

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.

School overview

Detail	Data
Number of pupils in school	505
Proportion (%) of pupil premium eligible pupils	156
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Max Vlahakis Executive Headteacher
Pupil premium lead	Tracey Pearson and Jane Hanmer Heads of School
Governor / Trustee lead	Sam Rogers Vice-chair of Governors and lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 196,171.00
Recovery premium funding allocation this academic year	£ 22,765 .00
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
Total budget for this academic year	£ 218,936.00

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to surpassing expectations for their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and **lift limits** to acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Our school takes pride in leading the disadvantaged children on their journey – both educational and for life; enabling them to drive their own futures to greater success and positively shape and strengthen our diverse community

We provide an inspirational and creative curriculum, rich in opportunity and full of challenge, allowing every child to WONDER, INVESTIGATE, LEARN and DISCOVER. We understand that every child is precious – an individual blessed with their own unique set of gifts and talents- and we encourage and support each child to thrive as they discover where their strengths lie. We pride ourselves on our happy, friendly and caring family community which underpins all that we do.

- We are committed towards building a community where by all will be empowered to change their own lives and the lives of those around them.
- We will develop relationships based on mutual respect, trust and support.
- We celebrate diversity, encourage inclusion for all and develop collaborative skills to enable effective contribution to our local community and the wider world.
- Well-being is at the heart of our school.
- We are committed to creating a safe, happy and caring learning environment where we will support each other to thrive and succeed.
- We will continually strive to remove the barriers to success and fear of failure.
- We encourage parent, teacher and community members actively involved in our children's lives and learning.
- Through excellent teaching, we will deliver an inspiring curriculum tailored to provide opportunities to develop skills and explore concepts which will empower children to become motivated learners who will discover and build on their interests.

We are focused on developing learning capacity so they will know, understand and challenge themselves as learners. These will allow them to build their knowledge and understanding through topics that will capture their interest and stimulate their imagination; developing ownership and decision making, equipping all young people with knowledge, skills and dispositions for future challenges as lifelong learners.

WILD Curriculum

- Children's experiences are broadened through a wide range of opportunities.
- Opportunities for hands-on investigations with open-ended materials nurture creativity and imagination, and foster children's relationships and communication.
- Children benefit from 'in-depth' learning experiences, time to become deeply involved and immersed in their activities, rather than just 'skimming the surface'.
- Learning is extended further with the addition of stimulating resources or materials, to hook the children and foster their enquiry.

ORACY, Voicing Vocabulary and Language First

- Children are encouraged and are exposed to modelled language and vocabulary to build confidence and fluency.
- Facilitating high-quality interactions enables our children to develop their language and ideas, to think critically, problem-solve and reflect ('sustained, shared thinking').

Challenges

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

Challenge number	Detail of challenge
1	<p>Engagement and progress in developing reading fluency. Disruption to disadvantaged children’s learning has seen a significant impact on the number of children attaining at age-related expectations. Gaps in phonological awareness and fluency have impeded their enjoyment and progress not only in reading but across all the curriculum</p>
2	<p>Skills to be able to communicate with the school community Communication and language, especially in the early stages of education is a barrier for the disadvantaged children making at least the expected progress and accessing the age related expectations and therefore not developing the foundation love of learning. <i>A large number of disadvantaged are also SEND (39% Sept 2022)</i></p>
3	<p>Resilience and well-being Impact from home where families had little or no contact with wider family circles. Children’s social and emotional skills are not secure and developed for their age.</p>
4	<p>Mind set to be aspirational and lift limits. Disruption to attendance in school has seen a significant impact to the children’s behaviours for learning, love of learning and engagement in lessons Limited experiences in the local community and the wider world as well as outside the classroom environment. Gaps between non-disadvantages and disadvantaged to narrow especially at greater depth</p>
5	<p>Persistent absence. Disadvantaged families are persistently off due to illness COVID related, lack of family support, links with school community. <i>Persistent absence for pupils in receipt of free school meals (228%) was in the highest 20% of all schools in 2018/19. (IDSR Nov 2021)</i></p>

