Pupil premium strategy statement – Great Paxton CE Primary School

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	109
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023, 2023-2024, 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr Lee Frost
Pupil premium lead	Mr Lee Frost
Governor / Trustee lead	Mrs Carol Wylde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20584
Recovery premium funding allocation this academic year	£2248
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.*	£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*	£22832

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Great Paxton CE Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

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

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. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Provide support to families to enable disadvantaged children to receive and participate in all experiences relating to school.

Challenges

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

Challenge number	Detail of challenge
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.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
3	Internal assessments, observations and discussions indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	With the current economic situation all families are experiencing, disadvantaged children are not always participating in the same opportunities as non-disadvantaged children.
5	Engagement and social interactions can have a negative impact on learning for some children.

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
Improve phonics outcomes for disadvantaged children.	Disadvantaged children will make significant progress in phonics outcomes and achieve the phonics screening check pass mark before they enter KS2.

Improved maths attainment for disadvantaged pupils.	Baseline assessments from Autumn Term and formal end of year assessments will show continued progress in maths for disadvantaged children. Interventions will also demonstrate progress, closing the gap towards achieving the expected standard in maths.
Improve writing attainment for all children in school, especially disadvantaged children.	Baseline assessments from Autumn Term and formal end of year assessments will show continued progress in writing for disadvantaged children.
To achieve and sustain improved wellbeing and support for wellbeing for all pupils in our school, providing equal opportunities for all, particularly for our disadvantaged children.	Provide free after school care for disadvantaged children in need of provision. Contribute to costs of any activities or trips for disadvantaged children to enable equal participation. Provide equipment and clothing support for disadvantaged children. Increase in participation of extra-curricular offerings.

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: £ *15000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme and additional resources, to secure stronger phonics teaching for all pupils. Additional phonics sessions targeted at disadvantaged pupils	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1

who require further phonics support		
Enhancement of our maths and writing teaching and curriculum.	A focus on improvements to core classroom teaching that support all children in the class. With this in place, the need for catch up intervention should decrease. Nevertheless, some high-quality, structured intervention may still be required for some pupils to make progress. Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. Use structured interventions to provide additional support – EEF guidance Improving Maths.	2 3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1 2 3

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

Budgeted cost: £ *4832*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Due to the economic climate, more families require support to enable children to participate in activities, or in providing resources and equipment. The school will offer support where needs are identified.	An increase in participation in enrichment activities, particularly among disadvantaged pupils. Increase in provision of resources and after school childcare.	4
Whole staff training on Team Teach to develop positive behaviour strategies across the school.	Continue developing a positive school ethos across the school which will aim to support greater engagement in learning. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *22832*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.

This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Although data from tests and assessments suggest that disadvantaged children mostly achieved their targets, the progress of some in bridging gaps to the expected standard in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated and other approaches were impacted by interruptions to schooling as a result of the pandemic.

Reading outcomes across the school were high in both KS2 and KS1.

In writing, although outcomes were in line, the progress achieved was not as high as expected and a new approach to writing was implemented as a result of this.

Attendance of our disadvantaged pupils was lower last year than non-disadvantaged pupils but this data was not an accurate reflection on the majority of our disadvantaged as the data was significantly impacted by a minority which was due to special circumstances.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Purchasing a new writing scheme for the whole school and training teaching staff on the implementation of this

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We also reviewed the challenges of being a small school in relation to staffing and approaches to support children. We recognised the impact on the children of having interrupted support or no additional adults available to deliver all the support we wanted to undertake.

With this in mind, we created a new specific roll within school which will enable consistent interventions and support where required across the school, and for the amount of time required rather than abbreviated periods, using a trained and knowledgeable member of staff.