

Pupil premium strategy statement – St Paul’s CE Primary School

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 2021-22	Data 2022-23
School name	St Paul’s CE Primary School	
Number of pupils in school	316	302
Proportion (%) of pupil premium eligible pupils	34%	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025	
Date this statement was published	December 2021	December 2022
Date on which it will be reviewed	July 2022	December 2023
Statement authorised by	John Wright, Headteacher	John Wright, Headteacher
Pupil premium lead		
Governor / Trustee lead	Sara Ward & Carmen Parfenie	Sara Ward & Carmen Parfenie

Funding overview

Detail	Amount 2021-22	Amount 2022-23
Pupil premium funding allocation this academic year	£123,852	£148,195
Recovery premium funding allocation this academic year	£15,660	£11,201
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year	£139,512	£159,396

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 at St Paul's is that all pupils make good progress and achieve highly across the broad and balanced curriculum that we provide. We serve a highly diverse and increasingly mobile community. The percentage of pupils eligible for the Pupil Premium in our school is currently increasing. We work to achieve good progress and attainment for all our pupils and utilise our pupil premium funding to support disadvantaged pupils in order that they too meet this intention. We have developed a pupil premium strategy to provide additional support to disadvantaged cohorts within the school.

We work carefully to identify and respond to the challenges that disadvantage can present to our pupils and their families, considering academic assessment data alongside wider factors which can also impact disadvantaged pupils. We recognise that disadvantage includes not only pupils eligible for the pupil premium, but can also include those with a social worker or significant pastoral needs, those from poorly paid working families, those recently arrived in the school following a period out of education or other instability and those recently arrived in the country, sometimes with no recourse to public funds. Our pupil premium strategy is also designed to meet the needs of these pupils, not to wait for pupils to become eligible.

The first and most fundamental factor to securing our strategy is the provision of high-quality teaching. We recognise that provision of high-quality teaching is the core factor in progress and achievement for all pupils and it is therefore as central to our pupil premium strategy as it is to the whole school provision. Where additional teaching provision is identified in our strategy, it is to mitigate against the impact of disadvantage to secure our goal of high attainment and good progress for disadvantaged and non-disadvantaged pupils. Our strategy provides for resourcing, support and training for our academic staff to embed and develop high quality teaching within our school.

Our strategy also makes provision for specifically focussed additional academic support for pupils. We know that nationally COVID has potentially reversed gains of almost a decade in closing the attainment gap and that disadvantaged pupils have fallen further behind during the pandemic. In our school this is broadly the case for our disadvantaged pupils too. We have carefully adapted our assessment and curriculum provision to identify pupils where this is the case and to refocus how we deploy teachers, teaching assistants and tutors, including through the use of recovery and school-led tuition funding, to provide effective support for these pupils especially in literacy and numeracy.

Whilst academic factors are central to the success of disadvantaged pupils, our strategy also addresses some of the wider areas of disadvantage. Some of the

challenges faced by our disadvantaged families, such as insecure or inadequate housing, lie beyond our immediate influence. However, our strategy makes provision for a range of wider issues, including the promotion of effective attendance, the provision of access to cultural capital opportunities within the local area and support for parents.

Our pupil premium strategy is designed to evolve and respond to common challenges, identified through careful assessment and analysis specific to our cohorts, rather than generalised assumptions. Many of the actions within our strategy complement one another to enrich the provision for disadvantaged pupils. Our strategy is designed to set the same high aspirations and expectations of attainment and progress for disadvantaged pupils as for any other pupil, adapting and enhancing provision to make success possible. Our strategy is built around careful use of existing assessment and professional knowledge to identify and develop support around disadvantaged pupils swiftly. Our strategy also supports all staff in understanding and responding effectively to the needs of disadvantaged pupils, in order that they, as all pupils are well supported to achieve well and make good progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation of pupils and discussions with staff indicate that disadvantaged pupils have greater difficulty learning and securing phonics at the same stage and rate as non-disadvantaged pupils. Disadvantaged pupils are over-represented in the small cohort of pupils who did not secure the phonics screener in December 2020. This has an impact on their early reading and writing, affecting confidence and attainment in reading. In December 2022, disadvantaged pupils are over-represented in the cohort of year 1 pupils who did not secure the phonics screener in June 2022. Of the two pupils passing into Year 3 who did not secure the screener in June 2022, disadvantaged and non-disadvantaged pupils are equally represented.
2	Assessment, observation of pupils and discussions with staff indicate that disadvantaged pupils are less secure in spoken language and vocabulary on entry into the school. They are less confident to speak and initiate conversations. This is reflected in lower attainment in on entry in the Prime areas in 2020-21. This trend continues to be evident in 2022-23.
3	Partial school closures and lockdown have had a significant impact on all pupils, but especially our disadvantaged pupils. Our assessments, observations and discussions with pupils as well as discussions with families during the partial closures and subsequently indicate this. This is also supported by nationally collected data. Remote learning tools were less effective for some of our cohorts, particularly the very youngest.

