

# Pupil premium strategy statement – Attleborough 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	378
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 2024/2025 2025/2026
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Gayle Long
Pupil premium lead	Gayle Long
Governor / Trustee lead	Teresa Rogers

## Part A: Pupil premium strategy plan

### Statement of intent

Attleborough Primary School is a two-form entry primary school. We are federated with Rosecroft Primary School and our shared values are Achieve, Collaborate and Flourish. Both schools are in the market town of Attleborough which is located between Norwich and Thetford.

When making decisions about using the Pupil Premium, it is important to consider the context of the school and the subsequent challenges faced. These are considered alongside EEF research. However, we do not make assumptions about the members of our school community who are disadvantaged; instead we look at the evidence before us and act accordingly.

At Attleborough Primary School, it is our intention that all pupils, irrespective of the challenges they face, achieve well, make good progress and flourish. We offer a wide range of rich experiences that promote enthusiasm for learning. For many children attending our school, we recognise that their experiences out of school can be limited and the help they receive with their education is impacted. We aim to provide them with opportunities to gain strong foundations that will lead them to be able to have positive outcomes in the future.

We will achieve this by:

- Ensuring there is high quality teaching and learning to improve outcomes for all children
- Ensure all pupils are able to read fluently, and with good understanding, to enable them to access the breadth of the curriculum
- Identifying barriers to learning and finding solutions to overcome these
- Monitoring attendance and providing guidance and support to any families in need, so that the attendance of their child improves
- Monitor wellbeing and provide support to meet individual needs
- Working closely with parents and families so they become more involved in their child's education
- Providing a range of wider opportunities

## Challenges

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

Challenge number	Detail of challenge
1	Children who are in receipt of Pupil Premium do not achieve the same rate of progress and attainment as 'all' children in reading, writing and maths at the end of Key Stage 2.
2	Difference in cultural capital means that some children are not able to access wider opportunities outside of school.
3	Attendance of some of the PP families need to be improved.
4	Social, emotional and mental health
5	30% of our pupils with SEN are also in receipt of pupil premium. 26% of children with SEN and who are PP have an EHCP. The attainment and progress of these children is lower than for children who are not disadvantaged and do not have SEN.

## 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
To narrow the progress and attainment gap between 'all' pupils and disadvantaged children in reading, writing and maths	End of Key Stage 2 national data and internal data shows the gap between all children and children in receipt of PP has narrowed.
To ensure children in receipt of pupil premium are accessing wider opportunities e.g. after school sports clubs, residential	More children in receipt of pupil premium attend after school clubs and residential visits.

All children have 'cultural capital' experiences	All pupils experience 'cultural capital' activities throughout the years, such as local and out of county educational visits (e.g. Norwich Castle, places of worship, Houses of Parliament, visits to London) as well as visitors to school.
To narrow the attendance gap	Attendance for children eligible for Pupil Premium is in line with whole school attendance
To achieve and sustain improved well-being for all children, particularly those who are disadvantaged or vulnerable, in order to access learning	Improved levels of wellbeing, demonstrated by pupil voice and teacher observations.
To ensure we have adequate external and internal support for disadvantaged and vulnerable children, who also have SEN, to enable them to achieve the best possible outcomes.	Improved attainment and progress, happy children and good behaviour for learning demonstrated.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The employment of appropriate high-quality teachers, and support staff, to accelerate learning in the classroom and provide targeted interventions across the school	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching	1,5

	<p>but does not reduce the amount of high quality interactions they have with their classroom teacher both in and out of class.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Teaching-and-Learning-Toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	
Little Wandle Letters and Sounds Revised	<p>Little Wandle Letters and Sounds is based on evidence from neuroscience, cognitive psychology and educational research thus promoting the basis for rapid automatic word recognition and fluent reading.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,5
<p>CPD for subject leaders to support the delivery of high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. Subject leaders can support colleagues with adaptive resources for their curriculum area.</p> <p>Writing lead undertaking a year long training programme to look at and improve writing outcomes for all.</p>	<p>EEF research states that high quality teaching improves pupils outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Teachers' CPD will have a direct impact on improving the academic achievements of disadvantaged pupils particularly in English and maths.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1,5
CPD to improve teachers' and support staffs' understanding of the needs of children with specific learning difficulties.	<p>Previous training has proved to be effective. Staff remain upskilled and new staff are trained.</p> <p>CPD includes, deaf awareness, autism awareness, TEACCH, Step On and Step Up training.</p>	1,4,5
iPad and computers used to support interventions for targeted children.	<p>Technology is most effective when it is used to supplement or enhance teaching</p>	1,5

