

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	31.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 to 2027/28
Date this statement was published	12.12.2023
Date on which it will be reviewed	31.03.2024
Statement authorised by	Rachel Osgodby
Pupil premium lead	Rachel Osgodby
Governor / Trustee lead	Dr Sue Cordell
Number of pupils in school	176

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,820
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,584
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£131
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>	£101,535

Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Spelling Punctuation and Grammar skills are low- impacting on quality of writing, particularly spelling
2	Low reading comprehension skills
3	Low Numeracy skills – particularly problem solving and reasoning
4	Children enter the foundation stage well below the national average, meaning low starting points for children
5	Limited social & emotional skills, low confidence, and self-esteem
6	Limited cultural capital and a need to raise aspiration
7	Poor punctuality and lower attendance

Intended outcomes

Intended outcome	Success criteria
Improve SPaG knowledge of children to improve their progress in writing, with a particular focus on spelling	Pupils eligible for PP in all years will make expected or better progress in writing. All children will be working at least inline with the national and local figure for this group in SPaG and their written work will reflect this.
Improve children's reading and comprehension skills; improve children's engagement and interest in reading	Pupils eligible for PP in all years will make expected or better progress in reading. All children will be working at least inline with the national and local figure for this group in reading comprehension work will reflect this.
Improve understanding of problem solving and reasoning to impact numeracy skills further up the school	Pupils eligible for PP in all years will make expected or better progress in numeracy. All children will be working at least inline with the national and local figure for this group in numeracy work will reflect this.
Children to make accelerated progress so that they are closing the gaps towards meeting age related	Pupils eligible for PP in all years will make expected or better progress in all areas.

expectations by the end of each year.	All children will be working at least inline with the expectations for this group at the end of each year.
Raised self-esteem and emotional resilience, promoting confidence and increased motivation. Engagement and attitudes to learning improved.	Improved social skills, emotional resilience and attitude to learning. Children are happy in their environment and feel a part of their class/ school. Children have opportunities and equal access in all aspects of school. Children are confident, independent learners and can access the environment independently and safely.
Attendance / punctuality of children in receipt of PP is at least in-line with other children in school and nationally.	All children attend well and arrive at school on time and ready to learn. Levels of persistent absence decrease and are inline with national and local figures.

Activity in this academic year

Targeted academic support

Budgeted cost: £101,535

Intended outcome	Activity	Evidence that supports this approach
Improve SPaG knowledge of children to improve their progress in writing, with a particular focus on spelling	Staff to have access to appropriate support materials to improve staff knowledge Develop appropriate intervention to boost knowledge and plug gaps in learning Active Spelling Training for all staff Provide additional access to assessment where SEND need may be identified Provide SENDCo assistant time to support the delivery of dyslexia support programmes, as appropriate Ed Shed and Sounds Write resources to support class teaching and homework.	We will aim to develop these skills through Quality First Teaching, supported by high level resources but also acknowledge that some children will need additional support in developing these skills. This may mean: - ensuring interventions are targeted and in addition to QFT within lessons. - increasing the number of specialist teacher hours to support assessment to identify additional needs such as dyslexia.
Improve children's, phonics, reading and comprehension skills; improve children's engagement and interest in reading	Phonics focus through Sounds Write and intervention groups. A focus on comprehension strategies through guided reading and Reading Explorers schemes. Reading intervention groups will improve the attainment and progress of the disadvantaged children across the school and particularly at the end of KS2. Further training for additional KS2 staff members in Reciprocal Reading	Further develop phonics intervention sessions for pupil premium children who are not secure in their phonics teaching, ensuring they do not fall behind. Our Guided Reading lessons are already proving to be successful but the focus now needs to be to further embed these materials and provide appropriate intervention to support these children beyond the guided reading sessions and ensure they close the gap.

	Reading Rocketeers materials to support reading intervention. Library funding to increase the range of materials offered to children. Maintain the reading reward scheme with rewards for numbers of days reading Increase Teaching Assistant time to provide phonics intervention, as appropriate	
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Improve understanding of problem solving and reasoning to impact numeracy skills further up the school	Focus on problem solving, reasoning and real life context in staff meetings and develop / purchase further resources, where needed. Ensure staff receive refresher training on all the White Rose materials available, as appropriate, particularly when looking at mastery. Explore the potential for maths support materials for homework. Provide maths guides for parents to use when supporting children at home. Membership of the White Rose, including teacher planning materials and knowledge organisers. Mathletics membership, supporting home learning.	Children need further work, learning how to apply arithmetic skills into problem solving and reasoning. Quality First Teaching will seek to develop this further during class teaching. Interventions will also be targeted to provide additional support for those children who require it. In addition, we value the importance of parental support when children are completing homework and appreciate the challenges for parents in doing this. We will seek to help parents in providing this support through the materials we develop/ purchase.
Children to make accelerated progress so that they are closing the gaps towards meeting age related expectations by the end of each year.	To provide enhanced Quality First Teaching through targeted use of Teaching Assistants within the classroom and supported by assessments. We are committed to ensuring that all staff have the skills to support children as needed. The breadth of provision provided by TAs continues to be developed. Whole staff CPD will continue to ensure that all staff have received recent training in teaching phonics, Spellings, Reading, maths (with a focus on problem solving and reasoning) and wider curriculum areas as appropriate and required.	Quality First Teaching in our classrooms is the main strategy for improving outcomes for our children. However, we also acknowledge the value of the high quality support and intervention our teaching assistants can provide to those children who require additional support. We recognise the role teaching assistants play in providing this support and ensure that they are highly trained and have sufficient release time to work with these identified groups.

