

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Pattishall C E Primary |
| Number of pupils in school | 145 |
| Proportion (%) of pupil premium eligible pupils | 4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years (2021-2024) |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Emma McLean Headteacher |
| Pupil premium lead | Steph Bruce Deputy Headteacher |
| Governor / Trustee lead | Lee Mullen PP Lead Governor |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £8674 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £10674 |

Part A: Pupil premium strategy plan

Statement of intent

Our vision is that all children (*'whoever you are, wherever you come from and whatever your starting point'*) achieve to the maximum of their potential. 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.

The activity we have outlined in this statement is intended to support the needs of all vulnerable pupils 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 reflecting priorities from our School Development Plan and dovetailing with other Catch Up funding. It will be responsive to common challenges and individual needs, rooted in observation and assessment, not assumptions about the impact of disadvantage.

Our approach will involve a multi-pronged delivery of strategies addressing each objective in order to maximise the impact. These strategies will be chosen because research has demonstrated that they are effective. They will include quality first teaching for all children, targeted support for small groups and wider strategies addressing social and emotional needs.

We will also support the well-being of our disadvantaged pupils who need it by using the funding to cover the cost of additional curriculum opportunities, such as clubs or trips, ensuring our disadvantaged pupils have the cultural capital they can build on from in the next stage of their life.

We will 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 | <p>Assessments and observations show that some disadvantaged pupils have greater difficulties with reading strategies (phonics and comprehension). This negatively impacts their development as readers.</p> <p>17% below WA</p> <p>All children making expected progress from starting point.</p> |
| 2 | <p>Assessments show that some disadvantaged children have lower attainment in maths. This is due to a complex range of needs including SEN.</p> <p>17% below WA</p> <p>All children making expected progress from starting point.</p> |
| 3 | <p>Assessments show that many disadvantaged children have lower attainment in writing. This is due to a complex range of needs including SEN.</p> <p>50% below WA</p> <p>All children making expected progress from starting point.</p> |
| 4 | <p>Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by the combining of a range of factors such as safeguarding, SEN and mental health needs. The combination of these needs can be challenging to address and act as a significant barrier to learning.</p> |
| 5 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils which have been exacerbated by a range of factors including lack of enrichment activities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic. 33% of disadvantaged pupils currently require additional support with social and emotional needs.</p> |
| 6 | <p>Financial disadvantage for our families can impact on enrichment opportunities for the pupils.</p> |

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 |
|---|---|
| Reading attainment amongst disadvantaged children to show at least expected progress. | <p>All disadvantaged children to pass the Year 1 Phonics Screening.</p> <p>Year 2 children to make at least expected progress in reading.</p> <p>Year 6 children to make at least expected progress in reading.</p> <p>Where an additional need is in place that limits the child's ability to gain age related expectations, additional support enables 100% achieve their targeted progress steps, according to their learning plan.</p> |
| Maths attainment amongst disadvantaged children to show expected or accelerated progress. | <p>White Rose assessments to show improvement in areas of difficulty targetted by 1:1 teaching.</p> <p>Year 2 children to make at least expected progress in maths.</p> <p>Year 6 children to make at least expected progress in maths.</p> <p>Where an additional need is in place that limits the child's ability to gain age related expectations, additional support enables 100% achieve their targeted progress steps, according to their learning plan.</p> |
| Writing attainment amongst disadvantaged children to show at least expected progress | <p>Monitoring of English books to show improvements in areas targetted for support (handwriting, SPAG)</p> <p>Year 2 children to make at least expected progress in writing.</p> <p>Year 6 children to make at least expected progress in writing.</p> <p>Where an additional need is in place that limits the child's ability to gain age related expectations, additional support enables 100% achieve their targeted progress steps, according to their learning plan.</p> |
| All disadvantaged pupils are enabled to take part in wider school and extra-curricular offers that would be otherwise impacted by the family financial situation. | Disadvantaged pupils to have attended (as desired) year group trips or additional clubs at no family cost. |
| Specialist interventions from the ELSA/Nurture Team to provide disadvantaged pupils with support for their social and emotional needs. | Stirling Well Being Scales and Boxall Profiles to show improved outcomes for pupils after interventions enabling them to access learning more effectively. |

