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 (2024/25) and the outcomes for disadvantaged pupils last academic year (2023/24).

School overview

Detail	Data
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	7.3%
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)**	2021/22 – 2024/25 (This is a review of 2023/24 and updated strategy for 2024/25)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Local Governance Committee
Pupil premium lead	Lois Bowery (Headteacher)
Governor / Trustee lead	Jill Tutcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,680
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year	£14, 680

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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. The activity we have outlined in this statement is also 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 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.

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 Reception 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 phonics than their peers. This negatively impacts their development as readers
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Our attendance data shows that disadvantaged pupils are more likely to be persistently absent in comparison to their peers.
5	Assessments, observations and discussions with pupils indicate that disadvantaged pupils are demonstrating less retention due to challenges within their working memory. This negatively impacts their retention or knowledge and skills.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024/25)**, and how we will measure whether they have been achieved.

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 2024/25 show that 73% or more of disadvantaged pupils meet the expected standard or demonstrate accelerated progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations

	• significant participation in enrichment activities, particularly among disadvantaged pupils • Incidents of bullying continue to be very low.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 3%.
To improve working memory strategies to support pupil learning, particularly with our disadvantaged pupils.	Good academic progress particularly in Reading, Writing and Maths. Disadvantaged pupils 90% good or better and 25% with accelerated progress.

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: £ 8080

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Embedded Formative Assessment (In-house CPD for all staff based on Dylan Wiliam's programme)	EEF Teaching toolkit - Feedback	1, 2, 3, 5
CPD – Oral language (Engagement of specialist Speech	EEF Teaching toolkit – Oral Language interventions	1, 3

and Language therapist ad hoc to support targeted CPD; and CPD from English Specialist regarding Oracy)		
CPD – RWI phonics (Yearly subscription to include online training videos and development day)	EEF Teaching toolkit - Phonics	2, 3
R+R - Cover time for teachers to access NPQs and other evidence based CPD programmes	https://tdtrust.org/2023/06/09/improving-recruitment-retention-6-evidence-based-actions-for-leaders-from-a-new-eef-research-review/	1, 2, 3, 5
R+R - Increased SENCO time to support with development of PP/SEND pupils	https://tdtrust.org/2023/06/09/improving-recruitment-retention-6-evidence-based-actions-for-leaders-from-a-new-eef-research-review/ School Workload Reduction toolkit	ALL
Developing a high-quality knowledge-based curriculum. Cover for subject leaders to develop this further.	https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway	1, 2, 3, 4, 5

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition	EEF teaching toolkit – Small group tuition	1, 2, 3, 5
One to one tuition	EEF teaching toolkit – One to one tuition	1, 2, 3, 5

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

Budgeted cost: £ 5600

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – targeted 1-1 or group interventions to support social and emotional aspects of learning.	EEF teaching toolkit – Social and Emotional learning	3, 4
PFSA – support for families that have identified additional needs	EEF teaching toolkit – Parental engagement	3, 4
Whole Staff Vulnerable Pupils meetings - These meetings ensure that all staff are aware of specific needs and how to support these consistently.	Numerous studies show that a whole-school approach is vital for improving children's wellbeing.	3, 4
Support with enrichment activities such as school trips, wraparound care	Experiencing more and having varied enrichment opportunities will give disadvantaged pupils better life chances. It will also lead to better learning outcomes in terms of the quality of work produced. Enrichment has an effect size of 0.48. (John Hattie – Visible Learning)	3, 4
Attendance support – including meetings with administration team, parents and referrals to Attendance Support officer where necessary.	Department for Education (publishing.service.gov.uk) – The Link between Absence and Attainment Working together to improve school attendance (publishing.service.gov.uk)	4

Total budgeted cost: £14,680

Part B: Review of the previous academic year (2023/24)

Outcomes for disadvantaged pupils

- No disadvantaged pupil in this EYFS cohort.
- 100% of disadvantaged pupils achieved the PSC in Year 1.
- End of KS1 results:

	Reading	Writing	Maths
Disadvantaged (school) (2 pupils)	100% at ARE or above 50% above ARE	100% at ARE	100% at ARE
Non-disadvantaged (school)	79% at ARE or above 21% above ARE	71% at ARE or above 13% above ARE	83% at ARE or above 25% above ARE

- End of KS2 results:

