



Pupil Premium strategy statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Jo Trahearn
Pupil premium lead	Jo Trahearn
Governor / Trustee lead	Emma Spandrykz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,770
Recovery premium funding allocation this academic year	£7,105
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£74,875

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no **“one size fits all”**.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching & learning opportunities meet the needs of all pupils.
- To increase pupils Cultural Capital through outdoor learning, engaging with music, art, food, dance, language and taking part in trips and residential.
- Increasing the quality of teaching, through Continuous Professional Development (CPD) opportunities including National College, to enable all pupils to achieve their full potential in line with our school vision of ACE.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following needs analysis.

Achieving these objectives:

The range of provision includes and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- To allocate additional learning support to provide small group work focussed on overcoming gaps in learning. This may take the form of pre-teaching to ensure children confidently access new learning as well as Intervention to avoid children falling behind peers.
- To provide emotional support / developing self esteem.
- Effective learning characteristics development e.g. resilience and risk-taking through initiatives such as Forest School, Mindfulness, Yoga, Parkour etc
- 1-1 support
- Additional teaching and learning opportunities provided through trained ELSA or external agencies
- Increased training for support staff to facilitate more effective interventions e.g. RWI Support package, SHINE, Freshstart, National College webinars.
- Working alongside parents to develop skills to overcome barriers.
- Support payments for activities, educational visits and residential.
- Increasing cultural capital to ensure children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Additional support during unstructured times E.g lunchtime club, budding, play coaching, Forest school lunch club, writing/art club.
- Support for equipment and resources to ensure equality of opportunity for all children e.g. hiring musical instrument, loaning sports equipment e.g. bikes for bikeability, football boots, shin pads and buying school uniforms and book bags.
- Loaning devices to support home learning.

Challenges

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

Challenge number	Detail of challenge
1	Some of our pupil premium children are not making as rapid progress in reading, writing and maths as non-pupil premium children
2	Severe emotional issues can get in the way of learning
3	Low parental engagement / ability to support children at home.
4	Many of our pupil premium children lack the rich and varied experiences often afforded to our non-pupil premium children. Our pupil premium children often have a limited vocabulary acquisition and reduced meaningful knowledge of the world.
5	Attendance and Punctuality for many Pupil Premium falls below 95%.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Improved attendance for disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of negative behavioural incidents
Improved wellbeing	Pupil surveys reflect greater enjoyment and engagement in school Reduction in referrals to Inclusion / ELSA

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to further improve Quality first teaching with a focus on</p> <ol style="list-style-type: none"> 1) Cognitive Load Theory 2) Memory and Retention 3) Retrieval Practice 4) Assessment and Responsive Teaching 5) Self-regulation & Metacognition <p>CPD programme for LSAs as part of Performance Development cycle.</p> <p>Teacher Professional Development cycles to be more aligned</p> <p>1 x Inset day (19.12.22) for whole staff to develop whole school approach to writing / spelling.</p> <p>RWI bite-size training delivered regularly by English leads using online training resources to refresh and build skills for staff at all levels</p> <p>Buy in to The National College whole staff CPD programme and subject specific organisations like historical association to improve Pedagogy</p> <p>Termly ½ a day subject leadership release for developing and monitoring subject and</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – Quality first teaching has direct impact on student outcomes.</p> <p>We recognise we need to build effective systems of mentoring and coaching to be able to support less experienced members of staff as well as further develop our expertise around current research-based findings.</p>	<p>1,3,5</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group interventions for disadvantaged pupils who have been spotlighted as falling behind age-related expectations during termly Pupil Progress Meetings. Termly intervention planning within teams to address common.</p> <p>Focussed 4 week block interventions carried out termly</p> <p>Use of daily reading interventions throughout the school. KS1 RWI – 1-1 Interventions LKS2 – RWI small group UKS2 - Freshstart</p> <p>Intensive 1-1 tuition 3 x 30 mins per week focusing on basic reading and maths skills for targeted PP children not working at ARE or slipped.</p> <p>Shine Reading & GPS Interventions to be delivered by KS2 class teachers following MARK assessments to close the gap.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1,2,3,</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1 x Emotional Literacy Support Assistant (ELSA) so each team has an ELSA to support PP children – promoting the emotional literacy of children.</p> <p>Additional support at lunchtimes for PP / vulnerable children with the introduction of a KS1 & KS2 lunchtime club, Forest schools Lunchtime club and writing /art club</p> <p>Additional wellbeing session with extra LSA to focus on engagement and self-esteem of pupils in KS2. Sessions include the following areas; art therapy; parkour, yoga & mindfulness, outdoor learning (maths/phonics) forest schools etc</p> <p>PACT (Parents and children together) 3 sessions afterschool with class teacher to help parents to understand how they can best support children at home with the resources we have e.g numbots, TTrackstars, Oxford Reading,</p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these</p>	<p>2,5,4</p>

<p>Seesaw, SPAG.com.</p> <p>Sports coach sessions on developing physical literacy.</p> <p>Exciting trips and visits will be planned and subsidised for PP children to enhance the curriculum and increase cultural capital. Introduce an additional LKS2 residential for 3 days to build confidence for 5 days in UKS2 .</p> <p>Employment of additional part time admin staff to monitor attendance of PP children. Where attendance is an issue Educational Welfare officer (EWO) to work alongside us with families.</p> <p>Music tuition and hire / purchasing of instruments.</p> <p>Funding school uniforms / PE wear / attending after school sports clubs</p> <p>Encouragement and payment of wrap around care</p>		
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Total budgeted cost: £75,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Actions	Impact
<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations. This includes a specific focus on maths</p>	<p>Children received 1:1 or small group work with PP Teacher / LSA working on specific targets identified by the class teacher. Learning has been moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils, unless there is a specific SEN issue,. Internal data identifies a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Key Stage 1 60% of Disadvantaged children achieved age-related expectation in maths compared to 51.7% nationally</p> <p>Key Stage 2 90% of Disadvantaged children achieved age-related expectation in maths compared to 56.3 nationally.</p>
<p>Teacher led interventions were carried out in Spring term 2022 to address gaps in knowledge identified by NTS analysis and discussed in Pupil Progress meetings.</p>	<p>Internal Pupil Progress Data identified that the percentage of disadvantaged children achieving age-related expectation in reading and maths steadily increased, closing the gap between disadvantaged and non-disadvantaged groups.</p> <p>At the end of KS2 60% of Disadvantaged children achieved the expected standard in Reading, Writing & Maths combined compared to only 42.8% nationally.</p>
<p>Additional Learning Assistant Support employed to support pupils in Year 6 maths and literacy lessons.</p> <p>A number of children were also targeted for a homework/meet and greet club 2 times a week.</p>	<p>Attendance in school increased.</p> <p>Pupil came into lessons ready to learn as they'd been provided with a breakfast and ELSA support to discuss any worries before school . This in turn improved children's focus and outcomes within morning lessons.</p> <p>90% of Pupil Premium Children achieved expected standard in Reading and Maths and 80% in writing. This was a marked improvement on baseline data in Aut 21 where only 72% of Pupil Premium children were on track to achieve age-related expectation in reading and 68% in maths.</p>
<p>Targeted support from sports coach, pupils who had been inactive during lockdown.</p>	<p>95% of targeted children asked attended the club and improvement to physical fitness and mental wellbeing were noted.</p> <p>80% of pupil premium children from KS2, took part in some form of sporting events where they represented the school.</p>
<p>Supported families with before and after school care. This also included the specific focus on new vulnerable families, being offered this, before that asked.</p>	<p>10 x Pupil Premium children were funded to attend after school care which helped to engage parents and build stronger relationships.</p>