



Pupil Premium Strategy Statement for Little Paxton Primary School

This statement details our school's use of pupil 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	294
Proportion (%) of pupil premium eligible pupils	17.3% (51)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	20 th December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Claire Cannon
Pupil premium leads	Rebekah Owen & Dominic Saxby
Governor / Trustee lead	Claire Cannon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£77,780



Part A: Pupil premium strategy plan

Statement of intent

At Little Paxton, we want all of our children to achieve their full potential as a person, and as a learner. We believe that all children should have the same opportunities in life, but sometimes this is not the case. All members of our staff team, and our governors, accept responsibility for disadvantaged pupils and are committed to meeting their individual pastoral, social and academic needs within the school environment. We are committed to diminishing gaps between vulnerable pupils and their peers, and the pupil premium is an important tool in this process. Pupil premium helps remove barriers to learning so that all of our pupils reach their full potential and enables them to engage fully, both in our curriculum and school life. The ultimate objective for our disadvantaged pupils is for them to achieve age-related expectation in reading, writing and maths in line with their peers.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children are: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all members of staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles that we lead/teach by...

- Quality first teaching and effective assessment meets the needs of all pupils, complemented by targeted academic support for pupils who are not making the expected progress.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- We will address non-academic barriers to learning such as attendance, behaviour, well-being and cultural capital, ensuring that disadvantaged pupils have access to a broad range of activities.
- 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 children's outcomes and have consistently high expectations of what can be achieved.

Central to our strategy is quality first teaching, we believe this is the best approach to support all children but particularly those children who are disadvantaged. Evidence demonstrates that this has the greatest impact on closing the disadvantage attainment gap and will benefit all of the children in our school. We actively encourage the take-up of free school meals by working



proactively with parents and carers in a sensitive and supportive manner, and seek to remove any potential barriers, or perceived stigma attached, to claiming free school meals.

In addition, our disadvantaged children often suffer from mental health issues. This is either themselves or they are being impacted by the mental health of another member of their family which impacts their achievement in school. In order to be able to learn and achieve many of our children need support to be able to understand, and overcome, mental health challenges.

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. Assessments, observations, and discussions with children suggest disadvantaged pupils generally have greater difficulties across the curriculum, especially with reading and writing. Many children are not meeting the expected standard in phonics which impacts their ability as readers and therefore how they can access the wider curriculum.
2	Attendance and punctuality of pupil premium children (overall absence rate is 4.7%, whereas PP absence rate is 7.4%).
3	Learning behaviours that are displayed can be ineffective. Many of our pupil premium children lack resilience, determination and readiness to learn across the curriculum. This is a challenge because it reduces self-motivation and the confidence of these children to make progress from their starting points.
4	The mental health of our pupil premium/disadvantaged children is an area of concern with many children needing support, especially to be able to regulate their emotions.

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
Continue to close the gap between the disadvantaged children and the rest of the children in the school in terms of attainment and progress,	<ul style="list-style-type: none"> For our pupils who are eligible for pupil premium to make more than expected progress to reduce the gap between them and their peers.



	<ul style="list-style-type: none">• Teachers have identified children who need to make accelerated progress and the majority of these children achieve this through effective interventions and pupil progress meetings.• In every year group, interventions are implemented and evaluated for impact on progress and attainment, such that pupil premium pupils make accelerated progress from their relative starting points.• Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision so that most disadvantaged children make at least expected progress.• Implementation of Little Wandle ensures our pupil premium children catch up, and keep up, with their reading.• All lessons are adapted to take into account the needs of learners and this is evident through planning, lesson snapshots and book scrutinies.
<p>Supporting children who have difficulties with their mental health to be able to access their learning and make progress from their starting points.</p>	<ul style="list-style-type: none">• Children make good progress and there are less instances of disruptive behaviour (and fixed-term exclusions) recorded.• Our approach to therapeutic behaviour management is successfully maintained 4 the curriculum and be ready to learn• Staff receive appropriate professional development for them to support children.• Our 'Treehouse' provision continues to be used a nurturing space for children who need some time in an alternative environment during the school day.• Plans are made to support children who struggle with their mental health and all staff are aware of these children.
<p>Supporting children who have difficulties with behaviour to be able to access their learning and make progress from their starting points.</p>	<ul style="list-style-type: none">• Children make good progress and there are less instances of disruptive behaviour (and fixed-term exclusions) recorded.• Our approach to therapeutic behaviour management is successfully maintained 4 the curriculum and be ready to learn• Staff receive appropriate professional development for them to support children.• Our 'Treehouse' provision continues to be used a nurturing space for children who need some



