



## 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 outcomes for disadvantaged pupils last academic year.

*The Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. Was used to inform decisions.*

### School overview

Detail	Data
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	
Pupil premium lead	Mrs Helen Kelly
Governor / Trustee lead	Mrs Natalie Eastwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	

<b>Total budget for this academic year</b> <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>	£20,370
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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	Assessments and observations in the classrooms indicate that children, especially those who are disadvantaged, need extra support in the classroom to focus on their task and to work on confidence. We have put this in place and we are seeing an improvement in their work and work ethic.
2	Our observations and behaviour records show that we have some children whose education is affected due to their mental health and well being. Many of these challenges affect disadvantaged pupils. These findings are also supported by national studies.
3	Our observations and discussions with families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils.
4	Internal assessments and discussions with pupils indicate underdeveloped reading skills and lack of fluency and comprehension when reading 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.

## 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 attainment and participation among disadvantaged pupils ensuring they are on task and achieving their potential narrowing the gap with their peers. (Currently 40% achieving in line with peers)	To increase % of pupils achieving in line with peers from 40%. Lesson observations and book scrutiny will show a greater amount of work in the children's books due to being supported and improving their confidence.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of wellbeing by 2024/5 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent discussions and teacher observations.</li> <li>• Also increased number of pupils achieving in line with peers, as above.</li> </ul>
All pupils will be given a chance to shine in an area of the curriculum they enjoy.	<ul style="list-style-type: none"> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To improve reading attainment among disadvantaged children.	Reading outcomes show that at least 66% of pupils meet the expected standard.

## 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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a DfE validated Systematic Synthetic Phonics Programme to secure stronger teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a>	1,4
Enhancement of our reading teaching and curriculum planning. Purchase of Pathways to Reading to ensure consistency in the teaching of reading for all pupils. Ongoing training for all staff. Staff released to observe each other as part of the learning process.	There is evidence that a clear and consistent strategy for teaching reading and comprehension skills will have a positive impact on achievement for all pupils including disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/news/ee-f-blog-reading-comprehension-simple-and-brilliantly-complex">https://educationendowmentfoundation.org.uk/news/ee-f-blog-reading-comprehension-simple-and-brilliantly-complex</a>	1, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of Pathways to Progress to the improve literacy skills of all pupils including disadvantaged pupils.	Evidence shows that structured interventions have a positive impact on the progress of pupils. Especially if these interventions are delivered by TA's.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1673466577">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1673466577</a>	1
TA's to be employed in classrooms to support teaching and learning of disadvantaged pupils.	High quality support for pupils in the classroom will ensure progress in line with peers. EEF research recommends how TA's can support in the classroom and have the maximum effect on progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=making%20the%20best%20use%20of%20TA">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=making%20the%20best%20use%20of%20TA</a>	1

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with a trained counsellor on attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.	‘Social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’ include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	2
Work with a Yoga teacher to give pupils the skills to recognise their	‘Social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’ include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations.	

<p>emotions and how they can take control of how they are feeling</p>	<p>There is growing evidence that these skills are important to children’s later outcomes.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
<p>Enriching education for intrinsic benefits, especially for the more able disadvantaged pupils.          We do this by providing violin and piano lessons also subsidising school trips where needed.</p>	<p>We believe that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.          However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>3</p>

**Total budgeted cost: £20,500**

2023-24 funding was for 14 pupils with 11 eligible pupils in total

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Last year 2022-23 we had 4 disadvantaged pupils (24%) in the cohort that sat the national tests at key stage 2. Of these pupils 75% achieved the Expected standard with 1 of these pupils achieving above the expected standard.

In key stage 1 there were 2 disadvantaged pupils (13%) who sat the national tests. 50% of these pupils achieved the expected standard.

Data from tests and assessments that were carried out in school showed that our disadvantaged pupils achievement throughout school can be summarised as:

9% below age related expectations ARE, 64% Working towards ARE and 27% are working at age related expectations.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils across all subjects is:

6% below age related expectations ARE, 26% Working towards ARE, 49% are working at ARE and 23% working above ARE.

Absence among disadvantaged pupils was inline with their peers in 2022/23 and persistent absence was also in line with peers.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

### 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.*



<b>Programme</b>	<b>Provider</b>
Pathways to Read Pathways to Write	The Literacy Company
Pathways to Progress (intervention)	

## **Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

**Further information (optional)**

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