



Pupil Premium Strategy Statement 2023-24

School Overview

Number of children	92
Number of PP children	26/92 (28%)
Date this statement was published	July 2023
Date this statement will be reviewed	July 2024
Statement authorised by	Mrs Gooch (Head Teacher) Joy O'Sullivan-Bach (PP Governor)

Funding Overview

Pupil Premium funding per child this academic year	£1,455
Pupil Premium funding allocation this academic year (PP funding x 26)	£37,830

The plan of how we intend to spend this funding is set out in this statement.

We understand the need to ensure that best value is achieved from this funding, as it does with the whole school budget.

The Governors monitor the actions that the school is taking and the impact on the children.

Our philosophy:

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged children to progress and achieve, including those who are already high attainers. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan (SIP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements.

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 allocate personal budgets per child 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.

Our priorities:

Setting priorities is key to maximising the use of the PPG.

Our priorities are as follows:

- Closing the attainment gap between disadvantaged children and their peers.
- Providing targeted academic support for children who are not making the expected progress.
- Addressing non-academic barriers to attainment.

Barriers to attainment:

Possible academic barriers to attainment	Possible non-academic barriers to attainment
Gaps in learning- maths and phonics	Lack of confidence and resilience
Poor language and communication skills	Lack of focus and concentration
28% (26/92) of children are Pupil Premium	Dysregulation (inability to control or regulate emotional responses)
19% (17/92) of children are EAL	Summer born children
19% (17/92) of children are SEND	Social-economic deprivation

Our implementation process:

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will consult a wide range of independent, high-quality reviews of evidence and assess whether the evidence is based on a context that is relevant to the school.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any issues
- Reinforce initial training with follow-on support

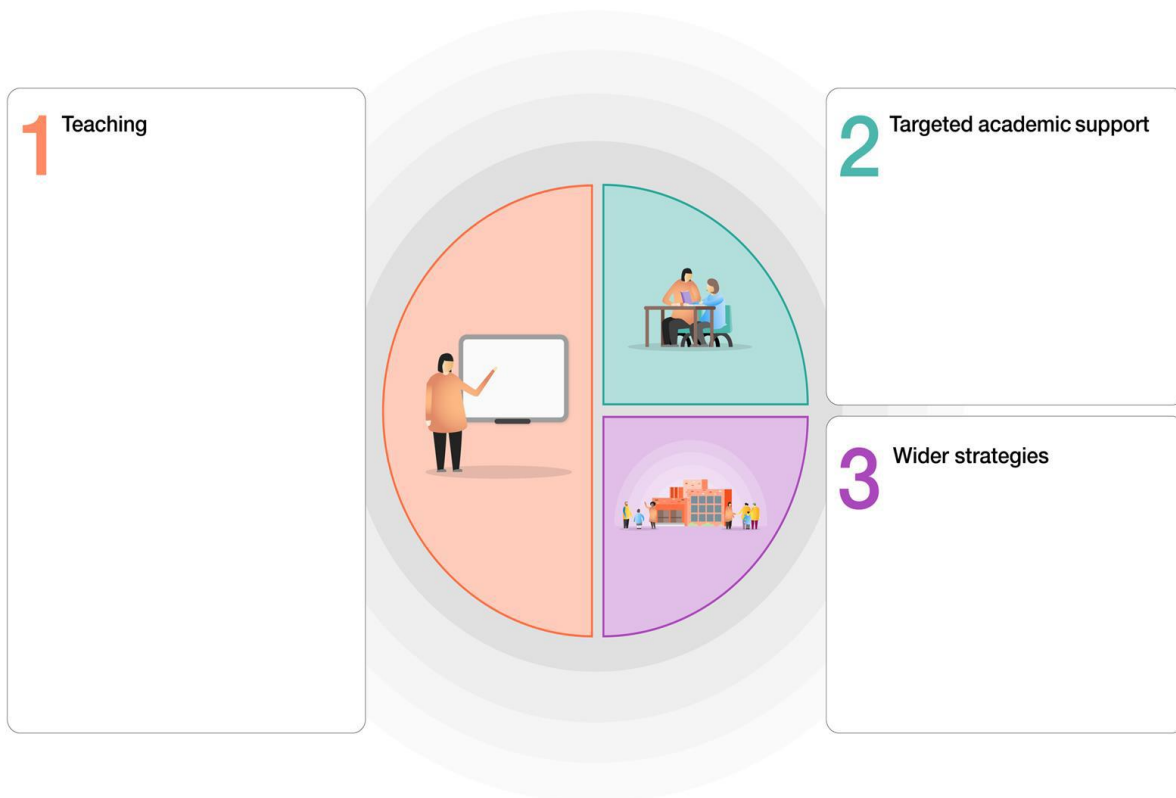
Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge and support implementation practices

