

# Pupil premium strategy statement 2022-2025



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	320 current
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was last updated	September 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Karen Shawyer
Pupil premium lead	Helen Tucker
Governor / Trustee lead	Luke Dawson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,988.00
Recovery premium funding allocation this academic year	£13,319.50
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£6922.00
<b>Total budget for this academic year</b>	<b>£126,307.50</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children 'ACHIEVE EXCELLENCE AND FULFIL THEIR POTENTIAL' irrespective of their background or the challenges they face. We want them to make good progress and achieve the best possible outcomes they can across all subjects. The focus of our pupil premium strategy is to support disadvantaged children to achieve, by making sure we have quality first teaching, quality interventions and support, and wider strategies that raise attainment and provide rich experiences across the whole school.

Investment in quality first teaching allows each child to reach their full potential. This is at the centre of our approach, targeting those children who require more support. This approach has shown the greatest impact on closing the attainment gap and showing progress, and not only benefits those disadvantaged pupils but benefits all children. Making sure that all children have access to quality first teaching and a rich, broad and balanced curriculum is a high priority.

Interventions are based on targeting those children that need extra support both academically and also emotionally, based on evidence that children need to be in the 'correct frame of mind' in order to achieve their potential. As a school we invest in making sure these are carefully targeted and in focused groups based on regular assessment, observations and contact with parents.

Wider strategies take into account our inclusive approach and are a response to common challenges and individual needs. Our choices are based on assessment, pupil voice, questionnaires and observations, not on assumptions about the impact of being disadvantaged. Our aim is to remove barriers to learning.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) data indicates that the combined attainment for reading, writing and maths is still below that of their peers. On entry to EYFS 2 our disadvantaged pupils arrive below age related expectations particularly in communication and language, and literacy.
2	Assessments, observations and discussions with pupils indicate gaps in oral language skills and vocabulary amongst many children. This is an area to be addressed from EYFS through to Year 6. This is most noticeable amongst our disadvantaged pupils.
3	Assessments and observations indicate that we need to continue to invest in phonics and reading catch up interventions.
4	Our assessments show that the impact of Covid 19 pandemic has particularly affected our disadvantaged pupils, with significant gaps in knowledge. Covid 19 resulted in lost learning which has meant that there are more children that are behind age related expectations than pre covid. Our disadvantaged will have access to a rich, broad and balanced curriculum.
5	Our observations, discussions with families and children, and the wider community have identified social and emotional issues for many children. With schools closing for long periods and with a lack of socialising and enrichment experiences for many of the children this has proven to be a particular issue with our disadvantaged pupils.
6	Our attendance data shows that absence and lateness has increased post covid. This has been a significant concern amongst our disadvantaged pupils. Our assessments and observations indicate that this has a negative impact on pupils' progress and wellbeing.
7	Specific barriers to learning that individuals face.

## 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
All disadvantaged children to achieve the same level of academic success as their peers in their combined attainment.	Data shows that the gap between disadvantaged pupils and non-disadvantaged has closed.
All disadvantaged children are supported in developing and improving their oral language skills and extending their vocabulary.	Teacher observations and data show that disadvantaged pupils have the same outcomes as non-disadvantaged.
All disadvantaged children achieve the same outcomes in phonics, and that reading attainment is in line with their non-disadvantaged peers.	Data shows that the gap between disadvantaged pupils and non-disadvantaged has closed.
All disadvantaged children have access to a rich, broad and balanced curriculum.	Disadvantaged children are able to engage fully in all activities.
To achieve and sustain improved wellbeing for all pupils so that they are ready to learn, particularly our disadvantaged children	Qualitative data from pupil voice, parent questionnaires and discussions, and teacher observations demonstrate high levels of wellbeing.
Attendance and lateness improves and disadvantaged children attend consistently and are consistently on time.	Attendance for disadvantaged is at the National Average. Lateness for those persistently late disadvantaged children is less than in 2022
Specific, individual barriers are identified and removed so that effective learning for our disadvantaged can take place.	For bespoke strategies where used, to improve attainment, progress and SEMH for our disadvantaged children.

