

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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	Attleborough Primary School
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	18.5% (National 23%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 (and 2021/2022 review)
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£87,895
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years	£30,715
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,440

# 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	Early reading – Pupils have low starting points on entry to school. Internal assessments have shown that there are significant gaps in comprehension.
2	Writing – Internal and published data results show that pupils are not as successful in writing as non pupil premium pupils.
3	15% of our pupil premium pupils are supported by our Nurture team on a daily or weekly basis because of challenging home situations, trauma, or lack of self-regulation techniques. This has an impact on their learning in the classroom
4	51% of our pupil premium families are supported by Parent Support Advisor for attendance, home or safeguarding challenges. These issues often prevent children from attending well or focusing when they are at school.
5	Assessments on entry to the school in Reception show that our disadvantaged pupils are often behind age related expectations in their speech and language acquisition skills.
6	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
Improved outcomes for KS1 & KS2 reading	A greater percentage of disadvantaged pupils achieved age related expectations in reading at the end of KS1 & KS2 A greater percentage of disadvantaged pupils pass the phonics check at the end of KS1
Improve outcomes for writing across the school	A greater percentage of disadvantaged pupils achieving age related expectations at the end of KS1 & KS2
Thrive reports and pastoral records show identified pupils are becoming more resilient Thrive profiles show an improvement in scores related to resilience.	Pastoral team can talk about case studies of pupils where resilience has improved. Thrive reports show an improvement in scores related to resilience
Attendance improves for pupil premium pupils	Attendance for the year for pupil premium pupils reaches 95%
Speech and Language assessments show significant improvements between Reception and the end of Year 2	Assessment and observations indicate significantly improves early speech, language and communication among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement with lessons, book scrutiny and ongoing formative assessment.

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.
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## 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: £ 25,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to embed the Little Wandle Phonics and reading program.</i> <i>CPD to develop strategies to implement the role out of the programme to all staff across the school</i> <i>Appoint new Phonics, Reading leader &amp; ensure sufficient release time to familiarise self with phonics &amp; reading.</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 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.	1
CPD to develop strategies for improving writing (through the Writing to programme 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 Introducing new 'write for....' Way of writing across the school.	2

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

Budgeted cost: £ 60 879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child with significant additional needs to have a dedicated teaching assistant to run interventions and support quality first teaching.</p> <p>Every teacher will be released for 1.5hrs a week to deliver interventions to their class</p> <p>Pupil Premium children to be prioritised for weekly tutoring within every class</p>	<p>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.</p> <p>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</p>	3

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

Budgeted cost: £ 39 567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer to work 1 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>	<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"> <li>➤ approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>➤ general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>➤ the involvement of parents in their children's learning activities; and</li> <li>➤ more intensive programmes for families in crisis.</li> </ul>	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.	EEF (+4) 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.	4
Ensure that support is in place for all children who have been assessed as needing speech and language support. Early years baseline for S&L will be taken from NELI and WellComm and interventions will take place for children with potential language difficulties.	On entry to Reception some children will require further support to bring them up to Age Related Expectations with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF	5
Funding for extra-curricular activities  Support children with uniforms and materials to support them in school	EEF toolkit shows that participants in the arts, sport, etc., can raise educational outcomes	6

**Total budgeted cost: £ 126 440**