	<p>time in an alternative environment during the school day.</p> <ul style="list-style-type: none"> Reasonable adjustments are made to our behaviour plan for those children who need support and all staff are aware of these children.
<p>To improve the attendance of our pupil premium children so that they are in line with national expectations, addressing any persistent absences.</p>	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for pupil premium compared to the rest of the school. Family/pastoral support to work with families to encourage attendance. Attendance officer to work with families to track attendance and support persistent absentees.

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: £7389

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>School Structure</u></p> <ul style="list-style-type: none"> 12 classes in place for 24/25 	<p>Managing the ratio between pupils and teaching team (teachers and learning support assistants) can involve reducing class size, as this approach suggests that a smaller number of children per teacher can enhance the range of instructional strategies available to educators and increase the individual attention each child receives.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers (EEF 'Reducing Class Size'). 9 classes have small numbers in them and the 3 classes that have bigger numbers have more additional adults to ensure smaller groups can be created to enable strong outcomes for all children.</p>	1, 4



<p><u>CPD</u></p> <ul style="list-style-type: none"> • Releasing staff to meet advisors (in order to maintain, and continue to improve Quality First Teaching). • Staff attending external briefings (for their subject) and courses. • Consultancy and training for Little Wandle and Guided Reading • Weekly CPD sessions for teaching staff, LSAs and ISAs 	<p>The EPI's 2020 research reveals that well-executed Continuing Professional Development (CPD) for teachers significantly influences children's learning outcomes. The evidence indicates that quality CPD has a more pronounced impact on pupil attainment compared to other interventions that schools might contemplate.</p> <p>Investing in teacher CPD is proven to be a cost-effective strategy for enhancing pupil outcomes. Despite the existence of interventions, like one-to-one tutoring with a higher impact on pupil attainment (0.28), these programs are generally more costly.</p>	<p>1, 3, 4</p>
<p><u>Release time</u></p> <ul style="list-style-type: none"> • Phase Leaders • PP Lead • Subject Leaders 	<p>NFER's research has pinpointed seven common building blocks present in schools that demonstrate greater success in improving the academic achievement of disadvantaged pupils.</p> <p>One of the building blocks is clear responsive leadership. At Little Paxton release time enables us to "hold staff accountable for raising attainment, rather than accepting low aspirations and variable performance". Leaders need to be in the classroom regularly so they are aware of the provision, and progress, being made for/by our disadvantaged children.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £44, 646

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Each year group will run interventions for the children who need to make accelerated progress in the core curriculum.</p>	<p>NFER's research has pinpointed seven common building blocks present in schools that demonstrate greater success in improving the academic achievement of disadvantaged pupils.</p> <p>One of the building blocks is meeting individual learning needs and another is using data to improve outcomes.</p>	<p>1</p>



