

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 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

Detail	Data
School name	Acre Hall Primary School
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	74/297= 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Mrs H Kan
Governor / Trustee lead	Teaching and Learning Sub Committee Tara Hook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,215
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	£106,215

Part A: Pupil premium strategy plan

Statement of intent

In making our decisions about using Pupil Premium funding we have considered carefully the context of our school and the subsequent challenges faced. Research conducted by EEF has then also been used to support the decisions around the usefulness of different strategies and their value for money. We recognise that the challenges facing our disadvantaged children are varied and some may have multiple vulnerabilities and there is no “one size fits all”. The school’s strategy for the 2023/24 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.

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 2022-2023 showed that only 4/10= 40% 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.

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 Letter and Sounds revised phonic scheme of work.
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: £8050

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use Little Wandle Ebooks & physical books to support the early reading skills at home. £1750	The Little Wandle phonics scheme is effective in developing young children's systematic approach to phonic knowledge and early reading skills learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	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	The use of the NTS assessment papers will allow teachers to compare the children's attainment results with that of other schools nationally.	1

end of each term for YR 1-6 £2700	It will allow teachers to make accurate Teacher assessments hereby allowing to identify children with which the attainment gap needs to be closed.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,200

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 Letters and sounds revised teacher resources. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Budgeted cost: £44,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Assistant to support the emotional and wellbeing of	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

individual identified children. £14,300		
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 40% 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: £103,350

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 2022 to 2023 academic year.

2022 -2023 Outcomes			
End of KS2	PP	Non PP	ALL
% of Cohort	20/47= 42%	27/47=57%	47
Y6 RWM	5/47=10%	10/47=21%	15/47= 32%
Y6 Reading	7/47=14%	18/47=38%	25/47=53%
Y6 Writing	8/47=17%	16/47=34%	24/47=51%
Y6 Maths	6/47=12%	13/47=27%	19/47=40%
End of K1	PP	Non PP	ALL
% of cohort	6/42=14%	36/42	42
KS1 Reading	0/42	12/42=40%	17/42=40%
KS1 Writing	0/42	8/42=19%	8/42=19%
KS1 Maths	1/42=2%	20/42=47%	21/42=50%
KS1 RWM Combined	0/42	8/42=19%	8/42= 19%
Y1 Phonics	3/52=5%	37/52=71%	37/52=71%
End of Reception	PP	Non PP	ALL
% of cohort	11/41=26%	30/41=73%	41
Early Years Good Level of Development	4/41=9%	20/41=48%	24/41=58%

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

Programme	Provider
Not applicable	N/A

Service pupil premium funding (optional)

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

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