

Pupil premium strategy statement – Poringland 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	72
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Pete Dean
Pupil premium lead	Michael Woodhams
Governor / Trustee lead	Nyssa Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,245
Recovery premium funding allocation this academic year	£6,236
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£90,481

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children at Poringland Primary School make good progress and achieve high attainment across all subjects, irrespective of their background. The focus of our strategy is to support our disadvantaged children in achieving this goal with a tiered model approach through: high quality teaching; targeted academic support and wider strategies to inspire and support our children.

We will consider, and respond to, the challenges faced by our vulnerable children and the activity outlined in this statement is intended to support their needs too, regardless of whether they are disadvantaged or not.

At the heart of our approach is high-quality teaching, with a focus on the areas where our disadvantaged children require the most support. Based on evidence from the Education Endowment Foundation, we will implement strategies to achieve this as high-quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap, whilst simultaneously benefitting the non-disadvantaged children as well.

Our approach will be responsive to common challenges and individual needs, based on our knowledge and assessment of the children, rather than assumptions about the impact of disadvantage. The approaches that we take complement each other and will help the children to excel. To ensure they are effective we will:

- Ensure that children are challenged in the work they are set
- Use data and our pupil premium profiles to act early and intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility 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
1	Our current attendance data indicates that 32% of disadvantaged pupils are 'persistent absentees' compared to 14% of non-disadvantaged. Our assessments indicate that this is negatively impacting on the progress and attainment of our disadvantaged children.

2	<p>Our internal and external moderations and assessment highlight that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged.</p> <p>Currently, 63% of disadvantaged children are working below age-related expectations across the school.</p>
3	<p>Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many pupils in EYFS; particularly those from disadvantaged backgrounds. This is evident in Reception and throughout KS1.</p> <p>Currently, there are 18 children across Nursery and Reception who require intervention in this area.</p>
4	<p>Assessments and observations suggest that disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Currently, 83% of disadvantaged children in Year 1 are working below age-related expectations. 54% of our disadvantaged children did not pass the Phonics Check in the 21/22 academic year.</p>
5	<p>Internal assessments and data indicate that 56% of our disadvantaged children are working below age-related expectations in Maths across the school.</p>
6	<p>Our observations, assessments and discussions with pupils and their families have identified social and emotional issues for a number of children across the school. These challenges affect a proportion of our disadvantaged children too. SEMH accounts for 40% (12) of the children on our SEN register, 4 of whom are disadvantaged.</p>

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 3% the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
To achieve improved writing attainment among disadvantaged pupils.	<p>KS1 and KS2 outcomes in 2022/23 show that 70% of disadvantaged pupils met or exceeded the expected standard.</p> <p>Starting 2022/23, a writing scheme will be implemented into whole school teaching practice and embedded by the Spring term.</p>

	KS1 and KS2 outcomes in 2023/24 show that 80% of disadvantaged pupils met or exceeded the expected standard.
To achieve improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment. In 2023/24, the amount of children receiving oral language and vocabulary intervention in Reception and Year 1 will have reduced.
Improved Reading attainment among disadvantaged pupils	In 2022/23, 75% of children will achieve the required score to pass the phonics check. The number of disadvantaged children working below age-related expectations will decrease. By 2024/25, a significantly higher number of children will pass the phonics check than the national average.
Improved Maths attainment among our disadvantaged pupils	In 2022/23, KS1 outcomes will show that 65% of disadvantaged children met the expected standard. In 2022/23, KS2 outcomes will show that 70% of disadvantaged children met the expected standard. By 2024/25, both KS1 and KS2 outcomes show significant improvement.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implementation of a DFE validated Systematic Synthetic Phonics programme (Success for All) to secure stronger Phonics teaching and outcomes.</p>	<p>There is a strong evidence base that indicates phonics has an impact on the accuracy of early reading skills. It has an impact of +5 months on children’s learning progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
<p>Annual subscription to VNET provides subject leaders of English, Maths and Science with regular cpd sessions and professional reading.</p> <p>The Pupil Premium fund covers the teacher’s release time to attend training and embed key elements in to the curriculum.</p>	<p>VNET Education CIC supports schools across East Anglia and beyond. We facilitate CPD, training, consultancy, events, conferences, research and projects to support education professionals for the benefit of children.</p> <p>https://vnetcic.com/</p> <p>Supporting high quality teaching is pivotal in supporting children’s outcomes. Research tells us that it can narrow the disadvantage gap. There is a growing consensus that professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2,3,4,5
<p>Annual subscription to White Rose Maths provides all teachers with a scheme of work - that uses a mastery approach to learning – from which to plan and deliver high-quality lessons.</p> <p>The pupil premium fund also covers the teacher’s release time to attend training and embed key elements in to the curriculum.</p>	<p>White Rose Maths’ resources support the development of a communal curriculum: the evenness experienced by students across classrooms gives everyone a chance to succeed.</p> <p>Helping students on their journey to mastery is exactly what White Rose Maths sets out to do.</p> <p>https://whiterosemaths.com/resources?year=year-1-new</p> <p>A mastery approach to learning is cost effective and highly effective when implemented effectively. It has an impact of +5 months on children’s learning progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	5

