

**School overview**

Number of pupils in school	229 (including 17 children in Nursery)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/5
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£174,498
Recovery premium funding allocation this academic year	£17,734
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£192,232</b>

**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 Church 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.

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 our pupils attend school every day.
- Continue to develop effective partnerships with parents.
- 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, maths and PSED. 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	Both statutory and internal assessment data indicates that attainment in reading at the end of key stage 1 and 2 requires further improvement, particularly for those who are disadvantaged.
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 who are disadvantaged falling further behind age-related expectations.
6	Internal attendance analysis indicates three-quarters of those persistently absent from school are disadvantaged.

### 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.
Established, effective relationships between the pastoral team and identified families.	A further reduction in the number of children persistently absent from school.

### 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: £110,000

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"> <li>- staff know how to use QLA to inform planning</li> <li>- know how to use standardised assessments to inform TA</li> </ul>	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 (Accelerated Reader)	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, 6
Implement structured writing programme 'Write Stuff.' <ul style="list-style-type: none"> <li>- CPD for staff</li> <li>- Purchase resources (class texts)</li> </ul>	Primary school pupils' writing skills – including spelling and handwriting – need to become automatic so that they can concentrate on the content of their writing.  Structured, visual approaches are proven to impact most positively on disadvantaged pupils.	4
Implement WELLCOMM speech and language programme <ul style="list-style-type: none"> <li>- CPD</li> <li>- Purchase resources</li> </ul>	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 6 for academic year.	The schools' internal assessments and evidence indicate that the smaller class size is essential for	3, 4, 5

	the well-being and achievement of this year group.	
--	--	--

### Targeted academic support

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	3, 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
Targeted support for children in Year 3 working below the expected standard in reading.	Phonics approaches have a strong evidence base indicating a possible impact on pupils, particularly from disadvantaged backgrounds.	2, 3, 5
Additional 1:1 support for identified children to support their reading.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	2, 3, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a possible impact on pupils, particularly from disadvantaged backgrounds.	1, 2, 3, 5

### Wider strategies

Budgeted cost: £50,000

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"> <li>- Employment of Pastoral Manager</li> <li>- National breakfast programme</li> </ul>	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, 6
Support the mental health and well-being of pupils through: <ul style="list-style-type: none"> <li>- 1:1 pastoral support</li> <li>- Believe2 Achieve counselling</li> </ul>	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-	5, 6

<p>- Wider learning opportunities</p>	<p>regulation, both of which may subsequently increase academic attainment. Many of our pupils particularly those who are disadvantaged benefit from the wider opportunities (clubs, trips visitors etc.) that the school provides.</p>	
<p>Develop an enhanced curriculum map that incorporates trips, visitors, workshops, speakers, opportunities for spiritual development and courageous advocacy.</p>	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education as this has a proven positive impact on success in later life.</p>	<p>4, 5, 6</p>

**Total budgeted cost:** £220,000

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during 2022/23 academic year using Key Stage One and Two performance data, phonics check results and our own internal assessments.

Overall attainment in reading is positive and attainment of those who are disadvantaged compared favourably to national figures. The missed learning due to the pandemic had a clear impact however strategies employed by the school have enabled children to catch up. *'Leaders are tenacious in helping all pupils get the most from their time at school. Missed learning during the COVID-19 pandemic meant that some pupils did have gaps in their knowledge. This is no longer the case. The sharp focus given by leaders to English, including reading, and mathematics means that current pupils are catching up quickly'* (Ofsted, April 2023).

There was a significant improvement in the numbers of children who achieved the nationally agreed phonics standard at the end of year 1 and all but two children left year 2 having also achieved the standard. *'The teaching of early reading is a key school priority... there is an effective reading programme in place. This starts in Nursery. Staff receive regular training. Leaders check how pupils are doing. They put help in place quickly for those who need it. Pupils are developing into confident, fluent readers as a result.'* (Ofsted, April 2023).

Attainment in writing was lower than expected at the end of both Key Stage One and Two. Despite the positive impact of the new approach to writing introduced in 2022/2023, further work is required to ensure more of our disadvantaged pupils achieve the expected standard in writing.

Attainment of those who are disadvantaged is positive in maths, again comparing favourably to national

Overall, attendance was positive and in line with national expectation.

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 forthcoming years.