# Pupil premium strategy statement – [insert school name]

*Before completing this template, read the Education Endowment Foundation’s guidance on* [*using your pupil premium funding effectively*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) *and DfE’s* [*using pupil premium guidance*](https://www.gov.uk/government/publications/pupil-premium)*, which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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

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| Detail | Data |
| Number of pupils in school | 416 |
| Proportion (%) of pupil premium eligible pupils | 8.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** |  |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Tom Gray  Headteacher |
| Pupil premium lead | Julie Pepperrell  SENCO |
| Governor / Trustee lead | John Michaelides  Governor |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,860 |
| Recovery premium funding allocation this academic year | £5,220 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £55,080 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 this 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 focused on equity as we know that disadvantaged children tend to have lower starting points and therefore need to make accelerated progress compared to their non-disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, 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:  Adopt a whole school pedagogical approach in which the structure of lessons keep up not catch up  Act early to intervene at the point of need  Explicitly teaching of the acquisition of vocabulary across all subjects  We adopt a whole school approach in which all staff take responsibility for disadvantaged children’s outcomes and raise expectations of what they can achieve  Track the progress of our disadvantaged pupils as part of our assessment cycle, adapting teaching where necessary. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations and reviewing books suggest disadvantaged pupils are having greater difficulties than their peers. This is amongst children not meeting age related expectations as well as children who should be on track for GDS. |
| 2 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |
| 3 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 7 disadvantaged children currently require additional support with social and emotional needs, receiving small group or 1:1 interventions. |
| 4 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. Persistent absence of disadvantaged pupils is significantly above that of non-disadvantaged pupils. |
| 5 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps 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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils | Attendance figures being in line or better than the national average for all pupils, including those who are disadvantaged. |
| Improved oral language skills and vocabulary among disadvantaged pupils | Assessments and observations indicated significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and on-going formative assessment. |
| To remove the persistent absence gap between children in receipt of free school meals and those who are not. | Outcomes in 2022/2023 amongst disadvantaged pupils without other significant barriers meet the expected standard. |
| To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils | Sustained drop in Persistent Absence within our group of key disadvantaged pupils. |

## 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*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Explicit direct instruction is embedded as a pedagogical approach in teaching across the curriculum | Based on cognitive science, studies have shown good progress is made with this approach especially SEND and disadvantaged. | 1,2,3,5 |
| CPD for Maths Mastery | Evidence shows that maths mastery approach ensures that all children are able to keep up. Embedding fluency in maths secures key skills for children including those who are disadvantaged, | 1,2,3,5 |
| Little Wandle phonics system embedded including catch-up program | Phonics approaches have a strong evidence base indicating a positive impact on children particularly those from a disadvantaged background. | 1,2,3,5 |

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

Budgeted cost: £ *8700*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at key children needing accelerated progress including disadvantaged children | Phonics approaches that have a strong evidence base including 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 of up to 12 weeks (Education Endowment Foundation) | 1,2,3,5 |
| School led 1:1 tutoring and small group tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small group. (Education Endowment Foundation) | 1,2,3,5 |

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

Budgeted cost: £ *26,160*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Clear application of Attendance Policy including engaging with key families | Evidence shows that parental engagement approaches have a positive impact on raising attendance levels amongst all pupils | 4 |
| Learning Mentor to work with key children and families supporting their emotional wellbeing in school . Part of this work will focus on attendance. | Targeted emotional response based interventions and universal approaches can have positive overall effects.  Regular attendance has a direct impact on attainment. | 4 |

**Total budgeted cost: £** *49,860*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Teachers continuously assessed children using a robust assessment system used across the trust. Teachers also received continuous CPD to continue to gain a deeper understanding of assessment across all subjects. Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower in Key Stage 2 and that the gap between disadvantaged and non-disadvantage is larger than in previous years.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. Overall attendance in 2021/22 was lower than in the years before the pandemic. Persistence absence of disadvantaged children is significantly higher than non-disadvantaged pupils. This is a large piece of work as part of school priorities to engage key parents and rebuild good habits of attending school regularly and this will continue to remain a focus on our plan.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in the last two years, primarily due to COVID 19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

## 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.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *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** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |