

POVEREST PRIMARY SCHOOL



Poverest
Primary School

PUPIL PREMIUM SPENDING REVIEW AND PLAN 2023/2024

Pupil premium strategy statement - Poverest Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

Pupil premium strategy statement

School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	28% (122/436)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	1st December 2023
Date on which it will be reviewed	1st December 2024
Statement authorised by	Paul Haylock
Pupil premium lead	Emma Wilson
Governor / Trustee lead	Amelia Willis & Mark Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,240
Recovery premium funding allocation this academic year	£26,198
Pupil premium funding carried forward from previous years	£30,143
Total budget for this academic year	£242,581

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

At Poverest we value each individual child and aim to provide the same opportunities for all our children as those offered to children in more affluent areas. Although we have between 25 to 30% pupil premium each academic year, we estimate that another 25 to 30% of our school population have a household income of just above the threshold and experience similar life challenges to our identified disadvantaged children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

We base our expenditure and approach on research (Mainly from the Education Endowment Foundation - EEF) and what has historically worked in our own unique school. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties and a lower engagement level with reading and phonics than their peers. 2022-2023: 52.6% of our disadvantaged pupils were at the expected standard in reading at the end of KS2 with 10.5% achieving greater depth.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
4	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	High levels of 'persistent absence' for disadvantaged children and children with SEND

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 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, book scrutiny and ongoing formative assessment.
To narrow the attainment gap between disadvantaged and non-disadvantaged children.	KS2 reading & maths outcomes in 2023/24 show that more than 70% of disadvantaged children met the expected standard. KS2 writing outcomes in 2023/24 show that more than 50% of disadvantaged children met the expected standard.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged children so that the percentage of pupil premium children in clubs matches that (or closely matches) of non pupil premium children.
To achieve and sustain improved attendance for all children, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below national

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: £61,464**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Leadership costs associated with leading and managing pupil premium projects, clubs, intervention timetables etc. Includes retention of experienced school leaders.	The EEF states that school leaders should develop and review the pupil premium strategy with ongoing monitoring and evaluation. We use part of the funding so school leaders can diagnose pupils' challenges, research good practise, implement our strategy and monitor and evaluate its effectiveness so adaptations can be made to best maximise the attainment of pupils with the funding available. Teaching and Learning Toolkit EEF	1,2,3,4
Feedback Marking and AfL approaches in the classroom to improve feedback and the pupils' understanding of their learning. CPD for all staff and termly monitoring by SLT	Research evidence about feedback e.g. Bloom's mastery learning was part of the rationale for Assessment for Learning (AfL) https://bromleyeducationmatters.uk/Page/15881 . This shows that feedback redirects or refocuses the learner to achieve a goal or target. One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.	1,2
Extend the oracy project across the school. This supports children to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing. Oral language interventions EE	1,2,3

Employ an EAL teacher one day a week to support children's literacy attainment.	Disadvantaged language support that can be given so literacy attainment can be improved. We use the partnership teaching model at different stages depending on the needs of the child. We have used this approach successfully for many years and our EAL children outperform non-EAL children by the time they complete KS2. Additional Support in the Classroom	1,2,3,4,5
Employ a Narrative Therapist two days a week to support children's literacy attainment.	Narrative therapy is an oral language intervention for children, who due to their narrow life experience, are not able to tell a story or tell you of events that might have happened. It is an 18 week programme that develops these crucial skills and occurs in our reception year. Oral language interventions EEF Narrative Therapy	1,2,3,4,5
Employ a Forest School Teacher one day a week to ensure that all children have free access to this resource. Staff in every class to attend forest school with the children.	Research shows that being outdoors is good for everyone's mental health. Forest school builds up resilience, persistence, self confidence and team building. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,2,3,4,5
Subject leaders to receive half a day release every half term so they can focus on supporting the disadvantaged in their subject	Subject leaders are teachers in the school and part of the funding is used to enable them time away from their own class to focus on the needs and attainment of pupil premium children within their subject (Roughly equivalent to 1 day per term). Subject leaders refer to Teaching and Learning Toolkit EEF when deciding approaches to pupil premium interventions as well as planning trips and visitors to enrich the curriculum.	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) **Budgeted cost: £142,559**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions with teaching assistants and Pupil Premium children to ensure they reach and exceed their full potential. Training for staff to ensure interventions are being taught correctly.	Small group or individual Interventions. The EEF has evidence that one-to-one and small group interventions (the smaller the group the better) both have a positive impact on academic progress What works - Interventions and their impact on attainment.pdf Bromley Education Matters	1,2,3,4,5
Engaging with the National Tutoring Programme to provide school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1,2,3
Additional phonics sessions targeted at disadvantaged children who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions Phonics Teaching and Learning Toolkit EEF	1,2,3
Rocksteady - TTRockstars intervention programme to improve maths and timetables for KS2 pupils	TTRockstars is an award winning maths learning platform created by teachers. Research and case studies show that children's multiplication and division recall significantly improves as a result of using this programme and in turn academic ability in maths. https://trockstars.com/category/case-studies/	2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing) **Budgeted cost: £38,512**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4,5

Contributing towards the cost of clubs to ensure that all children have access to them no matter what their family circumstances	Our school has a history of improved attainment in both disadvantaged and non-disadvantaged groups where children join or participate in extracurricular activity Arts participation EEF Physical activity EEF	1,2,3,4,5
Contributing towards the cost of trips and visitors to ensure that all children have access to them no matter what their family circumstances	Although evidence is unclear on how much academic improvement is made, outdoor adventure activities provide opportunities to disadvantaged pupils that they may not normally be able to access. Outdoor adventure learning EEF	1,2,3,4,5
Music opportunities, including drumming, piano and guitar lessons to ensure that disadvantaged children are not unfairly stigmatised due to their family circumstances	There is considerable research exploring how active engagement with music has an impact on academic attainment Reference HALLAM and HIMONIDES 2022). Much of that research has indicated that learning to play a musical instrument can have a positive impact on academic attainment in a range of academic subjects Reference GILL 2020).	2,3,4,5
Improve the quality of social and emotional (SEL) learning. Employ a Play Therapist once a week to provide counselling and support for the large number of disadvantaged children and their families.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Improving Social and Emotional Learning in Primary Schools EEF	4, 5
Employ a Family Liaison Officers to improve attendance and wellbeing. This will involve implementing new initiatives and release time for EWO & FLO.	There is lots of evidence to show that having a Family Liaison Officer builds stronger relationships with families and in turn families are more likely to ask for help when they need it. They are able to carry out phone calls and home visits to see why children are not in school and act accordingly. Understanding the use of Attendance & Family Liaison Officers... EEF	4, 5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . Awarding prizes to families for good attendance and school competitions to encourage children to attend school	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. working together to improve school attendance .	4,5
Total budgeted cost: £190,008.88		

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. To help us gauge the performance of our disadvantaged pupils we compared their EYFS, KS1 & KS2 results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Disadvantaged pupil progress scores for last academic year (2022-2023)

Measure	Score
Reading	-0.77
Writing	-0.51
Maths	-2:00

Disadvantaged pupil performance overview for last academic year (2022-2023)

Measure	Score
Meeting expected standard at KS2	42.1%
Reading	52.6%
Writing	52.6%
Maths	36.8%
Achieving high standard at KS2	0%

Reading	10.5%
Writing	0%
Maths	5.3%

School Club Attendance 2022/2023

Attendance is above national comparators for all schools but below for primary schools. We have experienced specific challenges with persistent absence with children who have SEND

Term	% of Children in at least one club	% of Pupil Premium children in at least one club	% of Non Pupil Premium children in at least one club
Autumn	243/432 = 56%	73/134 = 54%	170 / 298 = 57%
Spring	319/428 = 75%	85/131 = 65%	234/297 = 79%
Summer	275/432 = 64%	80/131 = 61%	195/301 = 65%

Externally provided programmes

Programme	Provider
Bug Club Phonics	Active Learn
Hairy Nelly	Nelly
Mathletics	3P Learning
Rocksteady match funded places	TTRockstars £33.99 a month