

## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	60 (27%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	March 2023-2026
Date this statement was published	March 2023
Date on which it will be reviewed	August 2023
Statement authorised by	<i>Mr H S Dhanjal</i>
Pupil premium lead	<i>Miss Z Parkes</i>
Governor / Trustee lead	<i>Mr R Dubrow-Marshall</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,444
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£59,909</b>

# 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.

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 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

Our priorities will be focused on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of EYFS, Year 2 and Year 6.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The curriculum lacks sequence and challenge and does not build on knowledge and understanding overtime
2	Teachers have varying degrees of confidence in subject knowledge and pedagogy
3	Pupil outcomes are significantly below national averages
4	Being on-time, well fed and ready for learning.
5	There is a barrier for parents to access necessary support from the school and wider community
6	Attendance of disadvantaged children is well below the national benchmark

## 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
Pupils' will have access to quality first teaching and learning based on the Great Teacher Framework to ensure maximum impact for all learners across the curriculum	<ul style="list-style-type: none"> <li>• Improved pupil engagement and behaviour for learning</li> <li>• High expectations from pupils and teachers are mutually understood</li> <li>• Positive classroom climate</li> <li>• Behaviour for learning is exemplary</li> <li>• Pupils through language acquisition are able to excel across all areas of the curriculum</li> <li>• Teachers are skilled at providing effective feedback in order to move learning on</li> <li>• Lessons are suitably challenging for learners</li> </ul>
Attainment of pupils to meet the national expected standard in all statutory assessments	Pupils will be inline or above in the following national measures: <ul style="list-style-type: none"> <li>• EYFS – GLD</li> <li>• Phonics in KS1</li> <li>• KS1</li> <li>• KS2</li> </ul>
To embed a high quality early reading offer which fosters the love of reading	<ul style="list-style-type: none"> <li>• The new phonics scheme is fully embed with skilled teaching across the school</li> <li>• Phonics outcomes are inline or above national measures</li> <li>• Pupils have access to a range of high quality text</li> </ul>

allowing all pupils to have access to the full curriculum	<ul style="list-style-type: none"> <li>• Pupils make progress across all curriculum areas</li> </ul>
Pupils with PP have good attendance, are punctual and have access to breakfast to ensure they have the energy to learn	<ul style="list-style-type: none"> <li>• Attendance for pupils with PP will be in line with national average</li> <li>• Persistent absence for pupils with PP will reduce over time</li> <li>• Learning time is maximised as a result of improved attendance and punctuality</li> </ul>
Parents are fully supportive and engaged in their child's education and learning.	<ul style="list-style-type: none"> <li>• Positive relationships are built upon between home and school to fully support children</li> <li>• Barriers to learning for pupils are reduced over time</li> <li>• Improved attendance at parents evening and other school events</li> <li>• Pupil attendance improves</li> <li>• Pupil outcomes improve overtime as a result of strengthened relationships with families</li> <li>• Parents are able to access further support through the school with wider agencies</li> </ul>

## 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: £39,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce the use the Framework for Great Teaching to ensure teaching and learning has maximum impact for all learners.	<p>“A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.” (EEF, Pupil Premium Guidance, June 2019)</p> <p>“One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills.” (EEF, Pupil Premium Guidance June 2019)</p> <p>Research from Hart and Risley shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary nationally recognised as the PP vocabulary gap (a gap of 30 million words by the age of 4).</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children</p>	1, 2 & 3

	<p>eligible for the Pupil Premium.’ (EEF Guide to the Pupil Premium’ June 2019)</p> <p>“Teaching effectiveness is a strong predictor of pupils’ progress throughout school and having a succession of strong or weak teachers can have lasting effects.” (Muijs et al, 2014; Reynolds et al, 2014; Kyriakides &amp; Creemers, 2008; Muijs &amp; Reynolds, 2003; Sammons et al, 2009).</p>	
Further improve the quality of teaching and learning across subjects, in particular English and Maths	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2 & 3
Improve progress in English across the school by introducing a new curriculum and writing process	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Provide high quality professional development opportunities underpinned by research and evidence to develop teachers’ knowledge.	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
Continue to drive high aspirations to ensure all pupils, particularly the most disadvantaged, make sustained and substantial progress.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of pupils who are not make sufficient progress to ensure gaps are addressed and outcomes are improved for all.	“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium	1,2 & 3

<p>Teachers held accountable by Senior Leaders during robust and rigorous Pupil Progress meetings. Pupils who are not making expected progress are identified and necessary interventions are implemented and reviewed for impact.</p> <p>Teachers and Teaching Assistants to provide structured interventions to support children to close gaps in learning.</p> <p>Training on effective interventions for all staff.</p> <p>To ensure all pupils, particularly the minority who struggle, are expertly supported to behave consistently well e.g. through mentoring and SEMH interventions.</p>	<p>strategy.” (EEF Guide to the Pupil Premium, June 2019)</p> <p>“Research on TAs delivering targeted interventions in one-to one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.’ (EEF, 2018)</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure all pupils, particularly the minority who struggle, are expertly supported to behave consistently well e.g. through mentoring.</p> <p>Continue to develop pupils’ character through Akaal virtues to create responsible citizens of the future.</p> <p>Develop the quality of after-school clubs and promote this offer to ensure a variety of opportunities and experiences for all children, particularly those most disadvantaged.</p> <p>Provide financial support for PP families (education visits, uniform, enrichment activities, extra-curricular</p>	<p>“When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning.” (NHS, 2019).</p> <p>‘Social and emotional learning interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average.’ (EEF, Social and Emotional Learning, 2021)</p> <p>“Support Pupil Premium pupils to access the wider curriculum and out of school hours enrichment opportunities by subsidising the cost” (NST Equalities Policy 2019 - 2023)</p> <p>“Learning outside the classroom contributes significantly to raising standards and improving pupils’ personal, social and emotional development.” (Ofsted)</p>	<p>3, 4 &amp; 5</p>

<p>clubs, wraparound care, music tuition, equipment and resources) Develop involvement of and support for PP parents</p>	<p>“The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment”. (EEF, Parental Engagement, 2021).</p>	
<p>Attendance procedures to be closely aligned and to follow the Dfe Working together to improve school attendance</p>	<p>Dfe guidance explicitly provides rationale and evidence of strategies to improve and impact on pupil outcomes. Tracking and prioritising attendance shows improvement in attendance, particularly those with persistent absence, it also helps to identify trends.</p>	6

**Total budgeted cost: £59,909**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Following the pandemic, whilst all statutory assessments and tests for primary school pupils were carried out in Summer 2022, there is no statutory requirement to publish data for the academic year 2022.

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Yoga bugs	Yoga bugs
Joanna's School of Dance	Joanna's School of Dance