

Pupil premium strategy statement

Punnetts Town Community Primary School

2023 - 2024

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 | 103 |
| Proportion (%) of pupil premium eligible pupils | 4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 to 2026/2027 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Claire Kinsella Headteacher |
| Pupil premium lead | Susan Conaway Inclusion Manager |
| Governor / Trustee lead | Monica Pell Chair of Governors |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £5820.00 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £5820.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are happy, make good progress and achieve high attainment across all subject areas. We aim to support all pupils to be the best they can be, ensuring success for all.

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, notably in its targeted support through in house tutoring and interventions provided by school staff who work with pupils on a daily basis.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

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
- support access to wrap around care

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 the disadvantaged pupils. |
| 2 | To increase the support offered by families to impact pupils progress. |
| 3 | 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. |
| 4 | Assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified some challenging home circumstances and other home issues, which have impacted overall attainment. |
| 6 | Our attendance data over the past year indicates that attendance for our disadvantaged pupils has been below the school target of 96%. This data is monitored and percentages compared with those who are not disadvantaged (with such a small cohort of eligible pupils 4%, comparisons give limited). Our assessments and observations indicate that absenteeism is negatively affecting 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.

| 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 | Progress to be accelerated thus closing the attainment gap alongside non-disadvantaged pupils. |
| Improved writing attainment among disadvantaged pupils | |
| Improved maths attainment among disadvantaged pupils | |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • pupil voice, student and parent surveys and teacher observations • Governor monitoring • Increased participation in enrichment activities, particularly disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Raise awareness and profile of attendance <ul style="list-style-type: none"> • Communication in a form that is easily accessible to parent/ carer • Policy and procedures clearly describe expectations and support for attendance • Early intervention • Personalised targeted support for families • A reduction in termly attendance meetings • Electronic registration |

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: £1800.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Training for staff to ensure assessments are interpreted and administered correctly. Completion of dyslexia screening test for targeted pupils.</p> <p>KS2 pupils to complete standardised reading age tests.</p> | <p>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:</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Embedding the Phonics programme to secure stronger phonics teaching and learning for all pupils.</p> | <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will embed the whole school writing approach to ensure the teaching of writing is consistently good.</p> | <p>Research from the EEF to help shape the teaching of writing in both Key Stage 1 and Key Stage 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>The use of Write Stuff to promote writing and embed knowledge and understanding</p> <p>https://www.thetrainingspace.co.uk/product/the-write-stuff-transforming-the-teaching-of-writing/</p> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to extend our teaching of maths by embedding the use of Maths Shed and Mastering Number.</p> | <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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The NECTM guidance and principles:</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> | <p>1, 2, 3, 4, 5, 6</p> |

| | | |
|---|--|----------------|
| <p>Further improve the quality of social and emotional (SEL) learning through the Empowerment Approach.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <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>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> | <p>2, 5, 6</p> |
|---|--|----------------|

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

Budgeted cost: £2220.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Targeted TA support to accelerate progress and close the attainment gap</p> | <p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Subscription for Language Link for early identification and intervention</p> | <p>Trained staff feel confident to use language link assessment tool and implement any resulting programs</p> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Subscription for Ed Shed – including Phonics Shed, Spelling Shed, Maths Shed and Literacy Shed (to support reading)</p> | <p>Evidence based resource to raise attainment in reading, writing, maths, phonics and spelling in a systematic, consistent whole school approach</p> | <p>1, 2, 3, 4, 5, 6</p> |

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

Budgeted cost: £1800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Implementation of the Empowerment Approach through; Whole school approach Weekly sessions Pupil and staff voice | Research based Empowerment Approach to Improve language acquisition for pupils who experience anxiety; are withdrawn; who struggle with unhelpful or risky behaviour; or who find school a challenge. | 1, 2, 5, 6 |
| Outdoor learning opportunities throughout the academic year | Year group focused opportunities working outside, with a trained member of staff to experience and learn through outdoor learning | 1, 2, 3, 4, 5, 6 |
| Support with residential and extracurricular opportunities | Pupils able to access and benefit from enrichment opportunities such as residential, swimming, music clubs, guitar lessons. After school clubs and wrap around provision | 2, 5, 6 |
| Provide school uniform | Pupils wear school uniform with a strong sense of belonging and pride | 5, 6 |

Total budgeted cost: £5820.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils (and all other pupils) had improved compared to previous years across the curriculum.

Our assessment of the reasons for these outcomes points primarily to the very small percentage of PPG pupils during the academic year 2022/23, these accounted for 4 pupils 4%. The pupil outcomes showed good progress for the 4 pupils. 2 were 'at the expected standard across the curriculum. The 3rd pupil was able to achieve age related in some areas of the curriculum and the final pupil was below the expected standard.

The pupils progress outcomes was positively impacted by the impact of the schools' pupil premium funded improvements to teaching and targeted interventions.

Overall attendance in 2021/22 was higher than in previous years and the pupil premium pupil's attendance was broadly in line with their peers. Attendance remains a whole school focus, with the introduction of an updated policy and procedures to support families.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health are well supported in school. There are a number of interventions in place to support pupils which have been received by pupils having a positive impact in school.

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 |
|---------------------------------------|---------------|
| Empowerment Approach | Kit Messenger |
| Educational Psychologist consultation | ISEND |

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Introducing an approach that focuses on understanding behaviour, emotions and learning strategies can support both children and adults. Staff to receive final part of Empowerment training and then introduce to the children.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.