Our tiered approach:

To prioritise spending, we have adopted a tiered approach (EEF) to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies



Further details can be found at <https://educationendowmentfoundation.org.uk>

1. Teaching and Whole Class Strategies

“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils” (Education Endowment Foundation 2021)

This was true before the pandemic and it will continue to be vital in the future too. High quality teaching requires the support of sustained professional development.

High quality assessment is essential to high quality teaching and learning, helping us to understand where children are in their learning and what they need in order to progress.

Challenge	Action	Impact	Cost
Poor language and communication skills	To introduce language sessions daily for the lowest 20% of Year R children within the classroom.	Improved oral language in Year R. Children gain a greater, more varied vocabulary. Children engage more in lessons.	£5,400
Poor number skills	Year R teacher to embark on Mastering Number programme.	Improved understanding number in Year R.	Free
Gaps in maths skills	Maths Mastery trained teachers to disseminate training to other teachers. Continue with Power Maths scheme from Year 1-Year 3.	Improved maths attainment. No child will be left behind	£3,500
2023 Year 1 phonics results: 83% pass (National 75%) 2023 Year 2 Reading 68% expected standard or above (National 67%)	Work with the Kingsnorth Literacy Hub on guided reading sessions and home/school reading	Greater number of children passing the Year 1 phonics screening. Greater number of children achieving expected or above reading standard in Yr 2	Free
Children reading for pleasure	Purchase a range of genre literature.	Reading for pleasure has a high profile in our school. Children will choose to read a range of literature.	£3,000

Total: £11,900

2. Targeted Academic Support

“Evidence consistently shows the positive impact that targeted academic support can have” (Education Endowment Foundation 2021)

We will provide targeted academic support through 1:1 and small group intervention that is linked to classroom teaching. Sessions will be taught by members of our current staff so children feel comfortable. Sessions will be explicitly linked to the content of daily lessons and effective feedback processes will be in place so class teachers are aware of the children’s progress. These interventions will take place over a sustained period of time and there will be a robust timetable so that delivery is consistent for the children.

Challenge	Action	Impact	Cost
2023 17% of Year 1 children did not pass the phonics screening	1:1 phonics/reading using school-led tutoring – Year 1 and Year 2 One to one tuition-EEF	Children will work phonetically (knowledge of sounds and ability to blend) at the expected standard for their age.	£5,450
2023 32% of Year 2 children did not reach the expected standard in reading	Small group school-led tutoring-Year 3 Small group tuition Toolkit-EEF	Children will show understanding of mathematical concepts in order to work at the expected standard for their age.	£6,450
2023 32% of Year 2 children did not reach the expected standard in maths	Small group school-led tutoring-Year 3 Small group tuition Toolkit-EEF	Children will show understanding of mathematical concepts in order to work at the expected standard for their age.	£6,450
Lack of focus and concentration	TAs will deliver 1:1 Clever Hands programme daily.	Children will develop skills to support their ability to concentrate, use eye contact and tracking and develop hand to eye co-ordination.	£2,900

Total £21,250

3. Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school including attendance, behaviour and social and emotional support.

“Supporting pupils’ social, emotional and behavioural need is likely to prove an effective strategy to support learning” (Education Endowment Foundation 2021)

We will continue to offer support that is already established within our school. We will continue to support families in any way we can and realise that communication with parents will be as vital as always in order to ensure full attendance and a positive relationship between home and school.

Challenge	Action	Impact	Cost
Our Mental Health and Well-being lead is retiring	Train a member of staff to become a Mental Health and Well-being lead	Children and staff will have a trained member of staff to talk to.	£1,200
Children displaying dysregulation (inability to control or regulate emotional responses)	Training for teachers and SENDco. Ongoing as new staff employed.	Children will have strategies to help them regulate their emotions. Children will be able to cope with new learning.	£1,500
	Use of a child psychologist		£3,400
	Dog therapy Dog Therapist left- Counsellor employed.		£1,440
Attendance is 94% (expected 96%+)	Home Liaison Officer to support families to ensure children’s regular attendance: Letters offering support, meetings, home visits etc.	Identified families will be supported to ensure their children attend school regularly. School’s attendance will be 96%+	£3,688