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: £ 4674

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To continue to improve our whole school approach to the teaching of reading using quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • Focus on high quality systematic phonics sessions in EYFS/KS1, assessing and regrouping children regularly. • Focus on Booktalk sessions in KS2 using Lexplore to assess children and ensure they are reading at an appropriate level. • Provide CPD so that all staff delivering RWI are trained and the English Lead uses regular staff meeting/Training Day time to focus on planning and delivery of Booktalk. • Improve the delivery of RWI and 1:1 tutoring sessions through | <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 (EEF)</p> | <p>1,4</p> |

| | | |
|---|--|------------------|
| Development Days with a RWI Trainer. | | |
| <p>To continue to improve our whole school approach to the teaching of writing using quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> • Provide time for the English Lead to support teachers in planning and delivering QFT using Write Stuff and Hamilton planning sequences to support progression. | <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 (EEF)</p> | <p>2,4</p> |
| <p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving. We will continue to:</p> <ul style="list-style-type: none"> • Engage with the third year of the Enigma Hub Teaching for Mastery Work Group providing regular opportunities for the Maths Lead to feedback to staff and observe them teaching. • Introduce Number Sense for Reception, Y1 and Y2 – daily 10 minute whole class slots focussing on fluency. | <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 (EEF)</p> | <p>3,4</p> |
| <p>To continue to build on and improve QFT</p> | <p>Single biggest school-based factor in improving outcomes for children is</p> | <p>1, 2, 3,4</p> |

| | | |
|---|---|--|
| <p>in all curriculum areas. We will continue to:</p> <ul style="list-style-type: none"> Plan, deliver and observe focus lessons in groups enabling staff to develop their teaching and focus on progression. | <p>the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p> | |
|---|---|--|

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

Budgeted cost: £ 2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>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:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> | <p>1,4</p> |
| <p>Additional reading sessions targeted at disadvantaged pupils who require further reading support.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> | <p>1,4</p> |
| <p>Additional writing sessions targeted at disadvantaged pupils who require further writing support.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Regular one to one feedback on progress towards writing targets and next steps.</p> <p><u>Feedback Toolkit Strand Education Endowment Foundation EEF</u></p> | <p>2,4</p> |
| <p>Additional maths sessions targeted at disadvantaged</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective</p> | <p>3,4</p> |

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| <p>pupils who require further maths support eg.</p> <ul style="list-style-type: none"> Introduce Number Stacks – an intervention that identifies and then plugs any gaps in children’s understanding. | <p>method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Funding to support the continuing work of the ELSA and Nurture Team to provide 1:1 ELSA interventions and small group Rainbow Club sessions.</p> | <p>Pupil voice questionnaires show that attendance at ELSA sessions is making a big difference to the children who attend enabling them to be more positive about school and more ready to learn.</p> <p>https://educationendowmentfoundation.org.uk/public/files/EEF_Case_Study_SEL_Woodhall_Primary_School.pdf</p> | <p>4, 5</p> |
| <p>Pupils in receipt</p> | <p>All children should have access to wider opportunities. These experiences beyond the classroom can help to develop the child as a whole.</p> | <p>6</p> |

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| of pupil premium funding are funded to take part in sports, music and language clubs and other enrichment experiences that enable the whole child. | | |
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Total budgeted cost: £ 8674

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 2020 to 2021 academic year.

Reading:

End of year assessments show that all children except one made at least expected progress from their starting points. Our assessments of Year 1 to 4 children show that an increased focus on consistency and rigour in teaching phonics continues to be appropriate.

Writing:

End of year assessments show that all children except one made at least expected progress from their starting points. Continuing to focus on individualised feedback is a successful strategy.

Maths:

End of year assessments show that all children except one made at least expected progress from their starting points. Several children made accelerated progress. Quality first teaching continues to be a successful strategy.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be areas that need support. Children who did not make expected progress had complex needs arising from several different areas. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan and are investigating how we can improve our support for children with multiple needs.