

School overview

Number of pupils in school	450 (including 36 Nursery children)
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25
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	Zac Price (AHT)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,915
Recovery premium funding allocation this academic year	£30,015
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£339,930

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 the core subjects of reading, writing and mathematics. We believe that we are here to 'Build Futures Together' and work closely with our parents to ensure that their children thrive.

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 put an emphasis on the importance of reading and ensure that our pupils are taught in smaller groups and are heard reading 1:1 daily.

We are investing in staff Continued Professional Development with a particular focus on identifying 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 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 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 communication and language and Literacy, particularly word reading
2	Assessments observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils
3	Improved reading attainment for disadvantaged children at the end of KS2

4	Internal assessments including external moderation indicate that writing attainment remains a focus
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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
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.
Improved use of subject specific skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Children in all year groups will be able to talk confidently about their learning using subject specific vocabulary.
Improved attainment in reading for disadvantaged pupils.	Reading outcomes in 2024/25 to be at least in line with national standards particularly at the end of KS2.
Improved attainment in writing for disadvantaged pupils.	Writing outcomes in 2024/25 to be at least in line with national standards at the end of KS1 and KS2.

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: £176,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Language First programme in EYFS - CPD	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 Communication and Language and PSED.	1
Implement WELLCOMM speech and language programme - 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 Communication and Language and PSED.	1
Purchase of standardised assessments. CPD to ensure - 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
Purchase of resource materials to support the ongoing development of the wider curriculum and support the development the subject leadership	There is a strong evidence base that suggests that children will know more and remember more if they are given more opportunities to talk about their learning. The progression of skills within our developing curriculum complements this approach.	2
Employment of additional support staff to provide support for identified pupils and promote quality first teaching in every class	Higher level teaching assistants who provide one to one or small group targeted support shows a positive benefit. Interventions are based on a clearly specified approach which the HLTA has been trained to deliver.	1,2,3,4
Implement structured writing programme 'Write Stuff.' - 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

Implementation of focused reading time	<p>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.</p> <p>Partnership work with a highly effective school indicates that immersion within a text promotes a deeper level of understanding and more confidence when answering comprehension style questions.</p>	3
Implement approach to develop effective proficiency in English for all EAL pupils particularly the disadvantaged	EEF research indicates that interventions which focus on vocabulary, and specific aspects of word reading (e.g. decoding) can be effective.	1,2

Targeted academic support

Budgeted cost: £95,000

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.	1,2, 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
Provision maps are created in every class highlighting the interventions and additional support that will take place.	There is a strong evidence base to show additional wave 2 and 3 interventions compliment quality first teaching and contribute to accelerated progress.	3, 4
Assistant Headteacher has been assigned as the PP lead, allocating specific time each week to the role.	There is a strong evidence base to suggest that there is a greater impact on improvements when a senior member of school staff takes on a particular initiative.	1, 2, 3, 4

Wider strategies

Budgeted cost:

£120,000

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"> - Employment of Pastoral Manager and additional HLTA to increase capacity - National breakfast program 	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.	1,2,3,4
Support the mental health and well-being of pupils and staff through <ul style="list-style-type: none"> - 1:1 pastoral support - Pay care for staff - 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. 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.	1,2,3,4

Total budgeted cost: £391,500

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our disadvantaged pupils achieved well in terms of reading attainment in most year groups. In Years 1-4, disadvantaged pupils' attainment was broadly in line with all pupils within the school. At least two thirds of the pupils in these year groups achieved age related standards.

The numbers of disadvantaged pupils reading at the greater depth standard was also in line with all pupils within the school. Standards in Year 4 were particularly pleasing with a quarter of the disadvantaged children achieving the greater depth standard.

Data from the Year 5 Standardised Assessment Tests (SATs) suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils was not as we would have liked.

Our disadvantaged pupils did less well in terms of attainment in writing and this remains a key focus for the school. A new approach was introduced in 2020 but the effects of the school closures and subsequent return to school impeded our planned progress.

Our disadvantaged children achieved well in terms of mathematics attainment, in line with national in Year 2 and all other year groups except for Year 6. As with reading, despite some strong individual performances, overall attainment was not as expected.

Overall, attendance for our disadvantaged children was broadly in line with all pupils within school. 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, gives 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 coming years.

There has recently been a change in leadership of the school and improving outcomes for all children, including those that are disadvantaged, is the main priority.