	The impact of this is particularly evident in writing and in specific gaps in knowledge across the curriculum. Attainment across the curriculum has been negatively impacted by the pandemic measures.
4	Our internal assessment in the summer of 2021 indicates that maths attainment amongst disadvantaged pupils was below that of non-disadvantaged pupils. Data in the summer of 2022, shows this gap closing at the end of key Stage 1. (2020-21 Disadvantaged pupils achieving expected+ in Y2 = 44%, Non-disadvantaged pupils achieving expected + in Y2= 80%, gap= 36%, 2021-22 Disadvantaged pupils achieving expected + in Y2= 75%, Non-disadvantaged pupils achieving expected + in Y2= 88%, gap = 13%). However the gap continues to be significant across other year groups in the school.
5	Our analysis of school attendance data in 2020-21 indicates that whilst our headline attendance figures are good, there is a divergence in attendance between disadvantaged and non-disadvantaged pupils (-3% average divergence Y1-6). In 2021-22, the divergence between disadvantaged and non-disadvantaged pupils has narrowed, but continues to exist (-1.7% average divergence Y1-6). Disadvantaged pupils were significantly over-represented in the number of persistent absentees in 2020-21 (83% of a cohort of 15 pupils – where PP children made up 28% of the school community). Whilst the percentage of disadvantaged pupils decreased slightly in 2021-22 (74% of a cohort of 35 pupils), the divergence remains significant.
6	Our analysis of contextual school data indicates that disadvantaged pupils are over-represented in other demographic factors in the school. In December 2020, disadvantaged pupils represented 100% of pupils on a Child Protection plan, 40% of pupils on a Child-in-Need plan, 100% of pupils receiving Early Help, 89% of pupils under assessment and 77% of pupils on the school's pastoral caseload. In 2020-21 disadvantaged pupils made up 46% of pupils on the school's SEN register. In 2020-21, 28% of the school's population were disadvantaged. In 2021-22, disadvantaged pupils made up 64% if pupils on the school's SEN register.
7	Analysis of the school's admissions data indicates that disadvantaged pupils are over represented in mobility demographics, with a small number of disadvantaged pupils joining and leaving the school in a very short period (less than two years). 43% of in-year admissions in 2020-21 were identified as disadvantaged. 39% of in-year admissions to the school in 2020-21 were directly from overseas. Mobility and transition through a number of schools during primary education are factors that can significantly impact academic attainment and progress.
9	Discussion with parents indicates that for a small number of disadvantaged pupils housing instability and poor quality, inappropriate housing presents a barrier to effective attendance and stability for some of our disadvantaged pupils.

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 reading and phonics attainment amongst disadvantaged pupils.	<p>Assessment identifies pupils early in KS1 not making progress in phonics/early reading, early intervention is put in place, with evidence by phonic assessment/reading age/observation to show rapid progress.</p> <p>Pupils not achieving the phonic screener/age-expectation in reading at end of KS1 are identified and provided intervention, with evidence to show rapid progress to close gap with peers.</p> <p>Key Stage 2 reading outcomes in 2024-25 show that more than 75% of disadvantaged pupils meet the expected standard.</p>
Improved security in spoken language and vocabulary. Improved confidence to speak and initiate conversation.	<p>Observation of pupils and assessment show significant improvement in spoken language amongst disadvantaged pupils. Disadvantaged pupils show greater confidence to initiate and sustain conversation, reflecting greater experiences of the world around them. Lesson observation, book scrutiny and professional dialogue indicate that disadvantaged pupils' language and vocabulary is significantly closer to non-disadvantaged peers.</p> <p>Visits and visitors into school (where pandemic allows) will have contributed to the quality of experience and oracy of pupils across the school.</p>
Improved writing attainment for disadvantaged pupils at the end of Key Stage 2.	Key Stage 2 writing outcomes in 2024-25 show that more than 75% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of Key Stage 2.	Key Stage 2 maths outcomes in 2024-25 show that more than 75% of disadvantaged pupils meet the expected standard.
To sustain and improve attendance for all pupils, especially low and persistent attending disadvantaged pupils.	<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 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5% • The percentage of pupils who are persistently absent being below 8.2% and pupil premium pupils representing no more than 60% of the persistent absentee cohort.
To identify and support 'mobile' disadvantaged pupils to secure high level of progress and attainment, irrespective of mobility.	In-year admissions identified as disadvantaged through pupil premium or broader factors, rapidly assessed after admission for specific intervention and support, either academically or emotionally to promote rapid progress and attainment whilst on roll at our school.
To identify and target support at disadvantaged pupils who have been significantly impacted by partial	School assessment and observation adapted to identify disadvantaged pupils whose academic progress has been impacted significantly by partial school closure and lockdown for academic support through curriculum adaptation, intervention and tuition.

school closure and lockdown.	Observation, professional dialogue and pastoral meetings to identify disadvantaged pupils needing additional emotional support as a result of lockdown experiences. As a result, the academic and emotional impact of lockdown and partial school closure will be mitigated against by school action.
------------------------------	--

Activity in academic year 2021-22 – Year 1

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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional <i>Read, Write Inc</i> story reading and book bag books to enhance the teaching of phonics for all pupils. To match reading scheme books to phonic development of pupils and to support delivery of phonics and reading support in and beyond Key Stage 1.</p>	<p>The systematic use of a synthetic phonics programme, for example <i>Read, Write Inc</i>, has been found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Whilst a synthetic phonics programme is most effective with younger pupils, it can support reading in older children who are behind age-expectation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3,6,7</p>
<p>Deliver Elklan training across EYFS and KS1 to develop expertise and achieve Elklan accreditation, so that we are able to expertly deliver speaking and listening support to our youngest pupils, to develop strong oracy, reading and writing.</p>	<p>Elklan training enables us to develop a strong base of expertise, alongside our engagement in <i>Get Hounslow Reading</i> to provide oral language interventions to our pupils in Early Years and Key Stage 1. These will complement the Talk for Writing and genre-based literacy units in Key Stage 2. There is a comprehensive evidence base to suggest that oral language interventions can have high impact on early speaking, listening and reading for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3,6,7</p>
<p>Enhancing and upskilling our maths teaching and curriculum planning in line with DFE and EEF Guidance.</p> <p>We will fund release of staff to engage with Maths Mastery Hub in Hounslow. To enable Maths Lead and other staff to evaluate our</p>	<p>The school has joined the NCTEM Maths Mastery Teaching programme. The Maths subject lead and another 'advocate' teacher will engage with this programme to evaluate and develop maths teaching across the school.</p> <p>The NCTEM maths mastery programme is an evidence-based approach to mathematics, recognised by the EEF.</p>	<p>4,6,7</p>

curriculum, teaching and learning to secure the best progress and attainment for our pupils.	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Provide training and resources to support pupils with social and emotional needs, through the implementation of DESTY Island.	<p>The pandemic has had a significant impact on the social and emotional wellbeing of pupils. Desty Island is an evidence-based programme designed to develop self-confidence, social skills and emotional resilience. This will complement our existing pastoral and mentoring support for pupils. Social and Emotional Learning is recognised as an effective support by EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,5,6,7,9
Provide training and resources to support reading with pupils in Key Stage 2, with a focus on pupils who have not developed a habit of reading regularly.	<p>A range of engaging high quality, age-appropriate texts that the teacher can guide and support pupils to read is vital to supporting progress and attainment in reading for all pupils, in particular those who are yet to develop regular reading habits. The English subject leader will use this resource to support staff in identifying pupils in need of additional support and intervention, to enable teachers to intervene rapidly and effectively. This will support the literature based English curriculum in Key Stage 2, where reading comprehension strategies are embedded in the teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3,6,7

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

Budgeted cost: £98,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of school-led tuition to	Small group tuition approaches can support pupils to make effective progress by providing	3,4,7

<p>disadvantaged pupils, where gaps in learning have been identified, leading to an attainment/progress gap.</p>	<p>intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Provision of teaching assistants to provide additional support for disadvantaged pupils in class.</p>	<p>Teachers have, since the return to school after partial closure, identified gaps in learning for their pupils. The provision and deployment of teaching assistants to support disadvantaged pupils, enables them to work closely with small groups and individual pupils, providing modelling, further tuition and feedback.</p> <p>The impact of close feedback and focussed deployment of teaching assistants is recognised by the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2,3,4,7</p>
<p>Additional one-to-one phonics and reading support for specific pupils in KS1.</p>	<p>One-to-one, daily phonic and reading support to identified pupils in Key Stage 1 is designed to intervene and support pupils early in their schooling, once a potential gap becomes evident. One-to-one support every day enables the adult to structure and support a child's learning of phonics and early reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2</p>
<p>Additional teacher for English and Mathematics in Years 5 and 6.</p>	<p>Provision of an extra teacher within the Year 5 and 6 English and Maths groups each morning reduces class sizes in the upper juniors and provides for more individualised learning for all pupils, including the disadvantaged. Reducing class sizes shows a small benefit in EEF research, however the extent to which pupils can receive more</p>	<p>3,4,6,7</p>

	<p>individual learning (recognised as a more impactful strategy) is increased. Evidence is limited on both strategies in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Provision of small group maths and English tuition groups for Year 6 pupils</p>	<p>Small group tuition allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3,4,6,7

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

Budgeted cost: £14,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launch a focussed attendance strategy which recognises and rewards strong attendance, with a core focus on reducing persistent absenteeism, particularly amongst disadvantaged children.</p> <p>This will include resourcing the programme and providing staff time to administer, publicise and promote the strategy.</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>We know from our own experience in school and associated data that the above statement from the DFE <i>School Attendance Guidance</i> is correct.</p>	3,5,7

	Our attendance strategy will complement our existing attendance procedures and is in line with recommendations in the DFE's Improving School Attendance .	
Deliver a series of parent support workshops for an identified cohort of families in Key Stage 1 to provide support to them in working with their child on early reading, homework and schooling. To develop relationships and partnerships.	<p>Engaging parents, particularly those less likely to attend advertised workshops, is central to building an effective home-school relationship and to helping parents support their child's learning. Our Pupil Premium Advocate and Inclusion Coordinator have experience of doing this successfully. Working within the pandemic restrictions, we aim to engage and support families through this group. Out of this, we can often form lasting, secure relationships through which other challenges of disadvantage can be addressed. There is a strong evidence base in EFF research to show that this strategy can have a positive impact on disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5,6,7,9
Provide an additional programme of visits within the immediate locality of the school to targeted disadvantaged families in the younger year groups, to develop cultural capital, support literacy and oracy and build supportive relationships.	<p>Our locality is intrinsically interesting and provides many opportunities to develop language, learning and understanding of the world. Engaging disadvantaged families in these trips helps to provide memorable experiences rich in language that are shared and can be developed in school. Our Pupil Premium advocate has experience of doing this successfully. This not only supports academic attainment, but also social and emotional wellbeing.</p> <p>Research and evidence into the impact of educational visits is limited, however we know that previous visits in our immediate locality have had a benefit on our cohorts, through parent and pupil discussion as well as discussion with local venues we have visited. Some of the visits reflect arts participation activities, for which there is EFF evidence.</p>	2,5
Subsidise access for disadvantaged families to peripatetic instrument lessons, extra-curricular clubs and infant milk scheme.	By reducing the cost of peripatetic lessons and extra-curricular clubs, we can provide access to these additional arts participation activities to more disadvantaged pupils. Arts participation has been shown by EFF to have a positive impact for disadvantaged pupils.	3,4,6,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Contingency fund for acute issues.	We know from experience that from time-to-time, immediate, acute barriers and challenges may arise that impact attendance, wellbeing and/or attainment for disadvantaged pupils. This can include a sudden change of housing, family illness or short-term financial difficulties. These can then become a barrier to a child attending or participating effectively in learning. A small amount of money needs to be set aside for these and other as yet unidentified needs.	All

