

Pupil Premium Strategy Statement



September 2023

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	88
Proportion (%) of pupil premium eligible pupils	15% (13chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2026
Statement authorised by	Emily Husbands (Headteacher)
Pupil premium lead	Emily Husbands (Headteacher)
Governor / Trustee lead	Hannah Grainger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,330 (8xPP & 2xpost LAC)
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£16,330

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.

High-quality teaching is at the heart of our approach, combined with our CARE values, 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; alongside quality first teaching, targeted interventions and whole school ethos supporting all children, but particularly those whose education has been worst affected.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of PP children is below national and below that of non-disadvantaged children in the school.
2	Parents require support across a wide range of issues including housing, finance, mental health, relationships, parenting etc
3	There is a lack of confidence, resilience and anxiety impacting upon some children and parents across the school, this may be a result of COVID-19.
4	Teacher referrals for support remain relatively high. Five PP children are also on the SEN record.

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	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other

among disadvantaged pupils.	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	Y1 & Y2 phonics screening check shows that disadvantaged pupils achieve the expected 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, pupil and parent surveys and teacher observations ● an increase in participation in enrichment activities, particularly among disadvantaged pupils ● PSA involvement provides parents and families with strategies to improve wellbeing
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 will be in line with national figures and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. ● the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers

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: £ 4900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2, 3

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

Budgeted cost: £ 5315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (NELI, Wellcomm)	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Implementation of a programme of interventions to improve social and emotional wellbeing (Lego therapy, Drawing for Talking, Time for You)	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):	3

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

Budgeted cost: £ 5380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Implementation of a whole school programme to improve social and emotional wellbeing	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):	3
Employment of shared PSA to support SEMH and wider issues for parents	EEF research regarding parental engagement	1, 2

Total budgeted cost: £ 15595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic performance for disadvantaged children varies greatly both across the school and within year groups. The largest group of disadvantaged children is in upper KS2. While the majority of disadvantaged children do not attain expected standards for their age group, they are making effective progress towards these targets.

For many of our disadvantaged children there are more complex needs which go along side; SEN, GTR, attendance, mental health etc. While it is not appropriate to mention individual children, there are case studies which highlight the needs of this group.

Interventions are in place and the children access a wide range of support at a whole school level down to targeted interventions such as Lego therapy and Time for You to phonics interventions and pre-teach maths groups.

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
Time for You	Benjamin Foundation

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Contributed towards the cost of the Benjamin Foundation 'Time for You' therapeutic intervention.

The impact of that spending on service pupil premium eligible pupils

Child has strategies in place to support emotional wellbeing and is developing emotional resilience.