

Pupil premium strategy statement – Patrington CE Primary Academy

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	193
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	G Pepper
Pupil premium lead	J Wilson
Governor / Trustee lead	J Speck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,479
Recovery premium funding allocation this academic year	£6,235
Pupil premium (and recovery premium*) funding carried forward from previous years.	£0
Total budget for this academic year	£73,714

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the specific challenges faced alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, more frequent behaviour difficulties, lack of access to enrichment opportunities and social and emotional/mental health issues. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Context of the school:

Patrington is a one form entry C of E school with classes ranging in size from 21 (KS1) and a maximum of 33 (KS2). The school is full with a pan set at 30 pupils. Patrington is set in a rural village location with a mixed social demographic and 24% Pupil Premium. 6% of children have an identified need requiring an EHCP. The school offers nursery provision from age 3 with the majority of our children entering the school from nursery. The EYFS unit consists of FS1 and FS2 children.

Achieving our objectives:

Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching which meets the needs of all pupils.

Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1, 1:3 or small group tuition Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.

Provide opportunities for all pupils to participate in enrichment activities including sport and music.

Provide appropriate pastoral support to support pupils in their emotional and social development.

(This is not an exhaustive list and strategies will change and develop based on the needs of individuals.)

Key Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Well-being Needs. The social and emotional well-being of the children has been impacted during 2020 lockdowns, the effects of which are being seen in the long term as a lack of resilience and strategies to deal with emotional and educational challenge.

2	<p>Attainment and Progress</p> <p>Children need support to make progress in reading, writing and maths bringing them closer to their attainment targets thus narrowing the gap.</p>
3	<p>Attendance</p> <p>Attendance rates have a significant impact on learning outcomes.</p>
4	<p>Knowledge and understanding of the wider world to raise aspiration</p> <p>Curriculum trips and music lessons to enhance the children's understanding of the wider\ curriculum linking to the wider world</p>
5	<p>Language Development</p> <p>As a result of narrowed social experiences, language and communication has suffered. Children need support from an early stage to develop a wide and varied vocabulary so they have the confidence to communicate in a range of different contexts.</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
<p>Children show resilience and stamina throughout the school day, both socially and academically.</p> <p>Children employ a range of WEB strategies learned from their lessons in PSHE and from interventions delivered by the WBO in order to become more independent and less reliant on adult support.</p>	<ul style="list-style-type: none"> ● Successful triangulation between the WBO, SENDco and SLT ensure that children are given the correct support; this support is monitored weekly. ● Regular pupil and parent voice show the impact of work. ● WBO delivers weekly PSHE lessons alongside the class teacher to provide support and CPD. ● CPOMS records show actions arising from interventions and parental engagement.
<p>The gap between disadvantaged children and their peers in reading, writing and maths has narrowed.</p>	<ul style="list-style-type: none"> ● Data tracking proves that the % of disadvantaged children at expected standard and above has improved in reading, writing and maths. ● Interventions from baseline show progress in reading, writing and maths ● Phonics data shows that disadvantaged children have made good progress in reading and % of children at EXP standard has improved. ● Book looks show that there is an improvement in the quality and quantity

	of children's writing across the curriculum.
Attendance tracking shows that the % of PA children has reduced.	<ul style="list-style-type: none"> ● Attendance officer follows a graduated approach to monitor and improve attendance ensuring a rigorous accountability ● PA parental meetings takes place every half term by the full time Attendance Officer/SLT ● EWO deployed where attendance is not improving rapidly enough ● CPOMS/Integris and internal record-keeping informs the actions taken to improve attendance ● Strong communication system to support and inform parents of their child's attendance
The quality of spoken language has improved across the school.	<ul style="list-style-type: none"> ● Spoken language and dialogic delivery given a high profile in lessons ● Children who have completed the Poetry Basket show improvement in language skills ● Close link to the SALT team ensures that children are given support which shows impact in clarity of speech. ● Observations of lessons shows that the children are selecting, understanding and remembering subject-specific vocabulary ● Observations of lessons across the curriculum show that all children are given the support (sentence stems) and opportunity to take part in high-quality discussions.

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: £31,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ behaviour and wellbeing lead.	Pupil voice, VCL and daily check ins indicate that the children carry a range of worries and emotional baggage that need to be supported to allow them to access their learning.	1
PP meetings to conduct gap analysis and identify individuals of small groups who require interventions.	EEF reports that on average, individualised instruction approaches have an impact of 4 months' additional progress. Recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. PIXL and Insight are our new data packages for 2023. These will cut down on the amount of time spent on the organisation and allow the time allocated to have the most impact.	2
CPD for Little Wandle Keep up sessions and Year 2 programme	Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months'	2

	progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	
Talk for Writing CPD	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.	5

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle keep up and Year 2 programme delivered by school team. This will require an investment in resources.	Most studies of phonics are of intensive support in small groups and one to one with the aim of supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. There are currently 4 children who did not meet the standard at Year 1 in Year 2.	2
Poetry Basket	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.	5
Lexia	The EEF report states: Children who received the Lexia programme excelled in reading, making two months of additional progress in comparison with their peers in the control group. Also, children eligible for Free School	2

	<p>Meals (FSM) who took participated in the programme made an additional three months of progress compared to children eligible for FSM who did not receive the intervention.</p> <p>They suggest that the Lexia programme could be used to support learners struggling with reading. However, crucially, they also indicate that the programme may be more effective for children eligible for FSM, which means it shows early signs of potential as an attainment gap closer.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded Music Tuition	<p>There is evidence of the impact of music making on pro-social behaviour in children ... Collective music making supports co-operation, pro-social behaviour, belongingness, relationships, collaborative learning, solidarity, taking turns, teamwork and helping others.</p> <p>(Prof Susan Hallam : The Power of Music.)</p>	4
Funded Educational Visits	<p>Inclusion.</p> <p>To provide pupils with the same opportunities as others.</p>	4
Full time attendance officer to be responsible for: tracking attendance to identify PA pupils each half term. implementing a rigorous and robust systematic approach informing parents,	<p>Children need to access the full curriculum in order to make the best progress. EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that</p>	3

issuing plans and notices Monitoring and sharing attendance information of disadvantaged pupils as a group	children who are not in school can become vulnerable. Therefore, the school tracks attendance on a daily basis and acts quickly and effectively on attendance issues	
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Total budgeted cost: £73,714.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

60% of all Y1 disadvantaged pupils achieved Phonics Screening Check in 2023.

In KS1 the 2023 value added progress score for all disadvantaged pupils was in line with or better than that of non-disadvantaged.

In KS2 the 2023 value added progress score for all disadvantaged pupils was better than that of non-disadvantaged.