

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------------------|
| School name | Great Addington Primary School |
| Number of pupils in school | 92 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Trust AIO |
| Pupil premium lead | Emily Birch |
| Trustee lead | Margaret Holman |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £15,030 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium funding carried forward from previous years (enter £0.00 if not applicable) | £ 0.00 |
| Total budget for this academic year | £ 17,030 |

Part A: Pupil premium strategy plan

Statement of Intent

Our vision: *‘Our love should not be just words and talk; it must be true love, which shows itself in action’.*

1 John 3:18

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach 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 | Links to Tiers |
|------------------|---|----------------|
| 1 | 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 | 1, 2 |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school. | 1, 2 |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school. | 1, 2 |
| 4 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. | 1, 2 |
| 5 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. | 3 |
| 6 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. 16% 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. | 3 |

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 | Challenge Number | Success criteria |
|---|------------------|--|
| Improved phonics outcomes for disadvantaged pupils. | 1 | Phonics outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard in the phonics screening check. |
| Improved reading attainment among disadvantaged pupils at the end of KS2. | 2 | KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| Improved writing attainment among disadvantaged pupils at the end of KS2. | 3 | KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | 4 | KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils | 5 | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | 6 | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall 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 10% and the figure among disadvantaged pupils being no more than 1% lower 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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of standardised tests for reading and maths. | 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: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u> | 2,4 |
| Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> • access Trust CPD • commission the external teaching and learning consultant to work with staff throughout the year • maintain a strong focus on QFT in our internal CPD programme. | Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>) | 1, 2, 3, 4 |
| Year-long CPD subscription <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> • access RWI training through the Ruth Miskin Training Portal and external visits from learning consultants • commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year • Provide regular non-contact time for our Phonics Lead to work | 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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u> | 1 |

| | | |
|---|---|---|
| with class teachers, TAs and external consultants. | | |
| <p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. | <p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p> | 2 |
| <p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. | <p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p> | 3 |
| <p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. | <p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p> | 4 |

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9030 (PP) £2000 (Recovery premium)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase annual subscriptions for reading and maths interventions. | Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. <i>(Teaching & Learning Toolkit: EEF).</i> | 2,4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Ruth Miskin Training. | 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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u> | 1 |
| Additional reading sessions targeted at disadvantaged pupils who require further reading support. | 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> | 2 |
| Additional writing sessions targeted at disadvantaged pupils who require further writing support. | 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> | 3 |
| Additional maths sessions targeted at disadvantaged pupils who require further maths support. | 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> | 4 |

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff training on behaviour management (positive pathways) and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u> | 5 |
| Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training 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. | 6 |
| Whole staff training on mental health and wellbeing, delivered in collaboration with the MHST | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <u>Social and Emotional Learning EEF (educationendowmentfoundation.org.uk)</u> | 5 |
| Continuing to contract an Educational Psychologist to engage with vulnerable children. | Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u> | 5 |
| Drawing and talking/self-esteem sessions targeted at disadvantaged pupils who require wellbeing support. | Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social and Emotional Learning' as moderate impact (+4 months) | 5 |
| Enable all disadvantaged children to access the school's full curriculum offer free of charge, including school trips, before and after school provision and other enrichment opportunities. | Pupils' horizons will be broadened and they will learn more about culture, history and geography and the importance of and additional benefits that can be gained by participating in sports and the arts. | 1,2,3,4,5,6 |

| | | |
|--|---|--|
| | Meaningful experiences and contexts will enhance the broad and balanced curriculum. | |
|--|---|--|

Total budgeted cost: £17,030

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Internal assessments in the last academic year indicated that PP children were working above their Non-PP peers in both reading and maths in Key Stage Two. Using Pupil Premium funding to staff high-quality interventions in these areas had a significant impact upon this outcome.

Our assessment of the reasons for when the performance of disadvantaged pupils' outcomes are sometimes lower than non-disadvantaged points primarily to those pupils with mixed vulnerabilities (PP/SEN) and the impact of Covid-19. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils including those with multiple vulnerabilities, however where possible intervention was provided and this has impacted upon the reduction in the attainment gap. The impact of previous missed education was mitigated during 21/22 by our resolution and staff commitment, including the provision of funded CPD and 1:1/Small group intervention. For example, this included daily phonics interventions for three of our PP children.

Whole school attendance in 2021 – 2022 was higher than in the previous academic year and the attendance of PP children increased significantly (from 86.6% to 93.97%). This was due to robust monitoring and well-being interventions delivered to vulnerable pupils.

In school assessments and observations highlighted that disadvantaged pupils had little access to enrichment opportunities at home. We used Pupil Premium funding to provide access to cultural capital for these children, including 2 days at an activity centre and a trip to the seaside.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------------|------------------|
| White Rose Maths | White Rose |
| RM SHINE/Assessments | RM/Hodder |
| Jigsaw | Jan Lever Group |
| Purple Mash | 2 Simple |
| Times Table Rock Stars | Maths Circle Ltd |
| Kapow Primary (Art/DT) | Kapow Primary |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |