

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 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
School name	Great Orton Primary School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	19 pupils (48%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 2025
Date this statement was published	24.11.23
Date on which it will be reviewed	23.11.24
Statement authorised by	
Pupil premium lead	Mr Matthew Walker
Governor / Trustee lead	Mrs Sharon McGaffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,080
Recovery premium funding allocation this academic year	£2,000
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	£19,080

Part A: Pupil premium strategy plan

Statement of intent

Our intention 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.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who are part of an Early Help Plan. The activity we have outlined in this statement is also intended to support their needs, 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 pupil's attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 they are set.
- Act early to intervene at the point, need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's 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 Phonics	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 Reading	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with Reading Comprehension than their peers. This negatively impacts their development as readers and mathematics word, reasoning and problem solving.
3 Maths	Assessments and observations indicate that school closure due to COVID-19 has resulted in significant knowledge gaps in mathematics, resulting in pupils working below age related expectations.
4 Curriculum	Assessments and observations indicate that children have significant knowledge and skill gaps in subject areas throughout the curriculum, resulting in children working below age related expectations.
5 Writing	Assessments and observations indicate that pupils have significant skills and knowledge gaps in writing, alongside a lack of stamina to write with independence and at length.
6 Wellbeing	Our assessments, observations and discussions with pupils have identified social and emotional issues for many 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
<p>Pupils pass the phonic screening check by the End of KS1.</p> <p>Pupils who have English as an additional language are able to understand English well.</p>	<ul style="list-style-type: none"> • Consistent, quality first- teaching of Read Write Inc phonics lessons is evident through observation and Drop ins. • Early identification of children who are not on track to achieve phonics outcomes through school tracking and pupil progress meetings. • Targeted Phonics Interventions are impacting on pupil outcomes. • Phonic screening Assessments show pupils achieving expected outcomes.
Pupils are making accelerated progress in Reading Comprehension and are working at or above age related expectations.	<ul style="list-style-type: none"> • Consistent, quality first teaching of Reading comprehension skills

	<ul style="list-style-type: none"> • Early identification of children who are not on track to achieve reading comprehension outcomes through school tracking and pupil progress meetings. • End of Year Statutory Assessments show pupils achieving expected or above outcomes.
Pupil gaps in mathematics skills and subject knowledge are progressively filled to enable pupils to work at or above age-related expectations.	<ul style="list-style-type: none"> • Consistent, quality first teaching of ability specific mathematics skills and knowledge using the White Rose, maths mastery curriculum. Monitored, through observation and drop ins. • Diagnostic use of mathematic assessment. • Whole school unit mathematics tracking and termly summative assessments. • End of Year Statutory Assessments show pupils achieving expected or above outcomes.
Pupil knowledge and skill gaps in the subject areas of the curriculum are progressively filled to enable pupils to work at age related expectations.	<ul style="list-style-type: none"> • Consistent, quality first teaching of subject specific skills and knowledge. Monitored, through observation and drop ins. • Pupils know the skills and knowledge they are learning in each subject area. • Teachers are familiar with the progression of skills and knowledge for each subject area.
Pupil knowledge and skill gaps are progressively filled in writing to enable pupils to work at Age related expectations.	<ul style="list-style-type: none"> • Consistent, Quality- first Teaching of writing using the Hamilton Trust Literacy modules. Monitored through Drop ins and Observation. • A rich and motivating, text based writing curriculum is delivered with opportunities to write regularly. • Pupils know the skills and knowledge they are learning. • End of Year Statutory Assessments show pupils achieving expected or above outcomes.
To achieve and sustain improved wellbeing for all our pupils in school	<ul style="list-style-type: none"> • Quality first teaching of the PSHE curriculum. Monitored through drop ins and observation. • Pupil wellbeing Survey. • Ongoing delivery of the 'Relax kids' programme.

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: £ 11,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the Read Write Inc approach to phonics (DfE validated synthetic phonics programme) to secure consistent phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics, Toolkit strand, The Education Endowment Foundation. EEF.	1,2
To secure a consistent approach to the teaching of age-related Comprehension.	Comprehension skills will be improved through explicit teaching, modelling and feedback.	1,2
Enhancement of ability related maths teaching and curriculum planning to take into account pupil skill and knowledge Gaps. We will fund teacher release time to focus on mathematics CPD (including maths mastery training)	EEF Teaching mathematics guidance is based on best available evidence. Improving mathematics in Key stages 1, and 2. Release time for the subject leader.	3
Training staff to deliver and assess the foundation curriculum	To support staff in meeting the needs of pupils who are working below age related expectations and plan teaching journeys that recap and revisit important prior knowledge and skills.	4
Facilitate an age related curriculum by using separate Y3/4 and Y5/6 classes	There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life. <u>EEF Social and Emotional Learning</u>	5

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

Budgeted cost: £ 5,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonic tutoring sessions targeted at disadvantaged pupils who require further phonics support.	Phonic approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. <u>Phonics, Toolkit strand, EEF.</u>	1
An age-related class for children. Breaking up the large KS2 class into two separate classes.	Smaller class sizes that focus on teaching more closely matching the age-related expectation will support all learners.	2, 3, 4, 5, 6
Additional mathematics tutoring to focus on filling mathematical skills and knowledge gaps preventing attainment at Age related expectations.	Tuition Targeted at specific needs and knowledge Gaps can be effective method to support low attaining pupils.in small groups. <u>Small group tuition, Toolkit strand. EEF.</u>	3
Weekly, Relax Kids group, Social and emotional programme for all. Capacity for individual 1-1 social and emotional support as needed.	There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life. <u>EEF Social and Emotional Learning</u>	6

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

Budgeted cost: £2,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to offer subsidised breakfast club and afterschool club provision	To achieve and sustain improved attendance through the 2023 academic year.	6
Continue to offer peripatetic music tuition in KS1 and KS2.	Increase pupil Cultural capital and wellbeing.	6
Continue to develop pupil cultural capital through trips visitors and enriching experiences. E.g. Live theatre, Outdoor education etc	Increase pupil Cultural capital and wellbeing	2, 3, 4, 5, 6

Total budgeted cost: £19,080

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 2022 to 2023 academic year.

Our internal assessments during 2022 to 2023 suggested that the performance of disadvantaged pupils was accelerated above expected levels of progress in mathematics, writing and reading. Average progress measures were R 7.5, W 7.0 and M 7.83 (average progress would 6.0)

Whilst these progress measures are welcome, PP children and non-PP children through the school do not make expected attainment levels largely due to the higher than average levels of SEND in the school and a high level of historic pupil mobility with children arriving at school with levels of attainment below expectation.

Providing a split class for KS2 with a separation of Y3/4 and Y5/6 has allowed school to provide a more specific and age-appropriate curriculum in addition to smaller classes. Children have a curriculum that allows for progression and a low staff to pupil ratio that works favourably to allow strong progress.

Tuition offered to Pupils has resulted in targeted interventions that have addressed gaps in knowledge. This is shown in the progress measures seen above.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc Phonics	Ruth Miskin
Cracking Comprehension	Rising Stars
Kapow	Kapow
Snap science	Collins
TT Rock Stars	TT Rock Stars
Relax Kids	Relax Kids

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;

- Partnership with the RSC cluster, Local authority.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, Implementation and Evaluation

We triangulated evidence from multiple sources of data, including internal assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the EEF implementation Guidance to help us develop our strategy, to help us diagnose specific pupil needs and the approaches to support.

We will continue to monitor and evaluate the impact of this strategy in place until 2024- 2025 and will adjust our plan over time to secure better outcomes for pupils.