# Pupil premium strategy statement

## This statement details our school’s use of pupil premium for the 2022 to 2023 academic year 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Acre Hall Primary School |
| Number of pupils in school | 303 |
| Proportion (%) of pupil premium eligible pupils | 78/303= 26% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by |  |
| Pupil premium lead | Mrs H Kan |
| Governor / Trustee lead | Teaching and Learning Sub Committee |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £103,217 |
| Recovery premium funding allocation this academic year | £0.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £103,217 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The school’s strategy for the 2022/23 year aims to address the following barriers to educational achievement among its pupils eligible for pupil premium. Our intention is that all pupils, irrespective of their background or the challenges they face, make progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.  We will ensure that all pupils have access to a wide, rich set of experiences and there are opportunities for all pupils to develop their talents and interests. We will provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.  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 pupils excel. To ensure they are effective we will: • ensure disadvantaged pupils 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 pupils’ outcomes & raise expectations of what they can achieve  Much of the spending will benefit all pupils, and where need is identified for non-eligible pupils, spending may also be allocated to support their outcomes. Spending is reviewed at regular intervals for each objective to ensure it is in line with our expectations and the proposed plan. (a percentage of funding has been left unallocated to account for fluctuations in the planned spend). |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Through the use of our internal robust assessment process it has been identified that the attainment gap between pp children and that of non-pupil premium children needs to be closed. PP children do attain below that of non PP children in the 3 core areas of reading, writing and maths. |
| 2 | To raise the percentage of yr 1 children passing the phonics screening test. The data from 2021-2022 showed that only 16% of pupil premium children passed the test. |
| 3 | Internal monitoring systems indicate that an area of challenge is to engage parents more in the importance of early reading and how these skills are taught within school and at home. |
| 4 | To monitor the attendance of pupil premium children whose attendance is below 90% so that support can be given to these families and attendance can improve. |
| 5 | To provide financial support for PP families so that these children can attend extracurricular activities and take part in enrichment opportunities within school. |

## 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.

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| Intended outcome | Success criteria |
| To raise attainment and progress in reading and writing for children eligible for PP. | Termly progress and attainment monitoring shows diminished difference between PP/non PP  GLD, Phonics, KS1 and KS2 end of year data shows diminished difference of pp/ non pp. |
| To raise the attainment in phonic knowledge at the end of Reception and the Yr 1 phonics screening test for pp children. | To embed a whole school approach to the teaching of phonics and early reading skills within EYFS/ YR 1 through the use of Little Wandle. |
| Raise attainment and progress in maths for children eligible for PP. | Termly progress and attainment monitoring shows diminished difference between PP/non PP |
| Provide a wide range of enrichment opportunities to widen aspirations of children eligible for PP. | Subsidised funding given to pp children when attending residential/ educational trips.  Funding given to support pp children attending breakfast/ after school clubs. |

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[7,600]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To use Little Wandle Ebooks to support the early reading skills at home.  £1300 | The Little Wandle phonics scheme is effective in developing young children’s systematic approach to phonic knowledge and early reading skills learning. | 1, 2 |
| To use accelerated reader to support reading comprehension skills within KS2  £2100 | KS2 children use the accelerated reading system to support the children with their reading comprehension skills through the use of termly assessments and weekly quizzes.  This resource provides teachers with a breakdown of areas of weakness in reading for each child hereby allowing for the planning of intervention activities based on specific reading skills.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1 |
| To use the online resource UK.IXL.com in KS2 to support problem solving and reasoning skills within Maths and allow for targeted intervention activities.  £1500 | This resource will be used to support children with their problem solving and reasoning skills within Maths both in school and at home.  It will also be used to provide teachers with identified targets to focus on when supporting groups of children during intervention sessions.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 1 |
| The use of the NTS test assessment papers will gain attainment results at the end of each term for YR 1-6  £2700 | The use of the NTS assessment papers will allow teachers to compare the children’s attainment results with that of other schools nationally.  It will allow teachers to make accurate Teacher assessments hereby allowing to identify children with which the attainment gap needs to be closed. | 1 |

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

Budgeted cost: £51,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted intervention programmes to boost attainment in reading, writing and maths through the use of TA support in the afternoons from Yr 1-6.  £45,000 | Following the use of the termly NTS/ Accelerated reader assessments teachers can hereby identify children who need more structured interventions in order to make progress in the 3 core areas.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1 |
| Targeted phonics support for current EYFS/ KS1 pupils.  £6200 | Through the use of observations and formative assessments smaller targeted groups are established so that TA’s can deliver structured phonics and early reading tasks using the Little Wandle teacher resources.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 2 |

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

Budgeted cost: £43,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral Support Assistant to support the emotional and wellbeing of individual identified children.  £14,300 | It has been identified that some children within school have not made as much progress due to emotional/ wellbeing situations that may have occurred. 1-1 sessions allow the children to discuss and resolve their feelings/ worries. | 3 |
| Identification of eligible pupils through SIMs OFSM package £3800 | Accurate and timely identification of eligibility is essential in PP management. | 1,2 ,3 , 3 |
| Increased opportunities for Art and creative experiences to promote well- being.  £16,000 | Music specialist lessons and after school Art clubs develops the children’s creative side and gives the children wider opportunities.  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment> | 4 |
| Additional staffing to support delivery of a breakfast club each morning from 8-8.45am.  £5000 | Provision of free of charge breakfast club places for pp children to ensure a good start to the day. On Average around 33% of our pp children do attend breakfast club within a week. | 4 |
| Residential/ educational trips subsidised for PP children.  £5000 | PP children are to be given contributions towards the costing of educational/ residential visit so that they could experiences theses enrichment activities. | 4 |

**Total budgeted cost: £103,217**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| Year Group | All | Dis | Non Dis |
| Year 1- pupils with assessments  5 Dis / 30 Non Dis | | | |
| Reading | 43% | 20% | 50% |
| Writing | 51% | 20% | 60% |
| Maths | 57% | 20% | 66% |
| Year 2 –34  pupils with assessments  Dis 6/ Non Dis 32 | | | |
| Reading | 56% | 20% | 62% |
| Writing | 44% | 0% | 52% |
| Maths | 47% | 20% | 52% |
| Year 3 – 28 pupils with assessments  Dis 9/ Non Dis 17 | | | |
| Reading | 60% | 55% | 70% |
| Writing | 54% | 33% | 66% |
| Maths | 67% | 44% | 88% |
| Year 4 – 33 pupils with assessments  Dis 10/ Non Dis 23 | | | |
| Reading | 82% | 80% | 83% |
| Writing | 24% | 10% | 30% |
| Maths | 64% | 40% | 74% |
| Year 5 – 37 pupils with assessments  Dis 14/ Non Dis 23 | | | |
| Reading | 43% | 36% | 48% |
| Writing | 35% | 36% | 35% |
| Maths | 43% | 36% | 48% |
| Year 6 – 44 pupils with assessments  Dis 13/ Non Dis 31 | | | |
| Reading | 70% | 46% | 81% |
| Writing | 68% | 46% | 77% |
| Maths | 75% | 54% | 84% |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/ A |