	<p>As part of Pupil Progress meetings children who are underperforming are identified and interventions put in place. This might be individual or small groups (for children who have similar needs). Staff use data drops to address underperformance and put in place interventions which are tracked and monitored by the phase leader, subject leader, PP leads and wider leadership teams. We have pupil progress meetings every half term and interventions run for 6 week blocks and then we can identify which children need to continue them/join them through our assessment.</p>	
<p>Keep up and Rapid catch up interventions run across the school to ensure children are meeting the expected standard in phonics</p>	<p>Little Wandle have created a programme for 'Keep Up' and 'Rapid Catch Up' which is rooted in research. These small groups are created through 6 weekly analysis of the heatmap. Children are then allocated small groups to address their specific learning needs.</p> <p>Research completed by the EEF into interventions states that in KS1 the interventions are likely to include phonics and reading comprehension.</p>	1, 3
<p>Continue to support with funding of resources for 'Little Wandle' phonics scheme.</p>	<p>To close the gap for PP children in reading. Rapid catch up sessions. Rapid Catch-up (littlewandlelettersandsounds.org.uk)</p> <p>Catch-up intervention groups for phonics-particularly targeting KS2 PP children.</p> <p>Weekly release time for our Reading Lead</p>	1, 3
<p>Quality assured assessments to close the academic gap between disadvantaged students and the rest of pupils, with interventions and resources linked to pupils needs.</p>	<p>Invest in NTS assessment package for clear monitoring of pupil progress from year 1 upwards. Year 2 and Year 6 to continue to use past SAT papers to get a clear indication of the progress and needs of all children.</p> <p>Produce detailed reports of PP pupils progress and the children's assessments are discussed as part of the pupil progress meetings. http://www.hodder.co.uk</p>	1, 3
<p>Resources purchased to aid targeted interventions to remove specific barriers to learning and close the academic gap between disadvantaged students and the rest of pupils.</p>	<p>Pre-teaching sessions that enable children to have a 'practise' run at the skills required for a lesson, allowing them to build on this knowledge during the lesson. Have a greater understanding during session.</p> <p>Resources for each class in order to impact identified barriers to learning for individual children (as identified by class teachers, SENDCO and support staff).</p>	1, 3



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

Budgeted cost: £25, 745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Employment of Inclusion & Family Support Mentor and Attendance Officer</u></p> <ul style="list-style-type: none"> • Pastoral and wellbeing support for children and their families (<i>this will increase engagement of stakeholders and encourage attendance and support mental health issues</i>). • To continue to employ our Inclusion and Family Support Mentor (<i>this allows us to support children who are struggling to access learning in the classroom due to their mental health or ineffective learning behaviours. Employing this person enables us to open the treehouse</i>). • Increase the awareness and impact of the Attendance Office role. 	<p>NFER's research has pinpointed seven common building blocks present in schools that demonstrate greater success in improving the academic achievement of disadvantaged pupils.</p> <p>One of the building blocks is addressing behaviour and attendance. Evidence suggests that strong behaviour management, and the ability to make reasonable adjustments to the behaviour system for those that need it, will support the achievement and progress of disadvantaged children. In addition, schools need to provide strong emotional and social support (including through working with families). NFER's research also states that schools need to respond quickly to poor attendance.</p> <p>Our Inclusion and Family Support Mentor and our Attendance Officer play a crucial role in supporting behaviour and attendance. Monitoring the children whose attendance is poor, and addressing this with the families is a crucial role. Our Attendance Officer works closely with families. Dealing with difficult behaviour and providing emotional/social support for children who find the classroom difficult, is a key part of our Inclusion Worker's role. Both these people support our teaching team in ensuring attendance and behaviour of our disadvantaged children is good and is dealt with swiftly if there is a concern.</p>	<p>2, 4 (but will impact 1 and 3)</p>



Play Project (OPAL)	Improve pupil's mental health, concentration, social and emotional development. Expertly delivered outdoor play is critical in improving social, emotional and behavioural needs. Improves children's engagement in the rest of the school day. Outdoorplayandlearning.org.uk	2, 4 (but will impact 1 and 3)
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Total budgeted cost: £77, 780



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our school leadership team, PP Lead and Governors have analysed the academic performance of disadvantaged pupils at our school from the 2023/24 academic year. In order to do this we have used the end of Key Stage Outcomes in Year 2 and Year 6. Local Authority Writing Moderation, Phonics Check Results, Little Wandle Phonics Analysis, EYFSP, NFER test results (for non SAT years) and our own internal assessments. This data has been presented to the Curriculum and Standards Committee in September 2024.

