



Pupil Premium Strategy

Last reviewed : December 2022

Next scheduled review : December 2023

Approved by : Mrs Rebecca Gray

Headteacher

10 December 2023

Mr Geoff Booth

Chair of Governors

10 December 2021

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Introduction

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	41
Proportion (%) of pupil premium eligible pupils	17% FSM 29% including service children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mrs Rebecca Gray - Headteacher
Pupil premium lead	Mrs Rebecca Gray - Headteacher
Governor / Trustee lead	Mrs Jemima Horton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11, 620
Recovery premium funding allocation this academic year	Covid catch up £2211 Covid recovery £1000 Covid tutoring £400
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>	£6,827
Total budget for this academic year	£ 22,058

<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>	
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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 high attainment 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 high attainers.

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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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 excel. 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

Challenges

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

Challenge number	Detail of challenge
1	Mobility of our disadvantaged pupils means that they often have gaps in prior learning – these are evident from Reception through to KS2
2	Assessments and observations suggest that disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. Discussions with pupils also highlights the lack of high-quality texts at home.
3	Internal and external assessments at KS1 indicate that maths attainment is below national and this includes the attainment of disadvantaged pupils.

4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils as well as a lack of enrichment opportunities.
5	Our attendance data has improved over the last 12 months but remains lower for disadvantaged pupils. 85% of our persistent absentees were disadvantaged.

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
Fill gaps in prior learning caused by mobility of many disadvantaged pupils.	Assessments and observations administered when children arrive at the school so that a clear picture of gaps is established. Additional support given to address these gaps are closely monitored.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils met the expected standard. In school data shows that gaps in KS1 knowledge is being addressed for those that did not meet standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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 attendance to be in line with national figures or better. • the percentage of all pupils who are persistently absent being below national figures • the figure among disadvantaged pupils being in line with non-disadvantaged figures.

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: £18,158 from Covid funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased number of teachers allowing for KS2 to be split</i>	<p>Working with experts to redefine curriculum to more specifically meet the needs of LKS2 and UKS2</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of the pupils. See EEF guidance reports on literacy, maths, science and feedback</p> <p><i>'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.'</i> EEF Pupil Premium Menu Evidence Brief</p>	1 and 2

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

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring</i>	<p>DfE National Tutoring Programme: guidance for schools. 3 routes for subsidised tuition: - NTP Tuition Partners - NTP Academic Mentors - School-led tutoring</p> <p>Rates for 2002-23 (see school level funding allocations): - mainstream schools: a minimum of £162 per PP eligible pupil - non-mainstream schools: a minimum of £423 per PP-eligible pupil</p> <p>Pupil premium or recovery premium can be used to pay for the unsubsidised costs of tuition.</p> <p>See EEF One to one tuition and EEF Small group tuition.</p>	1, 2 and 3

<p><i>Structured interventions for Phonics, reading and maths</i></p> <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</i></p>	<p><i>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: Phonics Toolkit Strand Education Endowment Foundation EEF</i></p> <p>Teaching assistants delivering structured interventions, which they have received additional training and support to deliver, typically add 5 months' progress, on average, over a year.</p> <p>EEF Teaching Assistant Interventions EEF Guide to making best use of teaching assistants EEF Selecting interventions – evidence insights</p>	<p>1, 2 and 3</p>
<p><i>Assessments implemented across school to monitor gaps and progress</i></p>	<p><i>Using the guidance tool https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback to ensure good practice is used consistently through school and that planning is based on assessment findings.</i></p>	<p>1, 2 and 3</p>

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

Budgeted cost: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p>	<p>5</p>
<p><i>Re-introduce a wide range of extra-curricular clubs free after school and vary the times to allow for maximum attendance. Re-introduce a comprehensive range of visits and visitors to enhance children's cultural experience whilst at school.</i></p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Extracurricular activities including sports, outdoor activities, arts, culture and trips. See EEF Toolkit strand on arts participation.</p> <p>Evidence also shows that an enriched curriculum increases enjoyment and improves attendance.</p>	<p>4 and 5</p>

<i>Train staff to develop the schools SEL provision – (social and emotional learning) One member of staff to complete TISUK diploma and one to complete ELSA training. This will ensure that there is always an emotionally available adult trained on site.</i>	Training completed with other schools within the cluster to develop a strong network of schools that can support children beyond each individual classroom. Supporting pupils social, emotional and behavioural needs. See EEF guidance reports on Improving Social and Emotional Learning in Primary Schools and Improving Behaviour in Schools	4 and 5
<i>Extend the school day by 15 minutes to meet guidelines in the white paper</i>	Increasing the school day will increase teaching time each day. Extended school time, including summer schools. See EEF Toolkit strands on extending school time ,	1, 2 and 3

Total budgeted cost: £22,058

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last academic year a new maths scheme was introduced throughout the school which included assessment points to analyse gaps. Although the gaps were not filled at KS1 to enable children to meet the expected standard they were developed through specific targeted interventions to ensure that children were secondary ready.

Those children that were at the school for more than 12 months made more progress than mobile children showing the need to assess children on arrival and create interventions to fill gaps.

A new SSP was introduced throughout the school and all teachers trained, working with English Hub to ensure consistent standards and monitoring of the provision of phonics teaching. All children in Year 1 and those retaking the PSC passed which was above National Average.

Attendance figures were affected by Covid more this academic year than previous years but the number of children arriving late and being absent for reasons other than illness were reduced.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Can Do Maths	Buzzard
Accelerated Reader	Renaissance
Sounds-Write	Sounds-Write Ltd.