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
<p>Lifting Limits to ARE + in reading, writing and maths To lift limits for disadvantaged pupils to ensure they make at least the same progress as their non-disadvantaged peers in reading, as they progress through primary school. Attainment is at least inline with their peers</p> <p>DEVELOP LONG TERM MEMORY</p>	<p>Summative and formative assessments will indicate more disadvantaged pupils meeting the expected standard (Otrack) in reading, writing and Maths Disadvantaged will do as good as or better than their peers RADY programme to uplift identified disadvantaged pupils</p>
<p>Lifting Limits to reach GD The gap between disadvantaged and non-disadvantaged attaining Greater Depth decreases in reading, writing and maths in each year groups</p> <p>AQUIRE A LEARNING EXPERIENCE THAT DEVELOPS A LOVE OF LEARNING</p>	<p>Opportunities (1:1 and small focus tutor groups) will provide children with the opportunity to problem solve and reason, develop inference at greater depth and secure a wider range of punctuation. All disadvantaged will have an increased range of vocabulary and understanding to apply to all areas of learning</p>
<p>Wellbeing Disadvantaged pupils develop resilience and a positive attitude towards work and school</p> <p>TO CREATE OWE AND WONDER LEARNING EXPERIENCES</p>	<p>An experienced nurture/pastoral team will support children through pragmatics, ELSA etc. A learning mentor will be in place Reduction in incidents on the playground during unstructured times RSE, Oracy and Rights Respecting opportunities to allow disadvantaged to have a positive outlook as aspirations for life beyond Y6 Golden thread of SUMO and Growth Mindset supports children to work to their potential</p>
<p>Communication Disadvantaged children in Reception make progress with communication skills and the gap between and non-disadvantaged decreases Throughout the whole school, the use of key vocabulary is taught specifically and children use it well. Disadvantaged children are confident to communicate in a wide range of formal and informal situations</p> <p>A HAVE THIRST FOR KNOWLEDGE AND BE CONFIDENT TO SHARE WITH PEERS</p>	<p>Oracy, Voicing Vocabulary and Language First will be embedded into every learning experience. Curriculum planning will ensure that disadvantaged have time and opportunity to develop skills from entry to school. Children will read with more confidence and fluency Spelling will be improved and children will use more adventurous vocabulary with confidence in all areas of their learning</p>
<p>Pastoral Attendance of disadvantaged pupils rises to and the gap between persistent absence for disadvantaged and non-disadvantaged reduces.</p> <p>TO UNDERSTAND HOW ALL SKILLS LEARNT ARE STEEPING STONES TO FUTURE SUCCESS</p>	<p>Attendance of all disadvantaged pupils will be consistently above 95% or their peers. Parental engagement with Parental Support Advisor will improve for a few families and therefore attendance will improve EWO support and intervention will be triggered as early as possible</p>

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

Budgeted cost: £ 74,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Diagnostic tracking of phonics/decoding/blending plus reading and comprehending Continued CPD and support from reading manager Individualised reading scheme throughout school with a wide range of books to support those disadvantaged who are working below the expected to develop the love of reading Exposure to a wide range of expedition themed texts. Appointment of Reading for pleasure leaders to track and monitor progress of the disadvantaged 	<ul style="list-style-type: none"> Standardised tests provide reliable insights into specific strengths and areas for development for each pupil to ensure that interventions and support is specific, smart and enables the pupil to make progress. Data and tracking indicates that PP pupils are behind Non PP Disadvantaged children are more engaged with texts that are interactive and technology based Sutton trust has shown that many of the approaches with high potential gains take place in the classroom and quality first teaching is key. Quality professional development in key areas can raise attainment of disadvantaged pupils. Reading is key to accessing all areas of the curriculum 	1,2,3
<ul style="list-style-type: none"> Develop a whole school approach to support the fluency and sped of letter formation and handwriting Focus on core body strength, pen grip, letter formation and fluency Diagnostic on-going assessment with 1:1 support for those disadvantaged where handwriting is holding back other curriculum areas CPD and coaching for TAs 	<ul style="list-style-type: none"> Sutton Trust and Ofsted have shown that CPPD and coaching increases the impact of TAs interventions John Hattie and EEF have emphasised the impact of targeted, meaningful feedback. Evidence in books and observations indicate that some disadvantaged children have developed a pen grip and letter formation that is hindering their fluency when handwriting and not developed the correct muscle memory which is causing a barrier to records ideas and making more progress 	1,4
<ul style="list-style-type: none"> Maths mastery – developing number fluency by securing basic number sense and then developing skills to understand computation Diagnostic on-going assessment through daily small group work to maths.co.uk for individualised targets and tutoring Enhancing of teaching and learning of maths by planning in line with DfE and EEF guidance to close the gap 	<ul style="list-style-type: none"> On-going assessment, both formative and summative, analysed on Otrack for individuals , indicates that maths number fluency is a challenge of the disadvantaged with a lack of number sense in younger children. The deeper learning and fluency has not been developed and as a result is a barrier to learning and making more progress Monitoring of learning and planning has indicated that coverage needs to be smarter, less at more depth to develop the long term memory 	1,2,3
<ul style="list-style-type: none"> Oracy/language first/Voicing Vocabulary CPD Strategies will be embedded and threaded through every learning experience with a focus on disadvantaged in small focus tutor groups. Sometimes, pre-teaching specific vocabulary, using voice21 techniques for developing their own voice 	<ul style="list-style-type: none"> Research informs us that the acquisition of early language is key to all children but in particular disadvantaged making progress and developing a strong foundation for latter years. Oxford University have long been involved in tracking progress of children and measuring the positive impact 	4

Targeted academic support (including tutoring and recovery support)

Budgeted cost: £ 98,750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Additional TA deployed in all EYFS, KS1 and KS2 classrooms, CPD to support daily 1:1 Tutoring and intervention for key skills, phonics and securing number, plus letter formation 	<ul style="list-style-type: none"> Sutton Trust have shown that TAs have the greatest impact when interventions are specific and when they are given training and support. Small group teaching by experienced teachers has shown to be effective in reliable evidence sources; John Hattie and EEF toolkit 	1,2,3,4

	<ul style="list-style-type: none"> Independence skills and wellbeing is a challenge for some children , especially in younger years where they have not had full time formal education (up to Y2) due to COVID disruptions. 	
<ul style="list-style-type: none"> At KS2 daily 1:1 tutoring (1 x 10 mins x 2 per week), reading with an adult, deconstructing text, probing understanding, predicating supported by diagnostic data 	<ul style="list-style-type: none"> TAs will support children in closing specific gaps in their learning support by SLT Experience shows the positive impact of teachers focussing on key skills and a 'can do' approach. Especially when working with small groups Data and AFL in class highlighted that disadvantaged children need to develop skills for inferential understanding 	1,3,4
<ul style="list-style-type: none"> 1:6 small group tutoring with class teacher for reading comprehension, securing fluency and grammatical understanding , pre-teaching to ensure gaps are filled before whole class teaching (1 x 30mins each week equivalent) 	<ul style="list-style-type: none"> Small group teaching by experienced teachers has shown to be effective in reliable evidence sources; John Hattie and EEF toolkit Intervention's with class teachers are more effective where skills can be transferred back to whole class teaching and can be addressed quickly. Pre-teaching also supports disadvantaged to build resilience and long term memory by revisiting in a whole class session 	1,2,3,4,5
<ul style="list-style-type: none"> Speech and Language 1:1 support with specialist consultant (1 x session or as needed) 	<ul style="list-style-type: none"> Research informs us that the acquisition of early language is key to all children but in particular disadvantaged making progress and developing a strong foundation for latter years. Oxford University have long been involved in tracking progress of children and measuring the positive impact 	1,2,3
<ul style="list-style-type: none"> Home learning support, 1:3 tutor groups for spelling support and number facts (1 x 30mins per week) 	<ul style="list-style-type: none"> Small group teaching by experienced teachers has shown to be effective in reliable evidence sources; John Hattie and EEF toolkit Little and often support given with 'home learn tasks' for children who lack support at home Homework clubs for PP children run by teachers during lunchtimes 	3,4,5
<ul style="list-style-type: none"> ELSA/Nurture support , (2 x 30mins per week) focus on behaviour for learning, personalised targets to lift limits and build self-esteem 	<ul style="list-style-type: none"> Experience shows that when children's social and emotional well-being is increased, their ability to access the curriculum and progress in learning is increased (EEF +4) 	4,5