Year Six Outcomes (13 children)

Reading (36% ARE+); Writing (36% ARE+); Maths (73% ARE+).

Year Five Outcomes (16 children)

Reading (50% ARE+); Writing (19%); (44% ARE+).

Year Four Outcomes (6 children)

Reading (66% ARE+); Writing (33%); Maths (67% ARE+).

Year Three Outcomes (8 children)

Reading (63% ARE+); Writing (0%); Maths (25% ARE+).

Year Two Outcomes (6 children)

Reading (50% ARE+); Writing (33%); Maths (67% ARE+).

Year One Outcomes (3 children)

Reading (33% ARE+); Writing (0%); Maths (0% ARE+).

EYFS Outcomes (6 children)

17% achieved a Good Level of Development at the end of EYFS

The Leadership Team have identified that there is a need to ensure we are holding staff to account for the progress of their disadvantaged children. Staff need to be given clarity on what our expectations are and how to support the children in making accelerated progress. In order to achieve this we have moved to half termly data drops and pupil progress meetings so that we are able to discuss all of the children and ensure timely interventions are in place. In addition, we have timetabled in intervention time for all year groups to ensure that this happens along with rigorous tracking systems.

We will review our performance management system, pupil progress meetings and data analysis systems so that underperformance is identified quickly and then interventions are put in place. Interventions will be timetabled and tracked so that we can see the impact on the pupil premium spend and reallocate funding/support if necessary.



Challenges – Review of 23/24

- 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.**

SALT working with the school to support the children across the school who struggle with their communication skills, especially speech. Designated LSA attended sessions and supported the children with their targets throughout the week. Brought in new phonics scheme, Little Wandle, which will support early oracy and vocabulary as well as early reading.

- 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.**

Employed Including and Well-being mentor and a Family Support Mentor in January 2023 to support these children and their families. This had a positive impact to enable children to get the support they needed outside of the classroom so that Quality First Teaching wasn't disrupted. We have extended the provision to include a 'Nurture Classroom' where children who are dysregulated can go and work so the flow of lessons is not disrupted.

- 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.**

Little Wandle implemented across the school. Keep Up and Rapid Catch Up interventions were put in place for EYFS, Year 1, Year 2 and Year 3. This will be extended to the whole school in 23/24. Member of staff employed to deliver these sessions. All children who have not passed the PSC in Year 2 have been assessed and Keep Up/Catch up interventions are in place already for EYFS to Year 4. Year 5 and 6 will be assessed in January.

- 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.**

Treehouse provision, which was opened in January 2023, provides for children who struggle in the classroom. It's a safe space for them to access their learning or have a break if they need it. It is run by a skilled LSA who is there to support their learning but also support regulation and well-being.



- 5. Data drops and pupil progress meetings happened too late and therefore interventions were not taking place in a timely way. This prevented children from making accelerated progress, especially in reading.**

Pupil Progress meetings and Data Drops are now taking place each half term. All children are discussed, with a focus on the pupil premium children, and every child has an end of year target to move from PREKS to WTS/WTS to ARE/ARE to GDS this is then reviewed the following half term. We have also brought NTS papers which give a clearer picture of children's progress as they are in line with the schemes of work we use.

- 6. Interventions for phonics in Year 1 did not start early enough and therefore children did not have time to make accelerated progress.**

Children were not targeted early enough in Year 1 for their phonics interventions. Many children made accelerated progress when they were in the interventions but they happened too late for some children. Phonics interventions have already begun from EYFS to Year 4 and this will ensure that the children have the best possible chance of acquiring early reading skills. We have also, in light of the OFSTED Research 'Strong Foundations in the First Years of School', adapted our timetable in EYFS and Year 1 and 2 to put an emphasis on ensuring all children learn to read before the end of Key Stage One.