# Pupil premium strategy statement – [insert school name]

*Before completing this template, read the Education Endowment Foundation’s guidance on* [*using your pupil premium funding effectively*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) *and DfE’s* [*using pupil premium guidance*](https://www.gov.uk/government/publications/pupil-premium)*, which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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  |  |
| Proportion (%) of pupil premium eligible pupils |  |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** |  |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by |  |
| Pupil premium lead |  |
| Governor / Trustee lead |  |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ |
| Recovery premium funding allocation this academic year | £ |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £ |
| **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* | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| --- |
| *You may want to include information on:** *What are your ultimate objectives for your disadvantaged pupils?*
* *How does your current pupil premium strategy plan work towards achieving those objectives?*
* *What are the key principles of your strategy plan?*
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## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | *Add or delete rows as needed* |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

## 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 |
| *Add or delete rows as needed* |  |
|  |  |
|  |  |
|  |  |

## 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: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
|  |  |  |

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

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
|  |  |  |

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

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
|  |  |  |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| --- |
| 2022-2023Staff deployment had to change throughout the year due to unforeseen circumstances- so some of the proposed plans could not be carried out and, therefore, will remain on the priorities for next academic year.**Greater Depth**The percentage of children achieving Greater Depth in Maths and Writing was maintained, however, the percentage dropped slightly in Reading. A new approach to the teaching of reading has now been introduced and will be further embedded next academic year.ARE Expectations or above. Annual Phonics Check92% of Year 1 children in receipt of PP passed the phonics screening check. Extra funding was used to release more staff for phonics groups to be smaller and, therefore more targeted.Closing the gap between attainment of those children in receipt of Pupil Premium funding and the rest of the classReading PP gap -8.3% EYFS and KS1 - the gap is closing between PP and the whole school data. 1:1 intervention in Year 3 and 4 showed children's reading ages increased by an average of 15 months in just 8 months with one child increasing by 34 months. The PP gap will remain as a focus in KS2Writing PP gap -14%EYFS and KS1 - the percentage of PP achieving ARE is higher than year group data.This needs to remain a focus in KS2. Reading Engagement in reading at home has improved thanks to new initiatives and incentives. This will continue to be a focus next year along with a new approach in delivering reading lessons, backed by research. **Staff CPD****Writing**- 13% drop in the amount of PP who are working below their year group standards from Autumn baselines. Reading- 29% drop in the amount of PP who are working below their year group standards from Autumn baselines. Reading- 18% drop in the amount of PP who are working below their year group standards from Autumn baselines. .Staff received regular training and workshops relating to Rosenshine's principals, which helps staff to break down learning for children. It also promotes regular- and varied- retrieval practise enabling children draw on prior knowledge and previous learning to eventually embed new learning into long term memory.This year we have adopted a new approach to the teaching of reading, which is backed by recent DfE research. This approach focuses on fluency and vocabulary understanding, which then leads to a better comprehension of the text. This will be embedded next year.**SEND**PP and SEN- 19 on the official register24% of SEN are PP.Increase of 72% SEN since last academic yearIPP reintroduced an online tool shared with staff for help with creating appropriate targets for staff, specific to individual children's needs.Weekly support meetings with SENDCo and support staff to ensure that all staff are equipped to support children more effectively. Enhanced speech and language therapist in school weekly. 22% of PP children have a speech and language need.**SEMH**We use therapists from the Murray Hall Trust to carry out weekly sessions with identified children. Children are selected from teacher referrals and/or referrals from home. Over the year, 18 children receive sessions- each series lasting half a term. 20% of those seen were PP recipients. A new partner, The Wellbeing Crew, was also brought into school to do group sessions with selected children regarding anxiety and how to manage feelings. 22% of those selected by teachers were PP recipients.Pastoral lead- bespoke sessions based on individual need. Again, this may come from conversations with parents, teachers or knowledge of a child experiencing one of the many ACEs. Over the year, many of the children supported were PP recipients.Quo Vardis- a catholic wellbeing/mental health program- was delivered by headteacher, to Year 6 children. These sessions explore the themes of worry, anger, happiness, and sadness, as well as exploring how we are created and why we have feelings and emotions. They draw children's attention to various Saints and other important figures in our world, who inspire us to make the right choices and make a positive impact on our world. Friendship first aiders- to help children learn about dealing with conflicts in the playground, children in Year 5 and 6 applied to be a Friendship First Aider. They were trained by our Pastoral Lead and helped children in the playground who were unhappy and/or upset. Children who had been chosen to be a FFA took the responsibility very seriously. 50% of the children selected to be a FFA were PP children. 80% of children asked said that they had been to a FFA and that they did help. 10% of children asked said that the FFA was 'too busy playing with their friends to help them', so this will need addressing next year.**Social and Economic Factors**We try and use PP funding to help to give children who are PP recipients access to all opportunities in school. Trips are all funded (or part funded in the case of residentials) so that all children can take part in visits and experiences that will help to build links in their learning and- importantly- long lasting memories. We introduced a computing club this year, where we funded 6 places for PP children in the hope of raising aspirations and interest in the world of computing. There were 2.5 applicants for each place available and feedback from children was very positive. Pupils rated the sessions an average of 4.75/5. Before the sessions, 63% of the children had not thought about a future career in this side of technology, after the sessions, 88% of the children asked would now consider a future in A.I/technology.Music lessons- Peripatetic music lessons have continued this year. Over 50 children opt into these lessons and instruments include flute, clarinet, violin, keyboard, drums, and brass. Parents have commented on how the discipline and commitment has a positive impact on their child. A musical showcase at Easter saw all the instruments (along with the school choir) come together to perform to parents. 23% of the children receiving music lessons are PP recipients and therefore their sessions are paid for using funding.Extracurricular after school clubs- each after school club has a selection of places where priority is given to PP children. Over the year, we have had an average of 21% of each club register being PP children.Cooking lessons continued to take place every half term for all pupils. This is now the 4th year following this approach, so our Year 6 children now have a bank of at least 24 recipes for simple, nutritious meals, sides, desserts, and sauces.**Attendance.** Whole school attendance raised slightly- 94.4% (+0.6%)PP attendance dropped slightly- 93.1% (-0.6%) Some PP recipients are new to the school (summer term), so each absence has a greater weighting. Also, in the summer term, 8 pp chn had chicken pox. This has affected statistics.8 x PP children who have an attendance below 85% so this will be targeted next year. School will be working with a new attendance support partner agency.Outside attendance agency used to support pastoral lead with persistent absentees’ families who do not report absence according to  |

## Externally provided programmes.

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

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| --- |
| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
|  |
| **The impact of that spending on service pupil premium eligible pupils** |
|  |

# Further information (optional)

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| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |