

School overview

Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	55.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Earl Richards (Executive Leader of School Improvement)
Pupil premium lead	Lauren Smith (Head of School)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,160
Recovery premium funding allocation this academic year	£19,430
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£191,590

Part A: Pupil premium strategy plan**Statement of intent**

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress from their starting points and attain well across all subject areas.

Quality first 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led 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	Baseline assessments in Early Years indicate that children join the school well-below age related expectations particularly in communication and PSED. This is the case for many pupils but particularly those who are disadvantaged.
2	Internal data (and 2019 statutory assessments) indicate that attainment and progress of disadvantaged pupils is below that of 'others' in reading in years 5 and 6.
3	Internal data (and 2019 statutory assessments) indicate that attainment and progress of disadvantaged pupils is below that of 'others' in writing in years 5 and 6.
4	Internal data (and 2019 statutory assessments) indicate that attainment and progress of disadvantaged pupils is below that of 'others' in maths at the end of KS2.
5	Assessments 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.
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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 communication skills amongst disadvantaged pupils	Outcomes for disadvantaged pupils at the end of EYFS in communication are in line with 'others'
Improved attainment and progress in reading for disadvantaged pupils	Reading outcomes for disadvantaged pupils meeting the expected standard at the end of KS2 2024/25 are at least in line with 'others' Progress of disadvantaged pupils in reading is at least in line with 'others'
Improved attainment and progress in writing for disadvantaged pupils	Writing outcomes for disadvantaged pupils meeting the expected standard at the end of KS2 2024/25 are at least in line with 'others' Progress of disadvantaged pupils in writing is at least in line with 'others'
Improved attainment and progress in maths for disadvantaged pupils	Maths outcomes for disadvantaged pupils meeting the expected standard at the end of KS2 2024/25 are at least in line with 'others' Progress of disadvantaged pupils in maths is at least in line with 'others'

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.

Budgeted cost: £99,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments. CPD to ensure <ul style="list-style-type: none"> - staff know how to use QLA to inform planning - know how to use standardised assessments to inform TA 	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	2, 3, 4, 5
Implementation of focused reading time – small group intervention for lowest 20% of KS2 readers specific to the children's needs.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	2, 5
Employment of a HLTA to provide intervention for identified pupils	Higher Level Teaching Assistants who provide one to one or small group targeted interventions shows a positive benefit. Interventions are based on a clearly specified approach which the HLTA has been trained to deliver.	2, 3, 4, 5
Implement structured writing programme 'Write Stuff.' <ul style="list-style-type: none"> - CPD for staff - Purchase resources 	Primary school pupils' writing skills – including spelling and handwriting – need to become automatic so that they can concentrate on the content of their writing.	3
Implement WELLCOMM speech and language programme <ul style="list-style-type: none"> - CPD - Purchase resources 	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading	1
TA training from an external provider around how to successfully support pupils in the classroom and through intervention	Teaching Assistants who provide one to one or small group targeted interventions shows a positive benefit. Interventions are based on a clearly specified approach which the TA has been trained to deliver.	2, 3, 4

Targeted academic support

Budgeted cost: £104,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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	2, 3, 4
Develop challenge for higher ability pupils, particularly in KS2 through support from SLT and regular pupil progress meetings.	It seems to be important that a high bar is set for achievement. Learning appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.	2, 3, 4
Effectively use summative and formative assessment to inform teaching. SLT to provide CPD and ongoing support and review through monitoring and regular pupil progress meetings.	There are positive impacts from a wide range of feedback approaches. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.	2, 3, 4

Wider strategies

Budgeted cost: £48,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support the needs of the most vulnerable children impacted by the pandemic <ul style="list-style-type: none"> - Employment of Pastoral Officer - National breakfast programme - Purchase of uniform and PE kit 	Social and Emotional Learning interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5
Support the mental health and well-being of pupils through <ul style="list-style-type: none"> - 1:1 pastoral support - Believe2 Achieve counselling - Wider Learning opportunities 	Social and Emotional Learning interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5

Total budgeted cost: £209,669

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the COVID-19 pandemic, there were no statutory assessments in 2021. However, internal standardised assessments were carried out to inform teacher assessments. In years 3 and 4 the proportion of disadvantaged pupils working at the expected standard in reading and writing was in line with 'others'.

Disadvantaged pupils in years 3, 4 and 5 attaining the expected standard in maths was in line with other pupils. In year 4, the proportion of disadvantaged pupils working at the greater depth standard was in line with 'others' in writing and maths and in they out performed 'others' in writing in year 3.

When pupils returned to school following school closure, they settled well into routines and where support was required it was provided. Gaps in learning were quickly identified through the use of baseline assessments and appropriate intervention/catch-up put in place.