	Reading	Writing	Maths
Disadvantaged (school) (3 pupils)	33%	67%	67%
Non-disadvantaged (school)	79%	84%	63%

- Disadvantaged pupil attainment (internal assessment) was around 20% less than non-disadvantaged pupil attainment across the school in reading and writing. In maths, disadvantaged pupil attainment was slightly above (7%) non-disadvantaged peers. Disadvantaged pupil progress was around 10% higher than non-disadvantaged pupil progress for reading, writing and maths across the school (internal assessment).
- Attendance improved slightly but there are further areas for development as outlined below.
- Reading and writing, linked with oral language deficits for disadvantaged pupils were the main areas for development from Year 2 upwards.

Intended outcome	Success criteria	Review of 2022/23	Review of 2023/24

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.	This needs further action in 23/24. Engagement with speech and language therapist to observe key pupils and provide professional development for key adults working with these children in 23/24 to boost oral language skills particularly in Key Stage 2	Learning walks show that teachers are using strategies to support with boosting oral language skills for particular pupils as identified by speech and language therapist. This has been reflected in the progress made across the year in reading, writing and maths where the majority of disadvantaged pupils have made expected progress. Further embedding of strategies to support these pupils including high-quality teaching focus on oracy as well as specific speech and language intervention programmes as recommended by speech and language therapist.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard or demonstrate accelerated progress.	This needs further action in 23/24. Focus on high quality teaching of reading by teachers who are reading experts. Updated phonics training for new staff.	Updated phonics training has taken place. All disadvantaged pupils have passed the Y1 PSC. Targeted intervention has taken place and children have made good or better than

		Targeted intervention support (group and 1-1) for reading for children identified as making slow progress in reading.	expected progress as a result, particularly in Year 6. These strategies need to continue in order to support bringing disadvantaged pupils closer to attaining the expected standard by the end of Year 6.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • significant participation in enrichment activities, particularly among disadvantaged pupils • Incidents of bullying continue to be very low.	Pupil surveys from 22/23 showed the vast majority of pupils enjoyed and felt safe at school. They reported that bullying is rare and that when it happens, they can speak to an adult to sort it out. All pupils took part in enrichments activities including school trips. Key Stage 2 pupils all took part in outside sporting events. Pupils (including disadvantaged pupils) took part in an art enrichment visit.	All pupils took part in enrichments activities including school trips. Key Stage 2 pupils all took part in outside sporting events. Disadvantaged pupils were very well represented in our extra-curricular clubs. Pupil surveys in 23/24 continue to show that the majority of pupils enjoy and feel safe at school as well as that bullying is rare and when it happens, adults sort it out. Pupils from disadvantaged backgrounds have had access to ELSA, PFSA and Mental Health Team support throughout the year to support with individual needs.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.	22/23 attendance: Overall attendance 95.51% Pupil Premium attendance: 92.02% The attendance gap is now 3.5%. However, the persistent absence rate for pupil premium children is still 20% in comparison to 7.81% overall.	23/24 attendance: Overall attendance 95.6% Pupil Premium attendance: 94% The attendance gap is now 1.2%. Pupil Premium Persistent Absence reduced to just one child (11%). This case was also a success as attendance improved significantly over time as targeted support put in place.
To improve working memory strategies to support pupil learning, particularly with our disadvantaged pupils.	Good academic progress particularly in Reading, Writing and Maths. Disadvantaged pupils 90% good or better and 25% with accelerated progress.	This needs further action in 23/24. Focus on development of high quality teaching using Rosenshine's principles and Dylan Wiliam's Embedded Formative Assessment. Other wider strategies to be developed to support with progress including structured feedback through formative assessment.	First year in 3-year development plan linked to Embedding Formative Assessment has been followed. Attainment for disadvantaged pupils across all core subjects across the school has improved this academic year. This has further work to continue in the coming academic year.

Externally provided programmes

Programme	Provider
RWI Phonics online training subscription and development day	Ruth Miskin

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
To support with social and emotional aspects of learning, including dedicated ELSA sessions. Additional support in class.
The impact of that spending on service pupil premium eligible pupils
All service pupil premium pupils made good or accelerated progress and attained either age expectations or above.

Further information

Additionally, we have a weekly small group Forest School intervention session to support pupils who have been identified as needing further nurture and social and emotional support. Many disadvantaged pupils access this intervention on a regular basis.