

Pupil Premium Strategy Statement

2023 - 2024



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	292
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jon Stevens Headteacher
Pupil premium lead	Jon Stevens Headteacher
Governor lead	Colin Molloy Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,645
Recovery premium funding allocation this academic year	£13,640
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	£145,285

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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 attainment at least in line with their peers 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 deep learners.

We will consider the challenges faced by 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 disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the tuition grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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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 language skills and vocabulary gaps that has a negative impact on writing 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.
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	Assessments indicate that maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in most areas of the school.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges affected all pupils but particularly affect disadvantaged pupils.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils. 40% of disadvantaged pupils have been 'persistently absent' compared to 22% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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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
Improved oral language skills and vocabulary among disadvantaged pupils that positively impacts writing.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils that positively impacts attainment in writing. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 90% of disadvantaged pupils (non-SEN FSM) meet the expected standard, rising from 40% in 2022/23.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 85% of disadvantaged pupils (non-SEN FSM) meet the expected standard, rising from 60% in 2022/23.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/24 show that more than 85% of disadvantaged pupils (non-SEN FSM) meet the expected standard, rising from 70% in 2022/23.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none">•the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.•the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 10% lower than 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: £ 3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing feedback via tests (Purchase of standardised diagnostic assessments)</p> <p>(£700)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Impact: +6 months</p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We fund ongoing teacher training and release time to deliver the Oracy project.</p> <p>(£2000)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Impact: +6 months</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We have joined a maths hub to provide ongoing CPD for staff.</p> <p>(Fully Funded)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into the extra-curricular LittleThink club, currently on offer to all children.</p> <p>(£1000)</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Impact: +4 months</p>	4

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

Budgeted cost: £ 131,200 + £13,640 (Tutoring grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Imbed a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Oracy project (see above for cost).</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) - Impact: +6 months.</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>Phonics Toolkit Strand Education Endowment Foundation EEF - Impact: +5 months.</p>	2
<p>Extra tuition. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>(£13,640 - Use of tutoring grant to fund this).</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, small groups.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF - Impact: +4 months.</p>	3
<p>Reducing class sizes across KS1 and KS2 in maths and English.</p> <p>(£131,200)</p>	<p>Evidence shows that having smaller class sizes, by between 8 and 10 children fewer, allows teachers to have time for higher quality interactions with children, and additional opportunities to provide higher quality of feedback. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk) - Impact: +2 months.</p>	3

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

Budgeted cost: £9,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <i>Working Together to improve attendance</i>.</p> <p>Employing an independent attendance officer to support school in improving attendance.</p> <p>(£3,075)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental Engagement - EEF Impact: +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Contingency fund for acute issues.</p> <p>(£2,500 - for a free daily breakfast bagel for all FSM children in school).</p>	<p>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.</p>	All
<p>Employing an independent family support worker to support children and families build positive relationships with each other and school, thus improving behaviour and attendance.</p> <p>(£4,120)</p>	<p>A solution-focused approach that is used to achieve positive outcomes for individual children, parents/carers and families.</p> <p>Parental Engagement - EEF Impact: +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5

Teaching CPD cost:	£3,700
Targeted academic support cost:	£144,840
Wider strategies cost:	£9,695
Total cost:	£158,235
Pupil premium funding allocation this academic year	£131,645
Recovery premium funding allocation this academic year	£13,640
Total Allocation	£145,285
Balance	£-12,950

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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.

Over the course of KS2, the Y6 children encountered a disrupted education due to Covid. Using the catch up premium and the extra tuition grant, we have maintained outcomes from KS1 to KS2, despite losing two expected plus pupil premium children since the Y2 data and gaining one working towards pupil premium child.