

Pupil premium strategy statement – White Notley C of E 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	104
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	P Fitzpatrick
Pupil premium lead	R Baugh
Governor / Trustee lead	A Nunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7869
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£9869

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils achieve well and make good progress, irrespective of their starting point. The focus of our pupil premium strategy is to support disadvantaged pupils to attain and achieve well. High quality, adaptive teaching is at the forefront of all we do. We provide a child-centred approach, designed to holistically develop each child.

We aim for all pupils receiving the pupil premium grant to make as good progress in their academic and social development as those not in receipt of the grant. We aim for all pupils to have the same extra-curricular opportunities and access to visits and resources.

We support our pupils in receipt of the pupil premium grant to overcome barriers to their learning wherever we can, be they academic (through the use of tutoring support, small group targeted interventions and resources) social (through the attendance of clubs, school visits and working well with others and building positive relationships with the support of our learning mentor) or financial (resources, school visit and extra-curricular club costs, lunches and uniform where needed).

We use a range of researched strategies to provide targeted support to pupils and work with parents as partners to their child's learning and progress.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments and observations show that pupils have greater difficulties with their reading than their peers. They are less likely to have regular reading with an adult at home and their vocabulary acquisition is less than their non-disadvantaged peers.</i>
2	<i>Assessments and observations show that pupils have greater difficulties with achieving age-related expectations than their peers. They are less likely to have a rounded knowledge of a variety of subjects and have had fewer opportunities to develop their cultural capital.</i>
3	<i>Observations show that resilience and emotional well-being is less likely to be good in pupils who are disadvantaged. Another challenge is that they are more likely to have experienced trauma through breakdown in parents' relationships. They are more likely to access the services of the Learning Mentor.</i>
4	<i>Financial barriers – costs for families relating to transport, educational visits, and outside enrichment such as clubs and music lessons. Enabling the same access and enrichment to the curriculum for all pupils.</i>

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
<i>Improved reading skills among disadvantaged pupils</i>	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
<i>Improved maths skills among disadvantaged pupils</i>	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
<i>Improved social, emotional and mental health among disadvantaged pupils</i>	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 • qualitative data from observations and reports from the Learning Mentor
<i>Disadvantaged pupils have the same opportunities for enrichment as non-disadvantaged pupils, and that the enjoyment and participation of these sustains good levels of attendance</i>	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • participation in enrichment activities, (clubs, residential, music lessons) particularly among disadvantaged pupils • Pupils feel valued • Pupils resilience and self-esteem/morale is high • Pupils speaking and listening skills improve

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: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of diagnostic assessment package.</i> <i>Training for staff to use</i>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or	1, 2

<i>the package well to inform future learning, teaching and planning.</i>	across classes and year groups. (EEF)	
<i>Training for staff on phonics and early writing</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF	1

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition so pupils can meet age related expectations by the end of KS2</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups. EEF	1, 2, 3

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

Budgeted cost: £ 3669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Social and emotional learning – small group and individual sessions with learning mentor</i>	EEF evidences low cost moderate impact. Time with the learning mentor has led to pupil resilience in lessons, pupil attitude to learning, social skills in and out of the classroom all improving	3, 4
<i>Physical activity – clubs, extracurricular activity and school experiences provided for.</i>	EEF evidences low cost and low impact. We have seen high impact on pupil morale, engagement and social skills in attending extracurricular activity.	2, 3, 4

Total budgeted cost: £ 9869

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

100% of pupils who received PPG achieved age-related expectations in KS2 SATs (a scaled score of over 100) compared to the whole class (93% reading, 86% maths)

The average progress of other pupils who received PPG in reading, writing and maths was 7.4 steps, compared to non-PPG pupils who achieved an average of 6.4 steps.

Pastoral Spend:

Attendance of pupils receiving the PPG was strong for 88% of pupils and in line with non-PPG pupils.

Relationships with parents of PPG pupils are stronger, allowing more sensitive issues to be discussed with them, thus supporting life at home and the whole child more effectively.

Pupil focus in lessons has been greater having had the opportunity to share any worries, big or small. Ofsted commented on the strength of pupils' wider development in our inspection in Dec 2022.

Tuition spend:

Pupil confidence and growth mind set is improved, Pupils show greater resilience in learning. SATS result for KS2 was 93% reading, 93% grammar, punctuation and grammar, 71% writing and 86% maths

Financial support:

Pupils with PPG were able to access the same opportunities as all other pupils in the classes. No learning opportunities were missed.

Pupils felt on a par with their peers, and didn't feel they were missing out on club experiences.

This also supported pupil's attendance at school, coming in to make sure they were at the clubs and improved their engagement in lessons considerably. All PPG pupils had access to extra-curricular clubs, music lessons and the residential trip, as well as supporting attendance at school through breakfast and after school club.