

Pupil premium strategy statement

Paget 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	394
Proportion (%) of pupil premium eligible pupils	46.4% (184 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	V Nussey
Pupil premium lead	D Thomas
Governor / Trustee lead	H Macilwraith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234065 (+ £12050 LAC)
Recovery premium funding allocation this academic year	£14158 (+ NTP £13401)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£273674

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (46.4%) is significantly higher than the national average (20.8%*) for primary schools.

All members of staff and the governing body at Paget Primary School accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We encourage each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. It is our intent as Paget Primary School to erase the gap between disadvantaged pupils and their non-disadvantaged peers.

At Paget Primary School, we believe that all children should be given the opportunity to reach their potential. Barriers to learning need to be removed. These may be social, economic, well-being matters, as well as academic.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year.

Working with parents and carers of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

*Figures from DfE January 2021

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.

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
<p>1. Disadvantaged pupils to close gaps in learning and achieve expected outcomes in Reading, Writing and Maths.</p> <p>Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention and additional support. This is monitored by the SENCo and DHT.</p>	<p>Achieve national average progress scores in KS2 Reading/ Writing/ Maths.</p> <p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading</p>
<p>2. Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Pastoral Manager, SENCo, DSLs, Family Support Worker and teaching staff have identified those children or families who need support. Support given has impacted on the children's well-being and removed barriers to learning</p>
<p>3. All pupils are exposed to a breadth of experiences that enable them to contextualise</p>	<p>The curriculum will provide pupils with and exciting, varied curriculum. • Teachers and</p>

their learning. Pupils love learning and have access to an engaging, broad and varied curriculum.	support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
4. Attendance for all pupil premium children is in line with National expectations (96%) for attendance and persistent absence	Families have been supported by the Pastoral Manager and Attendance Officer to tackle reasons for non-attendance and/or punctuality. Monitoring of attendance by Pastoral Manager and communicating effectively with EWO services in order to increase PP pupils' attendance and a decrease in persistent absence.

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: £ 19550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>All staff engagement in 'in house' CPD to support Quality first</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence from Education Endowment Foundation – Maximising Learning. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1

<p>Teaching using our experienced Teaching & Learning team: staff meetings, BEP training, Maths Hub support, RWI online and in school support, Walk Thrus training and NPQLT, NPQSL and NPQEY release time for leadership development</p> <p>Subject monitoring for all subject leaders and non-contact time</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 137024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured deployment of staff and interventions to children across whole school using recovery funding and pupil premium funding. Interventions to be monitored and evaluated by deputy head and intervention leader.</p>	<p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	<p>1</p>

<p>Additional support for children requiring intervention (1:1 and small group support). Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school. (Recovery Premium)</p>	<p>Evidence from Education Endowment Foundation – Maximising Learning. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) <u>Making Best Use of Teaching Assistants EEF</u> (educationendowmentfoundation.org.uk)</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions.</p>	<p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	3

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

Budgeted cost: £117100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through WOW funding for each year group to plan enriching experiences and activities</p>	<p>Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	3
<p>Pastoral Manager and Attendance Officer to ensure that parents are made aware of expected attendance levels when they fall below 96%. - Deployment of staff to support families to improve attendance and eradicate persistent absenteeism</p> <p>Support for pupils and families for well-being and mental health issues</p>	<p>www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-s</p>	4

Family Support Worker, Pastoral Manager, Behaviour Support and agencies to support		
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Total budgeted cost: £ 273674

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targeted academic support for current academic year

Raise standards in Reading, Writing and Maths for all disadvantaged pupils throughout the school

All staff trained to use Read Write Inc (RWI)

All staff trained to deliver Numicon in Maths and have the resources required

EYFS curriculum and environment to meet the needs of all pupils

Quality first teaching to address pupil needs

Actions:

All teaching staff completed training in RWI and Numicon – evidence in lessons

EYFS environment has improved

Quality first teaching is improving

For all disadvantaged pupils to make or exceed national expected progress

Effective use of assessment and feedback to target pupil needs

TA support across all year groups

Speech and language support through internal programmes (Wellcomm and RWI) and external support (SALT)

Actions:

All of the above have been completed. Interventions supported pupil needs.

Three intervention TAs and a SEN TA had full timetables of support sessions

Wellcomm took place across the school, along with targeted SALT sessions

Training of staff to deliver effective quality interventions and costs

Staff are trained to deliver RWI and Spelling programmes

Parental engagement with Reading at home

Raise aspirations of pupils through broadening their experiences

Establish in-school Forest Schools and train two TAs to run this, enabling a wide range of pupils to access this experience

Educational visits, visitors and experiences for all pupils, including residentials, swimming and music lessons (whole class and electives)

Pupils to travel to sports events and other activities using the school minibuses

All pupils to have access to free sports and school clubs

Wider Strategies:

Forest Schools is now established, with a clearly defined space, two TAs trained and lessons taking place for Nursery, Reception and Panthers

Educational visits and visitors took place throughout the year -

Y2 and Y6 Residential; Y2 National Arboretum; Y6 Harry Potter, Warner Studios; WW2 Man Y4, Stone Age Man Y3, Panto Y1-Y6 and Panthers, Jubilee Day celebrations

Swimming lessons Y2 and Y6

Whole class music lessons Y3 and Y4, plus electives for 5 and Y6

Clubs and competitions – 29 clubs took place. All were funded and supported by school. PP children joined these clubs – 66 Aut 2, 51 Spr1, 71 Spr2/Sum2. These were led by teachers, TAs, Sport Instructor and the Pastoral manager. These are either by invitation or attendance at the pupil's choice.

Pupils are invited to attend and sports completions and inter-house events (56% of pupils attended across the school).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider