

## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery 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

Detail	Data
School name	Little Paxton Primary School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	21.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2021
Date on which it has been reviewed	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Nickie Moore
Pupil premium lead	Rebecca Webb
Governor / Trustee lead	Andrew Kinglake

### Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£65,412
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£74,547</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our vision, at Little Paxton Primary School, is to provide an environment where children can reach their individual potential. Our aim is to use pupil premium funding to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. Our pupil premium strategy focuses on supporting disadvantaged children to meet that aim and on improving their outcomes so that they are inline with the outcomes of non-disadvantaged pupils.

We will consider the challenges and the individual needs of children, ensuring that our approach and actions are based on diagnostic assessment.

Children are the heart of everything we do and we insist on high quality teaching as this is proven to have the greatest impact on closing the disadvantage gap. We will identify the areas where children require additional support and take appropriate actions to address these needs, providing opportunities for children to catch up and keep up. We also aim to address wider issues that these children face and seek to remove other barriers for these children.

Our approaches work together to help children to achieve their full potential. To ensure they are effective we will:

- Ensure disadvantaged children are supported and challenged by adapting the work they are set as required.
- Act quickly to identify needs and take appropriate action.
- Adopt a whole school approach where all staff take responsibility for disadvantaged childrens' outcomes and have consistently high expectations of what can be achieved.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry into school show low attainment, particularly with communication and language skills. Poor oracy and vocabulary impact on academic capacity, progress capability, communication skills and the characteristics of effective learning.
2	A disproportionate amount of our disadvantaged children also have significant barriers to learning – they have more hurdles to overcome than most other children and the support they receive needs to reflect this.
3	Reading is a focus across the school with disadvantaged children performing less well in phonics than their peers and resulting in lower reading abilities.
4	Relationships, social skills, mental health and well-being issues have become more apparent after the Covid closures. Children require support in building positive relationships and developing social skills.

## 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
Improve the oral language skills and vocabulary among disadvantaged children to ensure that they achieve accelerated progress.	Children achieving an age-related expectation - <ul style="list-style-type: none"> <li>• in communication &amp; language at the end of Early Years.</li> <li>• end of KS1 and KS2 SATS</li> <li>• in the NFER standardised test scores and reading age of children in Years 3-5</li> </ul>
Improved progress for disadvantaged children with identified barriers to learning	<ul style="list-style-type: none"> <li>• Children making appropriate progress despite barriers to learning</li> <li>• High quality teaching throughout the school to ensure appropriate scaffolding is used to support these children.</li> </ul>
Improved engagement with reading and increased attainment (particularly in phonics) for disadvantaged children.	<ul style="list-style-type: none"> <li>• Children meeting the required level in Year 1 phonics screening.</li> <li>• Observations demonstrate reading to be enjoyed by children – activities to promote</li> </ul>

	reading are explicit and frequent (engaging disadvantaged children)
Ensure support for children with SEMH needs with regular pastoral support focusing on their mental health and wellbeing	<ul style="list-style-type: none"> <li>• Children to have the ability to form healthy, happy relationships through improved social skills.</li> <li>• Children in need receive immediate support when required.</li> <li>• Monitoring shows a reduction of behavioural incidents of disadvantaged children.</li> <li>• Pupil surveys indicate they are happy with the support for their mental health.</li> </ul>

## Activity in this academic year (2022-2023)

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: £44,728

Activity	Evidence that supports this approach	Challenge addressed
CPD High Quality teaching	<ul style="list-style-type: none"><li>HLTA's &amp; LSA3's attend staff meetings and INSET training days</li><li>Focus in weekly staff meetings, INSET days and staff briefing.</li></ul>	1,2,3,4
Extension of the inclusion role	From January 2023 new appointment of full time Inclusion and Behaviour Mentor as well as a part time (60%) Inclusion and Family Support Mentor.	2,4
Extension of the SENDCo team	From January 2023 new appointment of SENDCo (80%) to work alongside existing SENDCo (40%)	1,2,4
Further develop leaders at all levels through external CPD.	Access to National College programmes Staff working towards NPQEL, NPQh, NPQLTD (x2), NPWEYL	3,4
Learning Support Assistants	LSAs supporting in class with live marking, scaffolding work, pre/post teaching. Working with small groups to support and extend.	1,3
Maintain teacher pupil ratio across the school by keeping 14 classes.	Smaller class sizes allow for greater focus on specific children, such as our disadvantaged children. Personalised provision is more evident and rapidly moves learners on. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>	1,2,3,4

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

Budgeted cost: £22,364

Activity	Evidence that supports this approach	Challenge addressed
Teacher/Learning Support assistant booster sessions.	Children identified with not making the progress needed and require more time	1, 3
Introduction of Little Wandle, a DfE validated Systematic Synthetic Phonics programme to secure strong, effective phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Introduction of Accelerated Reader	This programme builds strong comprehension skills, improves confidence and inspires a love of reading.	2,3
Use of HLTA's and LSA3's to support learners	Group work targeting specific children Pre and post learning interventions Instant feedback via live marking	1,2,3,4
Training volunteers who read regularly with our children to ensure robust and consistent support.	Adults reading regularly with children. Questioning used to support children's understanding. More confidence in phonics segmenting and blending	3
Provide targeted speech and language to support specific children who are accompanied by an LSA at their sessions.	LSA supports the child throughout the week with S& L activities. <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
School led tutoring sessions	Current plans for <ul style="list-style-type: none"> <li>Phonics boosters – before school</li> <li>Y6 boosters - after school</li> <li>Rapid catch up sessions for Phonics Screening</li> <li>Booster sessions after school targeted at bottom 20% children as age appropriate groups.</li> </ul>	2,3

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

Budgeted cost: £7,454

Activity	Evidence that supports this approach	Challenge addressed
Develop a whole school positive approach to behaviour management through Step on training based on strong and effective relationships. This approach will include whole school CPD	Behavioural approaches have positive overall effects on attainment. When adopting behaviour interventions it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. Ongoing CPD for all staff <a href="https://www.eef.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,4
Outdoor Play and Learning - OPAL	Introduction of OPAL from November 2022 to improve the children's' lunchtime experience. Children will be able to lead their own play with various loose parts.	4

**Total budgeted cost: £ 74,547**

*Little Paxton Primary School*

*Together, we grow deep roots in learning and strong wings to soar.*

## 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.

Detail of challenge 2021 to 2022
<p><b>Low starting points/entry attainment – this appears to be the case this academic year, maybe as a result of COVID19</b></p> <ul style="list-style-type: none"><li>• Ongoing low entry starting point.</li><li>• Quality First Teaching impacts on rates of progress</li><li>• More guided play across EYFS and Y1 – including new outdoor area for Y1.</li></ul>
<p><b>Poor oracy and vocabulary which impact on academic capacity, progress capability, communication skills and the characteristics of effective learning.</b></p> <ul style="list-style-type: none"><li>• Speech and Language Therapy Support, delivered by a highly-qualified therapist</li><li>• Rigorous follow-up intervention and support through in-school SALT</li><li>• LSA fed back to children and give them chance to see where they have made errors before structuring feedback if needed to support.</li><li>• Teacher and LSA are supporting language use in the classroom, correcting, modelling and challenging the language used.</li></ul>
<p><b>Impact of school closure due to Covid 19 and the resultant “missed” educational and social opportunities. Despite being targeted for support and a place in school during lockdown, many of our PP families did not want this and the children did not attend.</b></p> <ul style="list-style-type: none"><li>• PP champion will raised the profile of the PP children across the school by ensuring all teachers are aware who the children are, monitoring interventions for PP children. Ensuring these were relevant to the need of these children.</li><li>• Subject leaders will ensure they consider carefully the PP children when looking at data and planning for their subject Resources specifically target the PP children (time, equipment, books, Catchup sessions)</li><li>• PP children selected to be discuss their learning with the Headteacher which showed a solid understanding of the topic they had been taught.</li><li>• LSA in the classroom have been directed by the teacher to understands what the learning for the day is and the desired outcome for children. LSA will feed back to children and give them chance to see where they have made errors before structuring feedback if needed to support.</li></ul>
<p><b>On going emotional issues</b></p> <ul style="list-style-type: none"><li>• Inclusion worker and LSA’s working to support the children with these issues.</li><li>• Staff working together to meet the needs of these children.</li><li>• Beginning to see the positive impact of the STEP on approach.</li></ul>



## 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
Accelerated Reader	Renaissance

## 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?	<ul style="list-style-type: none"><li>• Supporting service child in class and outside of class with Maths boosters (GD child).</li><li>• Support with emotional needs.</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"><li>• Improved fluency and reasoning skills</li><li>• Introduced to coping strategies</li></ul>