Total: £11,228

Total expenditure:

Teaching and Whole Class Strategies	£11,900
Targeted Academic Support	£21,250
Wider Strategies	£11,228
Total	£44,378 £37,830 from Pupil Premium Funding. £6,548 from other funding

Monitoring

We will monitor in the following ways:

- Although Year 2 SATs will no longer be statutory, teacher assessment will be ongoing to track the children's progress in all areas of the curriculum.
- Regular progress reviews will be held, during which individual attainment and progress will be discussed and acted upon if necessary.
- Maths and number progress will be tracked and monitored by the Maths Lead.
- Phonics and reading will be tracked and monitored by the Literacy lead.
- Phonic and reading assessment will be used to track children's progress.
- Children's oracy will be monitored through lesson observations and discussion with the children.
- Children's regulation will be monitored by class teachers and SENDco and regular reviews of individuals will be held.
- Attendance will be monitored by the Attendance Office and Head Teacher.
- The Head Teacher and Pupil Premium Governor will be responsible for monitoring the strategies involved.
- The Governors will hold the Head Teacher accountable to ensure that the funding spent is best value for money and will have the best possible outcomes for the children.

Review

Teaching and Whole Class Strategies	
Action	Impact
To introduce language sessions daily for the lowest 20% of Year R children within the classroom.	Achieved Lesson observations have shown: <ul style="list-style-type: none">• improved oral language.• more varied vocabulary.• children are engaging more in discussion sessions within lessons. 90% of Year R children were assessed as reaching a Good Level of Development in July 2024
Year R teacher to embark on Mastering Number programme.	Achieved Lesson observations have shown: <ul style="list-style-type: none">• Mastering Number sessions in the Year R class.
Maths Mastery trained teachers to disseminate training to other teachers. Continue with Power Maths scheme from Year 1-Year 3.	Achieved Staff meetings included Maths Mastery training and lesson observations have shown that the training had impact in lessons. Power Maths has continued to be used for maths lessons ensuring consistency and progression.
Work with the Kingsnorth Literacy Hub on guided reading sessions and home/school reading	Achieved Guided Reading observations show: <ul style="list-style-type: none">• GR sessions follow advice from the English Hub
Purchase a range of genre literature.	Achieved Books purchased for all class books areas recommended by Pie Corbett's reading spine and Reading for Pleasure training.

Targeted Academic Support

Action	Impact
<p>1:1 phonics/reading using school-led tutoring – Year 1 and Year 2</p> <p>One to one tuition-EEF</p> <p>Small group school-led reading tutoring- Year 3</p> <p>Small group tuition Toolkit-EEF</p>	<p>Achieved</p> <p>In June 2024:</p> <p>80% (24/30) of Year 1 children passed the Phonic Reading Test. All children in the tutoring group (6 children) passed.</p> <p>60% (6/10) pass of Year 2 retakes. All children in the tutoring group (6 children) passed.</p> <p>In July 2024:</p> <p>70% (21/30) of Year 3 children were assessed as expected in reading. 80% of children in the tutoring group (8/10 children) were assessed as expected.</p>
<p>Small group school-led maths tutoring- Year 3</p> <p>Small group tuition Toolkit-EEF</p>	<p>Achieved</p> <p>In July 2024:</p> <p>67% (20/30) of Year 3 children were assessed as expected. 83% of children in the tutoring group (5/6 children) were assessed as expected.</p>
<p>TAs will deliver 1:1 Clever Hands programme daily.</p>	<p>Achieved and ongoing</p> <p>Observations showed that the Clever Hands programme was being administered. Children taking part have shown improved fine motor skills.</p>

Wider Strategies

Action	Impact
<p>Train a member of staff to become a Mental Health and Well-being lead</p>	<p>Achieved</p> <p>Mrs A Gates has completed the Mental Health and Well-being training.</p>
<p>Training for teachers and SENDco.</p> <p>Use of a child psychologist</p> <p>Dog therapy</p>	<p>Ongoing as new staff are employed.</p> <p>Psychologist reports have supported EHCP applications. Recommendations have been put in place.</p> <p>Dog Therapist left- Counsellor employed.</p>
<p>Home Liaison Officer to support families to ensure children's regular attendance. Letters offering support, meetings, home visits etc.</p>	<p>Achieved</p> <p>Average attendance 96%. Advice taken from LA have been put in place.</p>