## 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: £ 48 215.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first point teaching	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=profess">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=profess</a>	1, 2, 3, 4, 5
Smaller classes in Year 5/6	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1,2,3,4,5,7

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

Budgeted cost: £ 40 029.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics and reading interventions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	3
Targeted high quality interventions planned and unplanned to support rapid catch up with pre-teaching and to also deepen understanding of key skills through repetition and practise.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4,5,7
Targeted speech and language interventions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2

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

Budgeted cost: £ 38 063.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged children to participate fully in the broad and balanced curriculum including trips and other first hand experiences.	Pupil Voice - Pupils worry about the cost. This allows children to participate in all the activities that enable them to have a broad and balanced curriculum with 'real experiences' that then enhance all aspects of their learning.	4
Pastoral Support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5,7
Using the principles of good practice set out in the DfE's Improving School Attendance advice to reduce the level of absence and lateness.	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671181767">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671181767</a>	6
Identifying and removing individual barriers	Early Years Toolkit / Parental engagement EEF – Working with parents to support children's learning. EEF – Self regulation strategies	7

**Total budgeted cost: £ 126307.50**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Results from 2022			Results from 2023		
KS2					
At Expected or Greater Depth		Greater Depth	At Expected or Greater Depth		Greater Depth
Reading – 66.5% (18/)		Reading – 11% (18/)	Reading – 57.9% (11/19)		Reading – 15.8% (3/19)
Writing – 61% (18/)		Writing – 5.5% (18/)	Writing – 47.4% (9/19)		Writing – 0% (0/19)
Maths - 61% (18/)		Maths- 0% (18/)	Maths- 63.2% (12/19)		Maths – 5.3% (1/19)
GPS – 55.5% (18/)		GPS – 5.5% (18/)	GPS – 42.1% (8/19)		GPS – 5.3% (1/19)
Science -		Science -	Science – 47% (9/19)		Science – 5.3% (1/19)
Combined -		Combined -	Combined -26.3% (5/19)		Combined – 0% (0/19)
Times Tables					
			20+ 50% (5/10)	23+ 30% (3/10)	25+ 0% (0/10)
KS1					
At Expected or Greater Depth		Greater Depth	At Expected or Greater Depth		Greater Depth
Reading – 42.9%(6/14)		Reading – 7.1% ( /14)	Reading – 40% (4/10)		Reading – 0% (0/10)
Writing – 28.6% (4/14)		Writing – 0% (0/14)	Writing – 40% (4/10)		Writing – 0% (0/10)
Maths- 50% (7/14)		Maths - 0% (0/14)	Maths – 60% (6/10)		Maths- - 0% (0/10)
Science – 14.3%(2/14)		Science - 0% (0/14)	Science – 60% (6/10)		Science – 0% (0/10)
Combined – 28.6%(4/14)		Combined - 0% (0/14)	Combined – 40% (4/10)		Combined – 0% (0/10)
Phonics					
Year 1 40% (4 /10)		Year 2 85.7% (12/14)	Year 1 37.5% (3/8)		Year 2 40% (4/10)
EYFS					
Reading – 43% (3/7)			Reading – 50% (4/8)		
Writing – 43% (3/7)			Writing – 50% (4/8)		
Maths - 43% (3/7)			Maths- 75% (6/8)		



*Covid 19 had a detrimental impact on our disadvantaged pupils. We put systems in place to minimise the impact of this during the pandemic with providing on site schooling for our vulnerable children and those with parents that were key workers. We made weekly visits, distributed physical resources, made regular phone calls and provided a comprehensive online curriculum for all other children.*

*Absence and persistent lateness has had an impact on learning and is still not back to pre-covid figures.*

*We are also aware that children's wellbeing and mental health were significantly impacted. This has affected outcomes.*

## Externally provided programmes

Programme	Provider
NEli	Nuffield Education Language Intervention
Times table Rockstars	TT Rockstars
Floppy's Phonics	Oxford Owl
Code X	Oxford Reading Tree

## Further information

We have used the EEF's implementation guidance in developing this strategy in working out which activities and approaches are going to be the most effective in making sure our Pupil Premium funding is used to maximise outcomes.

We use robust systems to triangulate evidence including data, work scrutiny, pupil, staff and parent voice and observations. Our assessment and tracking of pupils identifies and enables teachers to address gaps.

The importance of our pastoral lead is a significant part of our strategy and this has become of increasing importance since Covid.