

### School overview

Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
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	Amy Price (Head of School)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£359,337
Recovery premium funding allocation this academic year	£35,598
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£394, 935</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of the background or challenges they face, make at least one year's worth of 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 'Make a difference' and that school is a place to 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.

We are investing in staff Continued Professional Development to ensure quality first teaching is at the heart of our approach, with a particular focus on identifying the needs of all our pupils including the most disadvantaged and tailoring our lessons and subsequent interventions to meet their needs.

We have invested in a higher staff to pupil ratio and a dedicated pastoral team to help children overcome the challenges they face daily.

Our pupil premium strategy aims to ensure that our pupils are taught in smaller groups and are heard read 1:1 daily. Our strategy ensures staff have a focus on the progress children are making, adapting their lessons based on their emerging needs.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led Tutoring Program 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 Communication and Language and Literacy, particularly reading. This is the case for many pupils but particularly those who are disadvantaged.
2	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 COVID-19 pandemic, and to a greater extent than other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in terms of reading and writing.
3	Internal observations (CPOMS) indicates that some children are struggling to control their behaviour resulting in a significant rise this academic year in the number of suspensions. Most of the suspensions have been for disadvantaged pupils.
4	Internal data indicates that some children, particularly the disadvantaged children, are still struggling to get back into school life.
5	Progress and achievement of our most disadvantaged children who also have Special Educational Needs (SEN)

## 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
Sustained improvements in reading attainment among disadvantaged pupils.	Reading outcomes in 2024/25 to be at least in line with national standards at the end of KS1 and KS2.
Sustained improvements in writing attainment among disadvantaged pupils.	Writing outcomes in 2024/25 to be at least in line with national standards at the end of KS1 and KS2
Significant improvements in the behaviour of pupils who struggle to control themselves.	Successful reintegration of suspended pupils. Relationships among pupils and staff reflect a positive and respectful culture.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To be at least in line with national attendance figures.
To ensure that our disadvantaged/SEN pupils are being appropriately challenged.	SEN pupils make accelerated progress, particularly in terms of reading.

### 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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed WELLCOMM speech and language programme <ul style="list-style-type: none"> <li>- CPD for staff</li> <li>- Purchase resources</li> <li>- Employ dedicated speech and language HLTA</li> <li>- Additional focused support from HLTA (speech and language and social groups)</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 CL and PSED.	1
Purchase standardised assessments for all year groups CPD to ensure <ul style="list-style-type: none"> <li>- staff know how to use QLA (Question Level Analysis) to inform planning</li> <li>- staff know how to use standardised assessments to inform teacher assessment</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, 4, 5
Dedicated early reading HLTA to provide 1:1 support  RWI development days and access to online portal	There is strong evidence that suggests, smaller RWI (Read Write Inc) groups enables children to make strong progress.  Continued staff development is crucial	2
Purchase of resource materials to support the ongoing development of the wider curriculum and support the development of 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, 4, 5
CPD for all staff focusing on enhancing quality first teaching and particularly how to utilise effective support within the classroom	Evidence suggests that well trained support staff can have a positive benefit on children's outcomes.	1-5

Employ additional teaching assistants to support our most vulnerable pupils	Internal school data indicates that 1:1 and small group work both within the classroom complemented by additional interventions (e.g. 1;1 reading, reading between the lines) impacts positively on the progress some of our most vulnerable pupils make	5
Additional staff to reduce class size in identified year groups	Additional staff in year 6 last academic year contributed to the significant improvements in overall combined attainment.	1,2, 4, 5

### Targeted academic support

Budgeted cost: £ 100,000

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	2, 4, 5
Develop challenge for higher ability pupils, particularly in KS2 through support from SLT and regular pupil progress meetings.	It is important that a high bar is set for achievement. Learning is particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.	2, 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.	1,2, 4
Non-class-based SEN teacher.	The employment of a dedicated non-class-based SEN lead is having a significant impact on staff's understanding of how to support SEN pupils effectively within the classroom and develop a more forensic approach to tracking achievement.	5

### Wider strategies

Budgeted cost: £ 155, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Employment of a dedicated pastoral team Additional support from educational psychologist for pupils with SEMH	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.	3,4
Weekly forest school sessions - weekly session for some of our most vulnerable pupils - CPD	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.	1,3, 4
Continue to support the needs of the most vulnerable children impacted by the pandemic: - Magic breakfast	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.	1-5
Support the mental health and well-being of staff and pupils through - 1:1 pastoral support - Believe2 Achieve counselling - Well-being and therapeutic sessions  Enrichment 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.	5
A programme of events and experiences for all year groups	Our internal data indicates that children have limited life experiences which can impact on their academic achievements.	1-5
Weekly EWO support	The DfE guidance- improving school attendance	4

**Total budgeted cost: £ 455,000**

## 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 disadvantaged children during 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our planned approach is working well so that all our children, particularly the disadvantaged performed well in terms of reading, writing and mathematics. Our results compare very favourably with national results in terms of phonics, and end of Key Stage 1 and 2.

The good work was recognised by Ofsted when they inspected the school in July 2023. The report states:

‘Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). The school’s vision, ‘We are all here to make a difference’, ensures there is a culture of constant improvement.’

‘Leaders ensure that pupils who have specific needs receive extra pastoral support to help them manage their behaviour.’

‘The school’s systematic and targeted approach to phonics enables pupils to become fluent and confident readers. They provide support where necessary to ensure that pupils who fall behind catch up quickly.’

‘Pupils with SEND achieve well.’

‘The school offers a very impressive range of opportunities to support pupils’ broader development.’

Overall attendance was positive.

Our analysis of CPOMS indicated that behaviour improved as the year progressed. However, a small number of children particularly in key stage 2 continued to challenge the school rules and have struggled even more with school life since the pandemic.

We have reviewed our strategic plan and have made changes to how we intend to use some of the budget this academic year focused particularly on how to further improve our approach to teaching writing particularly for our disadvantaged children and children with special educational needs and/or disabilities (SEND).

Following on from the Ofsted report, we also feel we need to do more to develop our children's understanding of subject-specific vocabulary.