	<a href="#">EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
Prioritise reading	Targeted interventions to improve outcomes in reading enabling pupils to access all areas of the curriculum. <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils to attend Yr 6 Booster groups and Y1 phonics.	The EEF toolkit identifies that smaller group teaching allows staff to change the way in which they teach by ensuring more high-quality interactions providing greater quality and quantity of feedback to individual pupils. Providing feedback is well evidenced and has a high impact on learning outcomes by providing specific information on how to improve. <a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,5
Continue PiXL subscription to run PiXL intervention groups	Diagnostic testing identifies specific gaps in learning. <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">The PiXL Club - Home</a>	1,5
Additional staff to deliver high quality interventions and support, alongside classroom teaching.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact	1,4,5

	on attainment of approximately three to four additional months' progress <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	
Little Wandle KS2 rapid catch-up resources	For those children who cannot read at age related expectations, the rapid catch-up programme provides targeted support to enable children to access the curriculum and enjoy reading as soon as possible. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1,5
Nessy for targeted English support	Nessy is a highly effective programme based on the science of reading. It is most effective for those who need additional support, especially those with dyslexia. <a href="#">Research   Nessy</a>	1,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time PSA to support children in school with behaviour and support vulnerable families	The PSA provides children and families with the support they require leading to improved relationships with school and home lives for the whole family. <a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,5
Thrive programme to support children with improving mental health and wellbeing	EEF research shows that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to	1,4,5

External support e.g. The Benjamin Foundation, Play Therapist	physical mental health, school readiness and academic achievement, crime, employment and income. <a href="https://www.educationendowmentfoundation.org.uk/Improving-Social-and-Emotional-Learning-in-Primary-Schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	
Attendance - robust attendance monitoring to track low attendance and persistent non-attendance	Ofsted research and DfE publications highlight that pupils who have above 95% attendance achieve better outcomes. <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	3
Support with funding for wider curriculum/extra-curricular/school trips to ensure children have equal access to enrichment is essential to them feeling a part of the school community	EEF research shows that wider curricular activities can enhance academic outcomes as well as developing social skills and engagement. It has a positive impact on wellbeing and ensures all pupils have access to the same opportunities. <a href="https://www.educationendowmentfoundation.org.uk/Physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	2
Opportunities for parental engagement e.g. parent workshops in phonics, reading, writing and maths	Evidence suggests that parents play a crucial role in supporting their children's learning and level of parental engagement are consistently associated with better academic outcomes. <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,4,5



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our previous pupil premium strategy had on pupils in the 2022 to 2023 academic year. It should be noted there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently and outcomes achieved by the school's non-disadvantaged pupils.

EYFS Good Level of Development %			
School FSM	School 'All pupils'	Norfolk 'All pupils'	National 'All pupils'
100	66.7	67.4	67.3

Year 1 Phonics			
School PP	National PP	School 'All pupils'	National 'All pupils'
80	60	75.5	79

Key Stage 1 Attainment				
	School PP	School 'All pupils'	Norfolk 'All pupils'	National 'All pupils'
<b>Combined R,W,M exp</b>	25	25	55	56
<b>Reading - expected</b>	58	51	65	68
<i>Reading – greater depth</i>	0	5	13	19
<b>Writing - expected</b>	33	32	58	60
<i>Writing – greater depth</i>	0	0	3	8
<b>Maths - expected</b>	42	35	81	71
<i>Maths – greater depth</i>	8	5	5	16

At the end of Key Stage 1, the percentage of children in receipt of Pupil Premium was in line with 'All pupils' at expected for combined reading, writing and maths at school level. Maths at greater depth for children in receipt of PP was above the school's own data and Norfolk for 'All pupils'.

	School PP	National PP	School 'All pupils'	National 'All pupils'
<b>Combined R,W,M exp</b>	40	45	31	59
<i>Combined R, W, M exc</i>	0	3	0	8
<b>Reading - expected</b>	50	61	59	73
<i>Reading – greater depth</i>	10	18	10	29
<b>Writing - expected</b>	40	59	36	72
<i>Writing – greater depth</i>	0	7	0	13
<b>Maths - expected</b>	50	59	59	73
<i>Maths – greater depth</i>	20	13	8	24

At the end of Key Stage 2, the percentage of children in receipt of Pupil Premium was higher than 'All pupils' at school level for expected combined and in writing expected. School PP % in maths greater depth was higher than national PP data. Reading at expected was below national PP data and will remain a focus.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
PiXL	
Little Wandle Letters and Sounds Revised	
Nessy	
Thrive	