Wider strategies

Budgeted cost: £ 45,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Rights Respecting to develop emotional intelligence, life skills and readiness for the wider world and adult life, golden thread through all leaning with a focus on disadvantaged and targeted small group support when needed 	<ul style="list-style-type: none"> On returning to school , due to limited contact face to face with peers outside their family bubble children have found it challenging to socialise nad have not developed empathy which is tracked on CPOMS with the number of disagreements some disadvantaged children have 	3,4,5
<ul style="list-style-type: none"> Forest School (1 x ½ day per week) – Wider world skills and experiences beyond daily life. Also developing team-building, co-operation and resilience (1:6 ratio) 	<ul style="list-style-type: none"> Children do not have the experience outside and lack the skills to problem solve , investigate and build resilience when they are not successful the first time. Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430 	1,2,3,4,5
<ul style="list-style-type: none"> SUMO – Stop, Think, Move, On strategies to be thread through all learning experiences to develop emotional intelligence 	<ul style="list-style-type: none"> Experience shows that when children's social and emotional well-being is increased, their ability to access the curriculum and progress in learning is increased (EEF +4) 	1,2,3,4
<ul style="list-style-type: none"> Extra-curricular clubs to develop new interests and skills – funded places for disadvantaged (Forest, languages, history, cooking, dance, sport, art, singing) 	<ul style="list-style-type: none"> Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing. (DfE) 	1,2,3,4
<ul style="list-style-type: none"> Resources to ensure all wider opportunities are accessible to disadvantaged pupils (Swimming kits, Forest kits, extra uniform, 	<ul style="list-style-type: none"> According to the Faculty of Sport and Exercise Medicine UK; 'Physical activity can increase self-esteem and reduce depression and anxiety in children. We also know that 	3

PE kits, Coats, Hats)	<p>physical activity performed in an outdoor space can improve cognitive performance, self-esteem and reduce anxiety and symptoms related to attention deficit disorder.'</p> <ul style="list-style-type: none"> • Back in 2015, Public Health England released a report called 'there is emerging evidence of an association between physical activity and attainment.' 	
<ul style="list-style-type: none"> • Participation in interschool tournaments specifically aimed at those children who do not have the opportunity to experience these activities outside of school. Transport and kits are supplied 	<ul style="list-style-type: none"> • Sport England agrees; 'The benefits of sport and physical activity on our mental health are endless: improved mood, decreased chance of depression and anxiety, and a better and more balanced lifestyle ... Any kind of physical activity can boost mental wellbeing – from swimming to walking and yoga to dance.' • This means that even pupils who aren't competitive and don't enjoy traditional school sports, can get involved and take part in physical activity, leading to potential improvements in physical and mental wellbeing. 	1,2,3,4,5
<ul style="list-style-type: none"> • Parent Workshops for all age ranges to support parents have an understanding of the learning of their child as they progress through school as well as subject specific workshops for reading, maths, handwriting and new developments in school 	<ul style="list-style-type: none"> • Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003). 	5
<ul style="list-style-type: none"> • Time to Talk in EYFS for those identified as disadvantaged, meet and greet with those families who need pastoral support throughout school with PSA 	<ul style="list-style-type: none"> • In recent years, schools have increasingly recognised the importance of involving parents in their children's learning. This has been supported by developments such as the emergence of online technology and Parent Support Advisors. The focus has been on building positive relationships with parents, the quality of communications, reporting to parents on progress, and the mechanisms for helping parents to support their children's learning. Evidence from Ofsted suggests that a critical dimension of effective teaching and learning is the relationship between the teacher, their pupils and their parents. Just as the quality of teaching and leadership in schools is the key determinant of educational attainment, so the degree and quality of engagement that parents have with their child's learning is a crucial factor outside the school environment. (DfE best practice review) 	5
<ul style="list-style-type: none"> • EWO support, parental meetings and PSA full time support for disadvantaged families, providing in school early help and specific specialised interventions and guidance 	<ul style="list-style-type: none"> • We can't improve attainment and progress unless children are attending school. Addressing attendance directly is a key step (NfER) as well as building up trust between home and school. 	5

Total budgeted cost: £ 218,936.00