Additional teacher utilised for Catch up teacher led group tuition. Two afternoons per week specifically from catch up premium and also funded from wider PUP/Main Budget

Where there are sustained barriers to learning, the possibility of diagnostic assessments by the Specialist Teaching Team or other professionals will be explored and supported by the SEND team.

Raised self-esteem, emotional resilience, promoting confidence and increased motivation. Engagement and attitudes to learning improved.	Provide additional structured PSHE resources to support specific, targeted areas. Train a second Teaching Assistant to become/ deliver ELSA (Emotional Literacy Support Assistant) to identified children Provide additional teaching assistant hours to support the development of nurture group work Employ the services of a qualified counsellor to provide group sessions, where applicable Employ the services of a qualified counsellor to provide parenting courses where applicable Employ the services of a qualified counsellor to provide one to one counselling session where applicable.	Children need to feel happy, safe and valued before they can fully engage in learning. By supporting children's mental health and wellbeing we can ensure children will be ready to learn, engaged and able to thrive. Additional support has been necessary since the start of the pandemic, particularly to enable positive social interactions, to eradicate any fears of being back in the wider society and to re-engage children in learning back in the classroom.
Attendance / punctuality of children in receipt of PP is at least in-line with other children in school and nationally.	Certificates and rewards for good attendance Provide access to breakfast club to support parents in the morning, where appropriate Parent support worker to work with parents on attendance and punctuality Support of an education welfare officer and supporting resources, if and when needed	Children are more settled and engage more thoroughly if they have a sense of belonging, arrive with their peers and have good attendance. Progress and attainment can be maximised when children attend well and are punctual.

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

Activity	Evidence that supports this approach
Significant existing pupil Counselling service in school funded by Main Budget, with additional services provided for families financed by donations and externally sourced grants (not PUP Grant).	The effect of Covid on mental health and wellbeing has been wide and varied. Without good mental wellbeing, it is difficult for children to fully access and engage with learning. Since returning from the lockdowns, additional support has been necessary for some identified groups and individuals to ensure continued engagement and academic progress.
A wider range of curriculum Experiences, providing funding towards educational trips, swimming, music lessons, clubs and residential trips	All children should have the chance to experience broader learning opportunities, which will deepen learning and make learning even more exciting. Trips (especially residential trips) support growing independence and personal organisation. Children will be supported to learn to swim and be safe and have the opportunities to experience social learning through clubs and music lessons as well as learning the subject specific content of the club.
Children to have access to the same basic needs as other children in the school: - provide breakfast provision. - provide milk and hot school meals. - provide support with school uniform.	It is important to ensure that children are well nourished, healthy and ready to learn. Pupils will be able to learn because they feel part of the school community.

Total budgeted cost: £101,535

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2022- 2023 Data

Phonics

Year 1 - 29% of our pupil premium children met the required standard in the phonics test compared to 67% nationally. However, each child accounted for approximately 14%.

Year 2 - By the end of Year 2, 100% of our pupil premium children had reached the required standard.

Year 4 Multiplication Check

100% of our Pupil Premium children passed the multiplication check compared to 93% nationally.

End of KS1 attainment

	% achieving the expected standard or above	
	All children	Pupils eligible for Pupil Premium
Reading	65%	40%
Writing	57%	30%
Maths	74%	50%

End of KS2 attainment

	% achieving the expected standard or above	
	All children	Pupils eligible for Pupil Premium
Reading	82%	75%
Writing	75%	67%
Maths	89%	92%

National outcomes for pupil premium children were Reading 60%, Writing 58%, Maths 59% meaning that our children achieved above or significantly above the national outcomes. They also achieved at least inline with their peers.

Pupil Voice

97% of children say they feel safe and happy in school. 99% say that their teacher listens to them with 96% saying that they feel they can discuss any problems with a teacher or another adult in school.

Parent Voice

96% of parents say that their child enjoys school. 100% of parents reported that their child is safe and well cared for at school. 100% of parents also felt satisfied that the school meets their child's particular needs.

Attendance

School attendance for those in receipt of pupil premium was 91.5% over the last academic year, which was slightly above the national figure of 91.3%. However, it was below the overall school figure of 93.5%.

