

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

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2026
Statement authorised by	Elizabeth Pearson
Pupil premium lead	Corinne Murray
Governor lead	Dan Parker & Steve Lillicrap

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 100,640.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 100,640

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.

Wellbeing and Quality first 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 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
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1	Assessments and observations, 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	Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress
3	Our disadvantaged pupils have limited vocabulary knowledge which impacts the children's fluency and decoding skills to support stamina for reading and writing
4	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.
5	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	Our analysis of attendance of parents evenings show that disadvantaged pupils sometimes have a lack of parental support with their learning
7	Our data from Multiplication Times tables Check and end of KS1/2 assessments show that disadvantaged pupils attainment is below their peers

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
Improve oral language skills and vocabulary for disadvantage pupils	Assessments to show an improvement in oral language among disadvantage. Evidence of engagement in lessons and formative assessments
To improve attendance for disadvantaged pupils	Attendance for disadvantage pupils was 91.5% for 2023/24. To raise this by 1% for 2024/25
Improve reading attainment and progress among disadvantaged pupils from their baseline	Improvement on KS1 reading outcomes show 44% of disadvantaged pupils met the expected standard Improvement on KS2 reading outcomes show that 60% of disadvantaged pupils met the expected standard

To sustain high levels of wellbeing for all pupils and particularly disadvantaged pupils	To sustain high levels of wellbeing by: <ul style="list-style-type: none"> • pupil, staff and parent surveys • a significant increase in enrichment activities by disadvantaged pupils • a reduction in referrals for support for identified children
Raise expectations in phonics attainment and progress among disadvantaged pupils	Improvement on KS1 phonics outcomes show 57% of disadvantage pupils met the expected standard
Improve maths attainment and progress among disadvantaged pupils	Improvement on KS1 maths outcomes show 44% of disadvantaged pupils met the expected standard Improvement on KS2 maths outcomes show that 43.8% of disadvantaged pupils met the expected standard

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: £ 39,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme 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 (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3,5
Leaders to monitor learning and teaching across the school and using outcomes to inform bespoke CPD.	EEF Pupil Premium Guide – Quality teaching helps every child High quality curriculums inspire learners. Development and retention of staff is key. Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development	1,3,5

CPD Training for support staff to deliver specific intervention programmes.	Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3,5
To continue the use of Accelerated Reader	Accelerated Reader helps to foster a love of reading aiding them with a guide, allowing them practice time, which leads to engagement and a chance to grow. EEF research shows +3 months progress / year.	3
Purchase of updated Jigsaw scheme to support RSE, British Values, diversity, SMSC etc	Jigsaw PHSE programme is in line with the National Curriculum and teaches children emotional literacy, social skills, RSE/RHSE and resilience in an age appropriate manner	4
Launch of TT Rock Stars for KS2 Introduction of Numbots in KS1 and for interventions	Times Tables Rock Stars is a maths programme that takes all the worry out of learning times tables and has a proven track record of boosting children's fluency and recall in multiplication and division. Number sense (recommended by the maths subject leaders and NCETM) Builds fluency in addition and subtraction facts and confidence and flexibility with number.	7
ECT Training	ECT framework introduced by the DfE to improve quality of teaching and teacher retention.	1,2,3,4,5,6,7

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

Budgeted cost: £ 32,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who	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	3,5

require further phonics support. This will be delivered in collaboration with our local English hub.	when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
One to one tuition by experienced qualified teacher	Targeted one to one tuition specific to the needs of those who have gaps or are falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,3,5,7
Speech and Language therapist and TA employed to work with identified children	Speech and Language therapist works with identified children to aid their skills in communication. Speech and Language TA delivers the programme set out by the therapist or NHS	1
Teaching Assistant interventions	Teaching Assistants can provide a large impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,4,5,7

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

Budgeted cost: £ 18,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

National Schools Breakfast Programme – provides a 75% reduction in the cost of bagels and breakfast cereal	The DfE funded National Schools Breakfast Programme provides bagels which ensure all children have the option of a warm breakfast without stigma or barrier. Giving them the very best chance to learn	4,6
To continue to provide high quality provision for children and families who require social and emotional approaches. Wellbeing team to meet regularly and review actions and training	Social and emotional learning approaches have a positive impact on pupil's development. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	4
Support for trips (including residential)	To reduce the overall financial burden upon Pupil Premium children's parents / carers, the school will part fund the overall cost of the trips and the residential trips where required, to enable accessibility for all.	4,6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 100,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Review 2023/24

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Below show the results for the disadvantaged pupils who met the expected standard or above

	Our school			Kent			National		
Year 1 phonics	60%			63.2%			No Data		
KS1	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
	50%	33%	42%	N/A	N/A	N/A	N/A	N/A	N/A
KS2	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
	62.5%	75%	43.8%	61%	57.5%	54.2%	74%	72%	73%

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, there has been an improvement in the majority of scores from last year. KS2 maths is lower however, 2 children scored 99 and one child who was at the expected standard across the board was absent for the Maths SATs test, this would have made 53%

The tables below show an analysis of disadvantaged pupils attainment data, for the expected level and above, in each year group for Term 2 to Term 6.

Reading at Exs +	Term 2	Term 6
Reception	55%	67%
Year 1	14%	71%
Year 2	41%	50%

Year 3	23%	38%
Year 4	36%	45%
Year 5	37%	50%
Year 6	46%	66%

Writing at EXS +	Term 2	Term 6
Reception	67%	67%
Year 1	14%	43%
Year 2	33%	41%
Year 3	23%	39%
Year 4	27%	31%
Year 5	37%	62%
Year 6	46%	73%

Maths at EXS+	Term 2	Term 6
Reception	67%	67%
Year 1	71%	100%
Year 2	50%	58%
Year 3	36%	50%
Year 4	45%	45%
Year 5	25%	50%
Year 6	47%	53%

Our observations and assessments demonstrated that pupil behaviour improved last year, along with the wellbeing of some of our pupils. Behaviour and wellbeing continue to be a priority for the coming year.

Review of last year's targets

1 – After analysis of our DfE validated phonics scheme and our continued work with the English Hub it was decided to change to Little Wandle Phonics scheme

2 – Attendance improved this year by 1.23% for all pupils

- 3 – Results of pupil survey for wellbeing showed that children are happy at school and feel safe. They expressed a wish to raise money for the community and to have some quiet times. The staff survey was overwhelmingly positive
- 4 – Key Stage 1 phonics improved by 17% for 2023/24
- 5 – The data shows that 86% of children working with the Speech and Language team made progress

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Numbots	Maths Circle Ltd
Accelerated Reader	Renlearn
Little Wandle	Wandle and Little Sutton
Nessy Reading and Spelling	Nessy
Curriculum Maestro	Cornerstones
TT Rock Stars	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils