

School overview

Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	54.3%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/5
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£193,900
Recovery premium funding allocation this academic year	£21,170
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£215,070

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 particularly in terms of reading, writing and mathematics.

As a Christian school, we encourage children to let their light shine. We believe that achievement is for all.

We aim to work closely with families to provide the support they need so that their children attend school regularly and are ready to learn. This has become an increasing challenge since the COVID-19 pandemic.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We always start with reading, and we ensure that our most vulnerable pupils are heard reading daily.

We are investing in staff Continued Professional Development to ensure quality first teaching with a particular focus on identifying and then addressing the needs of all our pupils, including the most disadvantaged.

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.

We work hard to provide pupils with the skills, knowledge and understanding they will need to do well in school and later life. As well as academic standards we want our pupils to become confident, resilient learners who enjoy school life, take ownership of their learning, and aspire to continually improve.

The approaches we have adopted complement each other and help our pupils to thrive. To ensure they are effective we will:

- Ensure we know our pupils well so that we can provide the support they need to make good progress and achieve high attainment across all subject areas
- Ensure a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Develop a range of interventions (to complement quality first teaching) to support children who fall behind in their learning

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 Literacy, mathematics and understanding the world. This is the case for many pupils but particularly those who are disadvantaged.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.

3	Internal data (and 2019 and 2022 statutory assessments) indicate that attainment in reading in key stage 1 requires further improvement.
4	Internal assessments including external moderation indicate that attainment in writing remains a focus.
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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
A refined curriculum which focuses particularly on developing pupils' communication and language skills.	The numbers of pupils achieving the nationally agreed Good Level of Development (GLD) is closer to the national average especially for the most disadvantaged. Children in all year groups will be able to talk confidently about their learning.
Improved attainment and progress in reading for disadvantaged pupils.	Reading outcomes for disadvantaged pupils meeting the expected standard at the end of KS1 2024/25 are at least in line with all. Attainment of disadvantaged pupils in reading is at least in line with national figures.
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 all. Attainment of disadvantaged pupils in writing is at least in line with non-disadvantaged children.
Staff take more ownership in identifying the gaps in pupils learning, particularly in terms of reading, writing and mathematics and plan suitable work to address them.	More pupils, particularly the most disadvantaged achieve combined attainment in reading, writing and maths.

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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain high profile of reading and phonics by investing in development days and CPD through the RWI portal.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children	2,3
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
Purchase of diagnostic reading resources	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	2,3
Increase pastoral team through the employment of a HLTA to provide well-being support 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.	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.	4
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
Reduction in class size in year 5 f two terms	The schools' internal assessments and evidence indicate that the smaller class size is essential for the well-being and achievement of this year group.	4,5

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.	1,2,3,4,5
---	--	-----------

Targeted academic support

Budgeted cost: £35,000

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	3,4,5
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.	4,5
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.	5

Wider strategies

Budgeted cost: £72,500

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 	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 	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	5

<ul style="list-style-type: none"> - Employment of inclusion teacher assistant - Believe2 Achieve counselling - wider learning opportunities 	<p>relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Through talking to our parents and their children we know that many of our children, particularly our disadvantaged pupils benefit from the wider opportunities (clubs, trips visitors etc.) that the school provides.</p>	5
---	---	---

Total budgeted cost: £232,500

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.

We have analysed the performance of our school's disadvantaged pupils during 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Overall attainment in reading is positive, particularly in key stage 2 when our disadvantaged pupils compared favourably to national figures, including the numbers of children achieving the greater depth standard. The missed learning due to the pandemic had a more negative impact on the attainment of reading in key stage 1, particularly for our most disadvantaged pupils.

The same is true for attainment in writing when again key stage 1 results were lower than expected. Despite the positive impact of the new approach to writing introduced in 2021, further work is required to ensure more of our disadvantaged pupils achieve the greater depth standard in writing in most year groups.

Our disadvantaged children achieved well in terms of attainment in mathematics, again comparing favourably to national in all year groups.

Overall attendance was positive.

Despite all the challenges that the year presented, our observations confirmed that pupil behaviour continues to be a real strength of the school. The overall behaviour and positive culture of the school, combined with the strong attainment results coming through give us confidence that we will be able to achieve our goal of at least matching national standards of attainment for our disadvantaged pupils in the fourth coming years.