

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Addington Church of England Primary School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Trust AIO
Pupil premium lead	Emily Birch
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,627.60
Recovery premium funding allocation this academic year	£2000 (Recovery premium)
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 18,627.60

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' 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	Links to Tiers
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	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Internal and external (where available) assessments indicate that maths attainment among some disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 9 pupils (of whom 2 are disadvantaged) currently require additional support with social and emotional needs, with 3 (1 of whom is disadvantaged) receiving small group interventions.</p>	3

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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2023/24 show that disadvantaged pupils meet or exceed the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2023/24 show that disadvantaged pupils make above expected progress.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2023/24 show that disadvantaged pupils make above expected progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	4	KS2 maths outcomes in 2023/24 show that disadvantaged pupils make above expected progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	5	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000 (Consultancy and CPD cover)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD • commission the external teaching and learning consultant to work with staff throughout the year • maintain a strong focus on QFT in our internal CPD programme. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	1, 2, 3, 4, 5
<p>To continue to improve our whole school approach to the teaching of phonics using the Read Write Inc scheme:</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • commission the external teaching and learning consultant to work with staff throughout the year • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3 x that of any other school based factor (<i>EEF</i>)</p>	2

class teachers, TAs and external consultants.		
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	3
<p>To continue to improve our whole school approach to the teaching of Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	4

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9727.60 (PP) £2000 (Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils and pupils who require further phonics support.</p> <p>EYFS/KS1 – 1:1/small group interventions 10 minutes 5 x weekly</p> <p>Year 3 – 1:1 interventions 10 minutes 5 x weekly</p>	<p>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:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading support.</p> <p>KS1 1:1 reading 10 minutes 4 x weekly</p> <p>KS2 – Switch on Reading 10 minutes 1:1 3 x weekly</p> <p>Small group guided reading 20 minutes 2 x weekly</p>	<p>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:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	2
<p>Additional writing sessions targeted at disadvantaged pupils who require further writing support.</p> <p>Ongoing assessment and pre/post-teaching 1:1 or in small groups delivered by a teacher or teaching assistant.</p>	<p>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:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	3
<p>Additional maths sessions targeted at disadvantaged pupils and pupils who require further maths support.</p> <p>Ongoing assessment and pre/post-teaching 1:1 or in small groups delivered by a teacher or teaching assistant.</p>	<p>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:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p>	4

	<u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	
1:1 Year 6 English and Maths Interventions. 1 hour session weekly, delivered by teaching staff. (Use of Rising Stars Shine resources to deliver interventions and assess impact.)	1:1 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u>	2,3,4

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to contract an Educational Psychologist to engage with vulnerable children.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	5
Drawing and talking/self-esteem sessions targeted at disadvantaged pupils who require wellbeing support. 1:1 x 30 minutes weekly	Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social and Emotional Learning' as moderate impact (+4 months)	5
Enable all disadvantaged children to access the school's full curriculum offer free of charge, including school trips, before and after school provision and other enrichment opportunities. <ul style="list-style-type: none"> - Access to paid for clubs (dance/film club etc) - PP enrichment days (Frontier centre/Rock-up) - Residential – White-moor Lakes and Isle of Wight 	Pupils' horizons will be broadened and they will learn more about culture, history and geography and the importance of and additional benefits that can be gained by participating in sports and the arts. Meaningful experiences and contexts will enhance the broad and balanced curriculum.	1,2,3,4,5

Total budgeted cost: £ 18,627.60

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 2020 to 2021 academic year.

Internal data analysis indicated good or better progress for most disadvantaged children, despite the disruptions of the pandemic. This was a result of strong provision in remote learning and ensuring that vulnerable and disadvantaged children were supported well during this time (inviting into school and/or providing technology for use at home). 100% of children in receipt of pupil premium funding achieved the expected standard in internal year 6 SATs from low starting points.

Covid prevented the effective use of outside agencies during some months. Support for vulnerable children was provided as part of targeted support and included in that cost. This support had a positive impact on emotional wellbeing and academic progress, however it is likely that more support will be needed

No residential visits took place due to the pandemic, however outdoor and adventure days were organised as soon as able. Full access to these was given to children in receipt of PP funding. This resulted in an increase in self-esteem for these children. Behaviour and nurture support focusing on school values was provided during break times/lunchtimes with positive results.