Total budgeted cost: £139,512

Activity in academic year 2022-23 – Year 2

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: £37,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional <i>Read, Write Inc</i> story reading and book bag books to enhance the teaching of phonics for all pupils in EY & Year 1. Purchase of <i>Fresh Start</i> materials to support reading intervention for Key Stage 2 pupils.</p>	<p>The systematic use of a synthetic phonics programme, for example <i>Read, Write Inc</i>, has been found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Whilst a synthetic phonics programme is most effective with younger pupils, it can support reading in older children who are behind age-expectation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3,6,7</p>
<p>Deliver Elklan training across EYFS and KS1 to develop expertise and achieve Elklan accreditation, so that we are able to expertly deliver speaking and listening support to our youngest pupils, to develop strong oracy, reading and writing.</p>	<p>Elklan training enables us to develop a strong base of expertise, alongside our engagement in <i>Get Hounslow Reading</i> to provide oral language interventions to our pupils in Early Years and Key Stage 1. In 2021-22, we trained a second cohort of staff. In 2022-23, this cohort will complete further training alongside a third cohort, in order to secure accreditation. This will complement the Talk for Writing and genre-based literacy units in Key Stage 2. There is a comprehensive evidence base to suggest that oral language interventions can have high impact on early speaking, listening and reading for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3,6,7</p>
<p>Enhancing and upskilling our maths teaching and curriculum planning in line with DFE and EEF Guidance.</p>	<p>The school has joined the NCTEM Maths Mastery Teaching programme 2021-22. The Maths subject lead and another 'advocate' teacher will engage with this programme to evaluate and develop maths teaching across the school.</p>	<p>4,6,7</p>

<p>We will fund release of staff to engage with Maths Mastery Hub in Hounslow. To enable Maths Lead and other staff to evaluate our curriculum, teaching and learning to secure the best progress and attainment for our pupils.</p>	<p>The NCTEM maths mastery programme is an evidence-based approach to mathematics, recognised by the EEF.</p> <p>In 2022-23, the school is entering the second year of NCTEM maths mastery training to support this objective.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
<p>Enhancing and upskilling key teachers in line with EEF Guidance.</p> <p>We will fund release of staff to engage with <i>Get Hounslow Reading</i> project offered through the Hounslow Education Partnership in Hounslow. To enable staff to evaluate and develop our use of high quality texts, to develop teaching strategies and to motivate staff.</p>	<p>The school has engaged in the <i>Get Hounslow Reading Project</i> offered through the Hounslow Education Partnership. Two teachers from the school join a borough ‘cohort’ to develop professional knowledge, skills and understanding in how to use effective texts to support and enhance the reading of all pupils.</p> <p>The provision of effective Professional development, focussed upon the mechanisms of PD: <i>build knowledge, motivate staff, develop teaching technique and embed practice</i> is recognised as fundamental in developing teaching quality and enhancing children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,6,7
<p>Provide training and resources to support reading with pupils in Key Stage 2, with a focus on pupils who have not developed a habit of reading regularly. In Year 2, to focus on the development of non-fiction reading.</p>	<p>A range of engaging high quality, age-appropriate texts that the teacher can guide and support pupils to read is vital to supporting progress and attainment in reading for all pupils, in particular those who are yet to develop regular reading habits. The English subject leader will use this resource to support staff in identifying pupils in need of additional support and intervention, to enable teachers to intervene rapidly and effectively. This will support the literature based English curriculum in Key Stage 2, where reading comprehension strategies are embedded in the teaching.</p>	1,2,3,6,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Provide Professional Development training through the <i>Centre for Literacy in Primary Education</i> to support reading and writing leads to enhance and develop the teaching of reading and writing.	<p>The provision of effective Professional development, focussed upon the mechanisms of PD: <i>build knowledge, motivate staff, develop teaching technique and embed practice</i> is recognised as fundamental in developing teaching quality and enhancing children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,6,7
Provide Professional Development training in phonics and writing to support all academic staff to enhance and develop the teaching of reading and writing.	<p>The provision of effective Professional development, focussed upon the mechanisms of PD: <i>build knowledge, motivate staff, develop teaching technique and embed practice</i> is recognised as fundamental in developing teaching quality and enhancing children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,6,7
Provide Professional Development training for all staff to develop adaptive teaching strategies in order to develop the skills and understanding to better meet the needs of pupils of all abilities in lessons.	<p>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. As part of ongoing professional development, we can support teachers in developing adaptive teaching strategies, identified through research to be an effective teaching strategy for all pupils, particularly those with significant barriers to learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1671488988</p>	1,2,3,4,6
Purchase of physical curriculum resources to support scaffolding and curriculum knowledge and understanding for pupils: -Non-fiction books	<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils, is identified as an effective strategy within the ‘menu of approaches’ within the <i>Using pupil premium:</i></p>	1,2,3,6,7,9

-Non-core topic resource boxes	<p><i>guidance for school leaders, Dfe March 2022</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	
--------------------------------	--	--

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

Budgeted cost: £102,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of school-led tuition to disadvantaged pupils, where gaps in learning have been identified, leading to an attainment/progress gap.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3,4,7
<p>Provision of teaching assistants to provide additional support for disadvantaged pupils in class.</p>	<p>Teachers have, since the return to school after partial closure, identified gaps in learning for their pupils. The provision and deployment of teaching assistants to support disadvantaged pupils, enables them to work closely with small groups and individual pupils, providing modelling, further tuition and feedback.</p> <p>The impact of close feedback and focussed deployment of teaching assistants is recognised by the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2,3,4,7

<p>Additional one-to-one support for targeted Key Stage 1 and 2 pupils in reading, writing, maths, SEND PP and for pupils with pastoral needs.</p>	<p>One-to-one support to identified pupils in Key Stage 1 and 2 is designed to intervene and support pupils promptly, once a potential gap becomes evident. One-to-one support every day over a time limited period enables the adult to structure and support a child's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,3,4,6,7,9</p>
<p>Additional teacher for English and Mathematics in Years 5 and 6.</p>	<p>Provision of an extra teacher within the Year 5 and 6 English and Maths groups each morning reduces class sizes in the upper juniors and provides for more individualised learning for all pupils, including the disadvantaged. Reducing class sizes shows a small benefit in EEF research, however the extent to which pupils can receive more individual learning (recognised as a more impactful strategy) is increased. Evidence is limited on both strategies in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>3,4,6,7</p>
<p>Additional support and resources to meet the needs of disadvantaged pupils with SEND, including:</p> <ul style="list-style-type: none"> -SEND reading resources (<i>Rapid Readers and RWI resources</i>) -Upper Key Stage 2 targeted mentoring support -Increased Educational Psychologist support -Increased Speech and Language provision -Play therapy provision -IDL IT resources in numeracy and literacy 	<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND are recognised as effective strategies to direct Pupil Premium spending towards within the 'menu of approaches' within the <i>Using pupil premium: guidance for school leaders, Dfe March 2022</i></p> <p>Disadvantaged pupils in our school are over-represented in the SEN population, as well as within other key demographic areas. This spend will help us to meet and address some of their barriers more effectively.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	<p>1,2,3,6,7,9</p>

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

Budgeted cost: £19,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and extend a focussed attendance strategy which recognises and rewards strong attendance, with a core focus on reducing persistent absenteeism, particularly amongst disadvantaged children.</p> <p>This will include resourcing the programme and providing staff time to administer, publicise and promote the strategy.</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>We know from our own experience in school and associated data that the above statement from the DFE <i>School Attendance Guidance</i> is correct.</p> <p>Our attendance strategy will complement our existing attendance procedures and is in line with recommendations in the DFE's Improving School Attendance.</p> <p>Supporting attendance is recognised as an effective strategy to direct Pupil Premium spending towards within the 'menu of approaches' within the <i>Using pupil premium: guidance for school leaders, Dfe March 2022</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	<p>3,5,7</p>
<p>Deliver a series of parent support workshops for an identified cohort of families in Key Stage 1 to provide support to them in working with their child on early reading, homework and schooling. To develop relationships and partnerships.</p>	<p>Engaging parents, particularly those less likely to attend advertised workshops, is central to building an effective home-school relationship and to helping parents support their child's learning. Our Pupil Premium Advocate and Inclusion Coordinator have experience of doing this successfully. Working within the pandemic restrictions, we aim to engage and support families through this group. Out of this, we can</p>	<p>5,6,7,9</p>

