# 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 the outcomes for disadvantaged pupils last academic year.

## School overview

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| **Detail** | **Data** |
| Number of pupils in school  | 535 |
| Proportion (%) of pupil premium eligible pupils | 49% (Potentially more tbc following checks to be made) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2021 – 2025 *(current year 23 – 24)* |
| Date this statement was published | 1.12.23 |
| Date on which it will be reviewed | 30.9.24 |
| Statement authorised by | Kate Bulman |
| Pupil premium lead | Kate Bulman |
| Governor / Trustee lead | Carol Steedman |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £359,385 FSM + £8,105 EYPP + £5,400 LAC + £8,433 Post LAC |
| Recovery premium funding allocation this academic year*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £36,395 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £417,718 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, attend school regularly, 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 all our vulnerable pupils, including those who have a social worker or are young carers. The activity we have outlined in this statement is 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.

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| **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 nursery 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. On entry to Reception class last year, 0% of our pupils were below age-related expectations. This year the figure was 17%. Statutory outcomes indicate that, whilst the gap is narrowing, our disadvantaged pupils continue to perform less well at End of Key Stage outcomes. |
| 3 | Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class last year, 0% of our pupils were below age-related expectations. This year the figure was 42%. Statutory outcomes indicate that, whilst the gap is narrowing, our disadvantaged pupils continue to perform less well at End of Key Stage outcomes.  |
| 4 | Our attendance data indicates that attendance among disadvantaged pupils in 2022 23 was 21% lower than for non-disadvantaged pupils.33% of disadvantaged pupils have been ‘persistently absent’ compared to 13% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| **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 2023/24 show that more than 65% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2023/24 show that more than 65% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2023/24 demonstrated by:* the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% higher 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: £ 63673.7

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Whole staff training on The sequence of learning, cognitive overload and the importance of prior knowledge (£600) | Research shows that if we know how they process and retain information, we can adapt our approach to teaching accordingly and in turn, increase effectiveness.[Cognitive Science Approaches EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1699543766) | 1 2 3 |
| Purchase of standardised diagnostic assessments:*Wellcom, Rising Stars Maths and English, Oxford Owl online portal subscription* (RWI assessments)Oxford Owl (£549)Wellcom (£185)Hodder (Rising Star) Termly Assessments (£5,821.20)Training for staff to ensure assessments are interpreted and administered correctly.**(£532.00** 5 days TA 2) | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:[Diagnostic assessment | EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973)  | 1, 2, 3,  |
| Embedding dialogic activities across the school curriculum, particularly in the Early Years. 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. (£ £17,500 EYFS £5,776 KS1)**£23,276****Renaissance Accelerated Reader CPD****(£928)** | 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:[Oral language interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Invest in ongoing consultancy input for our SSP scheme RWI(£1,642 RWI development days 6 days AHT salary)Ruth Miskin RWI Online Training Subscription(£862.50)RWI Development days(£1,800)L&L Development days(£1,800)RWI resources(£1,798)We will fund teacher release time to embed key elements of guidance in school(£10,402 38 days AHT salary) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: [Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
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| Enhancement of our Power Maths teaching and curriculum planning in line with DfE and EEF guidance.We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).(£8,075 .5 day TLR salary + .5 M6 salary x 38)Power Maths subscriptions and books(£5,403) | 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: [Mathematics\_guidance: key stages 1\_and 2](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | 3 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *103,149.80*

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| **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.(£45,785 SLT and AM salaries) | 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:[One to one tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) And in small groups:[Small group tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3,  |
| Targetted phonics teaching groups to ensure that all children are taught at the stage they requireChildren assessed 6 weekly to ensure they are in the right group10 groups additional to classteacher groups.TA costs £28,500 | 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:[Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) |  |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. (£6064.80 TA2 salary 1.5 days x38) | 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:[Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.Wellcom/Reciprocal reading/Elklan/Renaissance Accelerated Reader(£2,850) | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:[Oral language interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 4 |
| Targetted maths teaching groups to ensure that all children are taught at the stage they requireChildren assessed 6 weekly to ensure they are in the right group10 groups additional to classteacher groups.TA costs £19950 | 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: [Mathematics\_guidance: key stages 1\_and 2](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) |  |

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

Budgeted cost: £ *140,720*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Embedding principles of good practice set out in the DfE’s guidance on [working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. ( £36,114 Attendance and CAFT time)Attendance / Behaviour Rewards(£1,970) | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 4 |
| **Targeted support to enable disadvantaged pupils to build cultural capital**Universal support to enable the ‘only just not disadvantaged’ to access curricular and extra curricular/enrichment activitiesMisc trips estimated (£1,500)Ghyll Head(£2,785)* venue £9,760, coaches £825, less pupil contributions of £7,800

Wick Court Farm(£3,805)* venue £10,724,

coach estimate of £1,100 based on last year, less pupil contributions estimated at £8,019 based on last year charges and estimating 50:50 PP/Non-PP split Additional spending over and above the music grant to enable all KS2 children to learn ukele in 3/4and steel pans in 5/6£1068**SEND additional spends**Education Psychologist assessments(£3,900 estimated on SLA)Speech And Language Therapist (£6,250)Additional spend required over and above our notional SEN budget for those children beyond 29 who have additional funding£180, 000SEND resources (eg Attention Autism Intervention)(£394)**CAFT**CAFT support - Termly supervision sessions (£450)Magic Breakfast(£2,375)StudyBugs (£995)CAFT resources (eg. walking bus)(£326)**Misc**Peace Mala and School Council resources(£173)Guided Reading books(£838)Plazoom subscription(£250)Salford Library Book Loan SLA(£2,520) |

**Total budgeted cost: £** *412,536.50*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| 2022 23 End of Key Stage Outcomes for Disadvantaged children |
|  | 2021 22 | 2022 23 | + / - |
| EYFS  | GLD | 56% | 69% | + 14% |
| KS1 | Reading | 50% | 60% | +10% |
|  | Reading GD | 0% | 6% | +6% |
|  | Writing | 37% | 31% | -6% |
|  | Writing GD | 0% | 0% |  |
|  | Maths | 63% | 66% | +3% |
|  | Maths GD | 0% | 6% | +6% |
| KS2 | Reading | 50% | 57% | +7% |
|  | Reading GD | 8% | 17% | +9% |
|  | Writing | 45% | 57% | +13% |
|  | Writing GD | 5 % | 0% | -5% |
|  | Maths | 55% | 57% | +2% |
|  | Maths GD | 13% | 7% | -6% |
|  | RWM | 29% | 45% | +16% |
|  | RWM GD | 5 % | 0% | -5% |

GD = Greater Depth

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| Outcomes improved for disadvantaged children in all Age related outcomes except writing at KS1 and in performance at Greater depth in reading and maths at KS1 and in Reading and Reading, Writing and Maths combined at KS2. Phonics outcomes in Year 1 were 70% for disadvantaged pupils against a National figure of 66.7% (+4%)Our achievements for all pupils in the Y4 Multiplication check also improved significantly with 87% of pupils achieving 60% or more compared to 45% and 75% achieving 70% or more compared to 0% last year. |