

Plaxtol Primary School Pupil Premium Strategy

Statement - 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Plaxtol Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	8%
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	31/12/23
Date on which it will be reviewed	1 st December 2024
Statement authorised by	Mrs C Rowley
Pupil premium lead	Mrs C Rowley
Governor lead	Mrs Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£19,460

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Plaxtol Primary School our Minerva vision is integral to our approach:

M – we use a Growth **Mindset** attitude to learning, where resilience is key.

I – we promote **independence** in both the children's learning and their approach to later life.

N – we pride ourselves on how we **nurture** the potential of every child.

E – we recognise the importance of the **environment** both on a local, national and global level.

R – we will **respect** all pupils and adults in our school and the wider community.

V – our **village** is fundamental in developing a sense of community.

A – all children, parents and staff are **aspirational** in their outlook.

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all subject areas.

The objective of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and also those children with a social worker who we deem as vulnerable to underachievement.

The focus of our approach is giving all children's access to Quality First Teaching. This is the key factor in narrowing the disadvantage attainment gap and will also benefit all children. The outcomes of our non-disadvantaged pupils' attainment should also improve alongside the disadvantaged pupils.

Our key principles are based on knowing our children really well, early intervention and providing focussed support where needed. All stakeholders take collective responsibility for disadvantaged pupils' outcomes and constantly challenge them to raise their expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our analysis shows that we need to improve attendance for all pupils, and our observations indicate that some of our disadvantaged children have lower attendance.

2	Our observations and discussions with pupils and families have identified social and emotional issues for a few pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Our internal assessments indicate that some disadvantaged children attain less well in writing than their peers from Year 1 to Year 6.
4	Our internal assessments indicate that some disadvantaged children attain less well in reading than their peers in KS2.
5	Our internal assessments indicate that some disadvantaged children attain less well in maths than their peers from Year 1 to Year 6.

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
1. To achieve and sustain improved attendance for all pupils, and especially for those who are disadvantaged.	Attendance has improved compared to last academic year, especially for those who are disadvantaged.
2. To identify improved well-being for all pupils in our school and especially for those who are disadvantaged.	Increased level of well-being as evidenced by data from pupil feedback, parent surveys and teacher observations.
3. Improved writing attainment for disadvantaged pupils in all year groups.	All year groups writing outcomes show that at least 80% of the disadvantaged pupils met the expected standard.
4. Improve reading attainment in disadvantaged pupils in KS2.	All year groups writing outcomes show that at least 80% of the disadvantaged pupils met the expected standard.
5. Improved Maths attainment in disadvantaged pupils in all year groups.	All year groups writing outcomes show that at least 80% of the disadvantaged pupils met the expected standard.

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: £6165

Activity	Evidence that supports this approach	C/N	
'Little Wandle' phonics annual subscription	Improving children's reading fluency in KS1 through the use of systematic phonics. https://educationendowmentfoundation.org.uk/news/supporting-children-to-decode	4	
White Rose Maths	Maths planning from White Rose supports QFT https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	5	
Target tracker	The use of accurate assessment to improve teaching and learning. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	3/4/5	
Edu shed Spelling/Maths KS2	Increased support for parents at home to consolidate previous Maths/Spelling learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3/5	
Kent CPD	Strong and up to date leadership of English and Maths supports QFT across the school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3/4/5	
First news/reading comprehension support texts	Access to a variety of reading material https://educationendowmentfoundation.org.uk/news/eef-blog-reading-fluency-practice-in-the-primary-classroom	4	

SENCO support	Induction, training and increased effectiveness of the SENCO to improve outcomes for all pupils especially PP. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2/3/4/5	

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

Budgeted cost: £ 5087

Activity	Evidence that supports this approach	C/N	
Communicate in print	Scaffolding in learning to support the most vulnerable pupils. https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet	3/4/5	
Touch-type Read and Spell	Learning to type benefits those with poor fine motor control and increases confidence in writing. https://www.nessy.com/en-gb/about-us/blog/benefits-of-learning-to-touch-type	3/4	
Beanstalk reader has weekly sessions with children in Year 6.	Regular reading opportunities to develop fluency and comprehension also support progress in writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3/4	
Specialist teacher support weekly 1-1 sessions with key children on the SEN register in KS1 /2.	Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils on a one-to-one basis. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3/4/5	

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

Budgeted cost: £ 8220

Activity	Evidence that supports this approach	C/N	
Daily sensory circuits	Children with SEN and those with possible SEN attend daily sensory circuit sessions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2	
Small group support sessions with HLTA	Small group sessions to support wellbeing. https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing	1/2	
Before school club £2000 Recovery premium	Disadvantaged have free access to before school club. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1/2	
Funding to support PP access to school residential trips in Year 5/6 and school trips across the school	There is evidence to show that increased access to trips improves relationships and improved achievement and progress. https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf	1/2	
School dinners funding for vulnerable children on low incomes	Evidence supports that children benefit from access to a hot lunch every day. https://foodfoundation.org.uk/sites/default/files/2022-11/FSM%20Evidence%20Pack_0.pdf	1/ 2	
Swimming lesson funding for PP and vulnerable pupils	Improved access to sports activities to improve well-being. https://www.britishswimming.org/news/general-swimming-news/major-new-study-health-benefits-swimming-released/	2	
Fegan's counselling SPPS payment	There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life.	2	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning		
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Total budgeted cost: £ 19,460

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 2022-23 academic year.

Last year, the gaps in attainment lessened within Reading at 66% meeting the expected standard but Maths and Writing still had a significant attainment gap with under achievement by PP pupils. It should be remembered that we have very few PP children and this affects the data.

Attendance across the school was a concern and especially with some vulnerable pupils. Improving this, is a focus for the school in 2023-24.

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Disadvantaged pupils to read 1-1 with an adult at least 3 times a week in Class 2 and 3.
- Training of a Mental Health Lead to support pupil well-being.
- Disadvantaged pupils are a focus in PPI discussions 4 times a year.
- Raised awareness of PP pupils with all staff.
- Disadvantaged pupils are a focus for being included in during school enrichment activities.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we held discussions with staff to discuss what activities had proved most beneficial to children in past years. We used evidence from data and book scrutiny as well as conversations with parents to further develop our plans.

We will review the pupil strategy regularly, this will include; SLT meetings with the PP governor, pupil progress meetings with staff and listening to pupil feedback and conversations with parents.