

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	Attleborough Primary School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	15.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gayle Long
Pupil premium lead	Gayle Long
Governor / Trustee lead	Andrew Severn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,510
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years	£57,682
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	£131,817

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. All interventions are based on research and evidence of best practice using the EEF guidelines.

At Attleborough Primary school each child is supported as an individual so that support is often bespoke to the child. All children are supported to be the very best that they can be in all aspects of their education.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

Ensuring 'outstanding' teaching is in every class

Closing the attainment gap between disadvantaged pupils and their peers

Providing targeted academic support for pupils who are not making the expected progress

Addressing non-academic barriers to attainment such as attendance, behaviour self-esteem and confidence

Supporting Parents in order to work as effective partners

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics and reading to enhance reading skills and influence reading for pleasure
2	Continue to develop use of Talk4Writing in order to improve children's independence.

3	PP children have access to high quality tutoring and interventions.
4	A small number of PP children with SEMH needs lack sufficient intrinsic strategies to enable them to self-regulate Thrive & Restorative practices
5	Very few PP children attend extra-curricular clubs, trips and residential excursions

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 and reading to enhance reading skills and influence reading for pleasure	Achieve progress scores which are closer in line with non PP and national non PP in Reading
Continue to develop use of Talk4Writing in order to improve children's independence.	Achieve progress scores which are closer in line with non PP and national non PP in Writing
PP children have access to high quality tutoring and interventions.	Achieve national average progress scores in KS2 Reading, Writing & Maths
A small number of PP children with SEMH needs lack sufficient intrinsic strategies to enable them to self-regulate	Termly RAG rating and scaling to measure impact
Very few PP children attend extra-curricular clubs, trips and residential excursions	Data shows an increased number of PP children are accessing extra curricula clubs and peripatetic music/singing lessons

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: £ 38,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to introduce the Little Wandle Phonics and reading program. CPD to develop strategies to implement</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount	1

<i>the role out of the programme to all staff across the school</i>	of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.	
CPD to develop strategies for improving writing and SPAG. Ongoing CPD through ensuring that all staff are teaching using the same approach	EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including CPD By training staff & sharing good practice we are improving teaching & learning across the school We have sourced T4W training for all new staff, as soon as they start at APS. So that all staff are teaching writing in the same way. Before staff get the training they are mentored by the English Leader, their phase leader and the Deputy headteacher.	2

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

Budgeted cost: £ 55,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every class to have a dedicated teaching assistant to run interventions and support quality first teaching. Every teacher will be released for 1.5hrs a week to deliver interventions to their class Pupil Premium children to be prioritised for weekly tutoring within every class	The EEF toolkit supports the use of teaching assistants and teachers for targeted intervention that is delivered in small groups or on a one-to-one basis. Our experience at APS is that individualised tutoring and or intervention is best delivered by the adult in the classroom to ensure consistency of approach or a staff member who knows the children and the school	3

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

Budgeted cost: £ 37,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality.	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> ➤ approaches and programmes which aim to develop parental skills such as literacy or IT skills; ➤ general approaches which encourage parents to support their children with, for example reading or homework; ➤ the involvement of parents in their children’s learning activities; and ➤ more intensive programmes for families in crisis. 	4
Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	4
<p>Funding for extra-curricular activities</p> <p>Support children with uniforms and materials to support them in school</p>	<p>EEF toolkit shows that participants in the arts, sport, etc., can raise educational outcomes</p>	5

Total budgeted cost: £ 131,817