<p>A three-year subscription to Accelerated Reader – a reading programme that quizzes children on the fiction books they read to improve reading skills and comprehension.</p>	<p>Reading comprehension strategies have a high impact on average: +6 months on a child’s learning progress. Successful strategies and approaches allow activities to be carefully tailored to each child.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Whether we examined students by grade or populations of interest (struggling readers, English learners, and students in free- or reduced-lunch programs), independent reading practice with Accelerated Reader was associated with better student performance and higher levels of annual growth.</p> <p>https://p.widencdn.net/ipvvlr/R58148</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reducing class sizes in Year 1 and Year 6 to deliver Phonics (Y1), Maths and English (Y6) lessons.</p>	<p>Evidence suggests that reducing class sizes closes the gap between disadvantaged and non-disadvantaged children by two months. Learning can be targeted and differentiated more effectively as well as allowing for increased flexibility in the quality and quantity of feedback (which in itself has an impact of +6 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>2, 4, 5</p>
<p>Oral language intervention. We have implemented ‘Talk Boost’ across Nursery and Reception to fill gaps in early language acquisition. This intervention is delivered by a skilled and experienced TA.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of +6 months additional progress. Some studies have also reported that this approach can lead to fewer behavioural issues in children following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3</p>

<p>We ensure that there is Teaching Assistant support available for all our disadvantaged children within the classroom or facilitating small group or 1:1 intervention.</p>	<p>TA's provide a large positive impact on learner outcome. The average impact of their deployment is +4 months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2,3,4,5,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs through weekly sessions with a PAT dog and tailored 1:1 and small group SEMH sessions with an experienced TA.</p>	<p>Evidence shows that time spent with animals can benefit physical, social and psychological wellbeing. Stroking a pet can be relaxing and reduce blood pressure.</p> <p>https://www.rcn.org.uk/library/Subject-Guides/animal-assisted-interventions</p> <p>SEMH intervention provides children with a deeper understanding of emotional intelligence and provides them with the 'tools' for identifying and managing their mental health.</p> <p>https://my.optimus-education.com/quality-interventions-semh-what-resources-are-available-schools</p>	<p>6</p>
<p>We employ a parent support advisor (PSA) to engage and communicate with our vulnerable families.</p>	<p>Social and emotional learning and parental engagement has a positive impact of +4 months on pupil outcomes. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning and includes: -general approaches which encourage parents to support their children with reading and homework and more intensive programmes for families in crisis.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,4,5,6</p>
<p>Contingency fund for acute issues. For example, funding for</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6</p>

school trips and experiences.		
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Total budgeted cost: £ 90,481

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The academic year 2021-22 was the first since 2019-2020 to be uninterrupted by the Covid-19 pandemic and lockdown. This allowed the school to provide tailored support to our disadvantaged children; accounting for their learning and needs. Children were able to access learning that was regularly reinforced by an additional adult; had access to a range of technology and were provided with intervention for SEMH – through regular visits from a pat dog and professionally led intervention groups. Children greatly benefitted from this, however our end of year internal data showed that disadvantaged children continue to be out performed by the non-disadvantaged; an inevitable consequence of school interruption and closures in the previous years.

We have analysed the performance of our school's disadvantaged pupils during the 2021-22 academic year using key stage 1 and 2 performance data, phonics-check results and our own internal assessments.

Our end of year internal data shows that average attainment across Reading, Writing and Maths is considerably lower for disadvantaged than non-disadvantaged children. In particular, attainment in Writing is significantly lower, with an average of 33% of disadvantaged children achieving the expected standard or better compared to 67% of non-disadvantaged. Writing attainment continues to be an area of focus for the school in general and will therefore be included as an area of challenge in the Pupil Premium strategy plan for future years.

When comparing the school's 2022 key stage 2 results for disadvantaged children with the national averages for non-disadvantaged, the school compares favourably in Reading, however is below in Writing and Maths. We will use this comparison to target our teaching in Year 6 this year, although it has been considered with caution as schools this year are not required to publish their 2022 key stage 2 results. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.

Since 2021-22, the number of disadvantaged children at Poringland Primary School has risen marginally from 69 to 72 (14% to 15% of the cohort). Absence among disadvantaged children was 3% higher than their peers in 2021-22. Persistent absence however was 14% higher. We recognise that the size of this gap needs addressing and is why raising the attendance of our disadvantaged pupils is another focus of our current plan.

In light of these results, we have reviewed our Pupil Premium strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the *Activity in This Academic Year* section above.