	<p>often form lasting, secure relationships through which other challenges of disadvantage can be addressed. There is a strong evidence base in EFF research to show that this strategy can have a positive impact on disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Provide an additional programme of visits within the immediate locality of the school to targeted disadvantaged families in the younger year groups, to develop cultural capital, support literacy and oracy and build supportive relationships.</p>	<p>Our locality is intrinsically interesting and provides many opportunities to develop language, learning and understanding of the world. Engaging disadvantaged families in these trips helps to provide memorable experiences rich in language that are shared and can be developed in school. Our Pupil Premium advocate has experience of doing this successfully. This not only supports academic attainment, but also social and emotional wellbeing.</p> <p>Research and evidence into the impact of educational visits is limited, however we know that previous visits in our immediate locality have had a benefit on our cohorts, through parent and pupil discussion as well as discussion with local venues we have visited. Some of the visits reflect arts participation activities, for which there is EEF evidence.</p>	2,5
<p>Provide training and resources to support pupils with social and emotional needs, through the implementation of DESTY Island.</p>	<p>The pandemic has had a significant impact on the social and emotional wellbeing of pupils. Desty Island is an evidence-based programme designed to develop self-confidence, social skills and emotional resilience. This will complement our existing pastoral and mentoring support for pupils. Social and Emotional Learning is recognised as an effective support by EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,5,6,7,9
<p>Subsidise access for disadvantaged families to peripatetic instrument lessons, extra-curricular clubs and infant milk scheme.</p>	<p>By reducing the cost of peripatetic lessons and extra-curricular clubs, we can provide access to these additional arts participation activities to more disadvantaged pupils. Arts participation has been shown by EEF to have a positive impact for disadvantaged pupils.</p>	3,4,6,7

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Supporting extracurricular activities, including sports, outdoor activities, arts, culture and trips, is recognised as an effective strategy to direct Pupil Premium spending towards within the 'menu of approaches' within the <i>Using pupil premium: guidance for school leaders</i>, Dfe March 2022</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	
Contingency fund for acute issues.	We know from experience that from time-to-time, immediate, acute barriers and challenges may arise that impact attendance, wellbeing and/or attainment for disadvantaged pupils. This can include a sudden change of housing, family illness or short-term financial difficulties. These can then become a barrier to a child attending or participating effectively in learning. A small amount of money needs to be set aside for these and other as yet unidentified needs.	All

Total budgeted cost: £159,396

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.

Our internal assessment data for 2021-22 indicates that attainment for all pupils, but especially disadvantaged pupils fell below previous years. Progress and attainment was lower than our historic trends for disadvantaged pupils. National assessments were not conducted in 2019-20 or 2020-21. National assessments were completed in 2021-22, although national performance tables have not been collated for the 2021-22 data.

Internal assessment in 2021-22 identifies a significant attainment and progress gap for disadvantaged pupils in most year groups and subjects. The gaps were smallest in Year 2, disadvantaged vs. non-disadvantaged progress (+19% reading, +2% writing, -1% maths) and attainment (-3% reading, -14% writing, -13% maths). In Year 4, the gaps were low in reading and mathematics.

2021-22 saw continued disruption due to the COVID pandemic response, with high levels of staff absence through COVID related illness. Nonetheless, the school remained open throughout the 2021-22 academic year. The pandemic put a similar strain on schools nationally and we know that at a national level, disadvantaged pupils were most affected by the partial closure of schools, learning loss and the emotional impact of the pandemic.

Many of the activities that we undertook in 2020-21 have been built on in this current strategy document, in recognition of the continuing response to the COVID pandemic and to the needs of our disadvantaged pupils.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

Measure	Details
---------	---------

How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy set out in this document will be supported by other school activities, which sit outside of pupil premium or recovery funding. These activities seek to provide for all pupils in the school, but will also have a significant impact on disadvantaged pupils. These include:

- Delivery of a newly designed topic curriculum, with, as the pandemic restrictions allow, a range of visits out of school and visitors into school to extend and develop learning, vocabulary, language and interest for all pupils. In 2022-23, we shall extend this curriculum focussing on vocabulary and knowledge progression.
- The extension of extra-curricular after-school activities – sports, chess, choir etc.
- The development of the school’s peripatetic instrument lessons, engagement in borough level bands/music ensembles and a possible after-school music ensemble.
- Re-building the school’s PFA events to provide minimal cost social events for all families, including the disadvantaged, restarting the sale of second-hand uniform.
- Enhancing ‘outreach’ activities with families of disadvantaged families to refine our understanding of and to develop actions to address challenges faced by disadvantaged families.
- Actively identifying families likely to be eligible for pupil premium funding and providing support to apply, where needed.
- Advocating with local service partners, councillors and our local authority for families experiencing difficulties associated with disadvantage, for example: debt, employment instability, housing instability and ill health.
- Adapting the school’s provision to meet the needs of the pandemic response and the growing deprivation within the school community as a result of the ‘cost of living crisis’ and rising inflation, whilst putting pupils’ education and wellbeing at the forefront of our decision making and planning.