

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	David Skelcher
Pupil premium lead	David Skelcher
Governor / Trustee lead	Anna Lomax

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,355
Recovery premium funding allocation this academic year	£6,380
Nat	£2,303
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£73,038

Part A: Pupil premium strategy plan

Statement of intent

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 that 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 also integral to wider school plans for education recovery following the COVID-19 pandemic, 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:

- 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	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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>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.</p> <p>Teacher referrals for support remain relatively high. 77 pupils (38 of whom are disadvantaged) currently require additional support with social and emotional needs, receiving 121 and/or small group interventions.</p>
6	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Some disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that a higher number of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that a higher number of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • as close to zero bullying as possible • More enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 2% lower than their peers.

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: **£36,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths specialist part-time to advise collate and diagnose data/assessments	Practical strategies and support based on specific needs identified in diagnosis of assessments	1, 2, 3, 4
High quality Literacy (UPS + TLR from an outstanding school) teacher employed to lead and develop dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have high impacts on reading and then writing. Part of our new specialist's role is to help upskill current staff.	1
Ongoing expansion and CPD for new staff of DfE validated Systematic Synthetic Phonics programme – Twinkl - to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	2, 4
Ongoing development of our subject leaders to enhance our maths teaching and curriculum. We are funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Using White Rose materials and courses.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Now in our second year of maths mastery with White Rose	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	5

<p>development and training for staff.</p> <p>We have invested heavily into the Trauma/Emotion Coaching based approach to managing behaviour and wellbeing in conjunction with WCC Virtual School and continue to train staff and embed the principles into our everyday school experience.</p> <p>Ongoing CPD continues.</p>	<p>We are seeing a change of mindset amongst staff in the way that we work with the children and build trusting relationships. The impact has been considerable and also affected, in a positive way, the way staff work with each other and other adults.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,000 - £36,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and 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: And in small groups: On average, 5 classes a day have 121/small group targeted intervention for 3 hours per day.	1, 2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Regular targeted sessions. Daily 121/group intervention.	Phonics approaches have a strong evidence base indicating 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 up to 12 weeks: Improving phonics – strong impact.	2
		1, 4

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

Budgeted cost: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Working with outstanding teaching school (Hillmorton).</p> <p>Developing “Lost at School” programme which ties in closely with the long-term Trauma informed work we have been doing with the Virtual School . Release time and CPD.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Impact in school is considerable. Different and calmer behaviour management strategies are being put in place across the school.</p>	5
<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Buy into WAS.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £73,000 – 79,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

High quality teaching has continued to be supported throughout the year with the support of a maths specialist working across the school; a Learning Support Lead as well as a part-time mentor to support learning and emotional needs across the whole school. Teaching assistants have continued to work on a targeted intervention timetable – the children's individual needs are based around a combination of formal assessment and teacher assessment. Depending on those outcomes, we try to meet each child's specific needs to help move them on and where possible, close the gaps.

We have seen all our vulnerable children make some progress from their starting points even though it may be small at times as they follow carefully-structured steps in their learning.

The CPD all staff have undertaken has helped to build and maintain a positive and calming learning environment the impact of which cannot be underestimated. There is no doubt that more children have been having some difficulties especially around their social skills and their self-esteem. Without being able to tackle this, very little learning would be taking place. Our use of the Educational Psychologists has risen accordingly as extra support for both children and parents along with the involvement of more external agencies.

Interventions have not only increased but become even more precise so that teaching Assistants/teachers can continue to support at the point of teaching as well as with retrieval and revisit sessions for catch-up. Interventions include those such as: 1:1 reading/phonics, small group support for maths and English, nurture and transition. Forest school has continued to impact on wellbeing across the school for all children.

We review every aspect of intervention and remain flexible at all times to allow necessary changes to be fluid and effective.