupils has narrowed</li> <li>• the percentage of all pupils who are persistently absent is below the national average and the gap between disadvantaged and non-disadvantaged pupils has narrowed</li> </ul>

## 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: **£12,994**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (using 'Little Wandle Letters and Sounds Revised' and associated resources).</p> <p>Key development – introduction of keep up and catch up programmes for Year 2 upwards and resourcing of those – including purchase of additional decodable readers.</p> <p>Staff training for all new staff and additional training for staff implementing catch up and keep up programmes.</p> <p>Budgeted Cost: Little Wandle Annual Membership £1,250 Books and classroom resources: £5,000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4</p>
<p>High quality training for all teaching staff (teachers and TAs) to support the delivery of new programmes and high quality first teaching.</p> <p>To include purchase of 'The National College' and additional funds for phonics and mathematics training.</p> <p>National College: £1,500</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><a href="#">EEF   Effective Professional Development</a></p>	<p>1, 2, 4</p>

Training of Teachers and TAs: £3,000		
<p>Review of approaches to the teaching of writing. Working group established to review resources for the implementation of a school-wide approach to writing.</p> <p>Purchase of Literacy Tree’s Literary Curriculum and training for all teachers and TAs</p> <p>Purchase: £1194</p> <p>Training: £1000</p>	Proposals for new writing approach is in line with recommendations made in <a href="#">EEF Guidance documents</a> .	1, 2, 3

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

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>We will use Little Wandle Keep Up resources, NELI and other evidence based programmes to support phonics teaching.</p> <p>We will fund additional staff to teach the sessions (eg. an additional, trained, TA to deliver NELI across Reception)</p> <p>Targeted parent workshops for parents and children in Year 1 (focus on phonics).</p> <p>Budgeted Cost: £20,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Small group and individual tuition: Blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£40,000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>New attendance policy and procedures to be developed.</p> <p>Training for attendance officer.</p> <p>£1,000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Funding a Learning Mentor and counsellor to support attendance, mental well-being and family support for disadvantaged pupils. Subsidy of overall cost.</p> <p>Budgeted cost: £45,000</p>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4, 5</p>

Contingency fund for acute issues.  £2,000	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.	All
Subsidised access to extra-curricular, enrichment activities and wraparound care.  £8,000	EEF believes that enriching education has intrinsic benefits (for example, “arts for arts’ sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	4, 5
Voucher to support the purchase of uniform for disadvantaged pupils.  £4,000	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools should consider what provision can be made to cover the costs of uniform for disadvantaged pupils.	4, 5
ELSA TAs to work with identified pupils on specific needs  £10,000	Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.	4, 5

**Total budgeted cost: £130,000**

## 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 2022 to 2023 academic year.

Intended outcome	Progress
<p>Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils, at the expected level and at the higher standard.</p>	<p><b>2023 Statutory Assessment at KS2</b></p> <p>52.2% of PP children met the standard in <b>reading, writing and maths</b> (compared with 16.7% in 2022 and 43.4% nationally). The gap between PP and non-PP children closed by 29 percentage points between 2022 and 2023.</p> <p>In <b>reading</b>, 87% of PP students met the expected standard (compared with 61.1% in 2022 and 59.4% nationally). A higher proportion of PP children met the standard than non-PP children.</p> <p>In <b>writing</b>, 58.2% of PP students met the expected standard (compared with 16.7% in 2022 and 57.6% nationally). The gap between PP and non-PP children closed by 31 percentage points between 2022 and 2023.</p> <p>In <b>mathematics</b>, 82.6% of PP students met the expected standard (compared with 55.6% in 2022 and 58.3% nationally). The gap between PP and non-PP children closed by 31 percentage points between 2022 and 2023.</p> <p>At the higher level, attainment in reading and maths for PP children was considerably higher than for PP children nationally and the gap between PP and non-PP children closed between 2022 and 2023. Our focus going forward into 2023-24 is for a higher proportion of PP children to achieve greater depth in writing.</p>
<p>Increase the percentage of disadvantaged pupils achieving the expected level on the Phonic Screening Check.</p>	<p>For PP children in Year 1, 72.7% met the expected (compared to 66.8% nationally).</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>In the latest Borough-wide well-being survey, our results were broadly in line with those for the Borough as a whole. High scores for general 'life satisfaction' and enjoyment of school.</p> <p>We have introduced a tiered system for emotional and mental health support as well as engaging with the local Mental Health Support Team.</p>



	<p>We have provided more parental engagement activities this year, including parenting workshops and one-to-one support.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance overall, at 94.2% was broadly in line with the FFT national (+0.4% difference).</p> <p>Overall attendance for the PP children 2022-23 was a little below the national (-0.8% difference) and lower than attendance overall.</p> <p>In the Autumn Term 2023, attendance for PP children has risen by 2 percentage points (compared to 2022-23) and is above FFT national (+0.7%).</p>