

School overview

Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	56%
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	£344,840
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£344,840

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.

We are investing in staff Continued Professional Development to ensure quality 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.

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 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 in Communication and Language (speaking and listening) and Literacy, particularly word reading. This is the case for many pupils but particularly those who are disadvantaged. Many of our older children also find it a challenge to talk confidently about their learning using the correct subject specific vocabulary.
2	Progress and achievement of our most disadvantaged children who also have Special Educational Needs (SEN)
3	Despite improvements Internal observations indicates that some children struggle to control their behaviour. Most of the suspensions have been for disadvantaged pupils.
4	Despite improvements attendance remains a focus especially for our disadvantaged children.

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.	Pupils with a specific learning need 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: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed WELLCOMM speech and language programme <ul style="list-style-type: none"> - CPD for staff - Purchase resources - Employ dedicated speech and language HLTA - Additional focused support from HLTA (speech and language and social groups) 	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
Early Years Leader/Assistant head to teach 50%+ of the timetable.	We want our most experienced teachers to provide ongoing support/modelling within the classroom wherever possible.	1
Purchase standardised assessments for all year groups <p>CPD to ensure</p> <ul style="list-style-type: none"> - staff know how to use QLA (Question Level Analysis) to inform planning - staff know how to use standardised assessments to inform teacher assessment 	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
Dedicated early reading HLTA to provide 1:1 support <p>RWI development days and access to online portal</p>	There is strong evidence that suggests, smaller RWI (Read Write Inc) groups enables children to make strong progress. <p>Continued staff development is crucial.</p> <p>Phonics EEF</p>	2
Purchase of resource materials to support the ongoing development of the wider curriculum and	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	1,2,3

support the development of subject leadership	skills within our developing curriculum complements this approach.	
CPD for all staff focusing on enhancing quality 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. Reading comprehension strategies EEF	1-4
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 Teaching Assistant Interventions EEF	1-3
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. Reducing class size EEF	1-3
Appoint English lead with dedicated time to monitor the impact of quality teaching and additional interventions. Particular focus on writing. Adapting the approach in Key Stage 2.	We want our most experienced teachers to provide ongoing support.	2

Targeted academic support

Budgeted cost: £ 70.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop challenge for higher ability pupils, particularly in KS2 through support from Senior Leadership Team 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
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.	3,4
Dedicated training using Paul Dix- 'When Adults Change, everything changes' materials.	Focused continued Professional Development.	3

Wider strategies

Budgeted cost: £ 100,000

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. Behaviour interventions EEF Social and emotional learning EEF	3,4
Weekly forest school sessions - weekly session for some of our most vulnerable pupils	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. Social and emotional learning EEF	3,4
Continue to support the needs of the most vulnerable children. - 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.	1-4
Support the mental health and well-being of staff and pupils through - 1:1 pastoral support - Believe2 Achieve counselling 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.	2,3,4
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.	1-4
Weekly EWO support	The DfE guidance- improving school attendance	4

Total budgeted cost: £ 380,000

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 2023 to 2024 academic year.

A refined curriculum focused on developing pupils communication and language:

We were pleased with the impact of the actions we took in terms of supporting pupils in the Early Years. Our dis-advantaged pupils did better than our non-disadvantaged in terms of communication and language with 80% achieving the expected standard, 63% reading at the appropriate standard and just over half achieving the nationally expected good level of development, which compares favourably to national figures. Those children that did not make the progress required either had an additional learning need or their attendance was below 95%.

Sustained improvements in reading attainment:

Overall attainment in reading is strong in most year groups with the exception of Year 5 where just over half or our disadvantaged pupils were at the expected reading standard. This year group did have our largest number of children with a special education need (SEN), with a quarter of the cohort on the SEND register. In all other year groups at least 70% of our disadvantaged pupils were reading and comprehending at the age appropriate standard. Year 4 did particularly well with all but four of the fort-two disadvantaged children making the progress required to meet the age-appropriate standard.

Our analysis shows that we need to do more for the dis-advantaged pupils who also have a special education need, or whose attendance is poor. We have taken this into consideration in our revised plan for 2024/5.

Sustained improvements in writing among disadvantaged pupils:

We were pleased that 78% of our disadvantaged children left Year 6 writing at the expected standard. This was externally moderated by the Local Authority. This compared well to the national figure of 59%. Similarly. Nearly 70% of our children who left Key stage 1 were also writing at the expected standard, which suggest that this trend will continue in future years.

Our analysis shows that just over half of the forty children in Year 5 met the standard. Even when we factor in that nearly a quarter of the cohort has a specific learning need, we feel that more can be done to ensure more of the children meet the writing standard before they move onto secondary school.

We have taken this into consideration in our revised plan for 2024/5.

Significant improvement in behaviour of pupils who struggle to control themselves:

We were pleased with the impact of the Pastoral team. The team worked with 22 disadvantaged children who were identified at the start of the year. 18 of the children made significant progress in their behaviour. Of the remaining four, one moved schools and there was little improvement with the other three children. Further support is planned for these moving forward.

To improve attendance:

62 disadvantaged children were identified with attendance less than 90% attendance at the start of the year.

25 had medical evidence for illness.

13 children took holidays for more than two weeks and penalty notices were issued to the families.

24 pupils were supported by the pastoral team/ Education Welfare Officer. 16 children improved their attendance. The remaining eight continue to receive support.

To ensure disadvantaged/pupils with specific learning needs are being appropriately supported and challenged:

Our internal monitoring which includes talking to children, parents, looking at work in book and analysing progress made on each child's support plan shows that children with specific learning needs are well supported and they are achieving their specific learning targets and subsequently making progress in their daily work. However, too few of our children with specific learning needs, particularly those that are also dis-advantaged, are making the progress required to achieve the national standards.