

Plaxtol Primary School Pupil Premium Strategy

Statement – 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	99
Proportion (%) of pupil premium eligible pupils	10%
Academic year that our current pupil premium strategy plan covers	2022/23
Date this statement was published	31/12/22
Date on which it will be reviewed	Every seasonal term
Statement authorised by	Mrs C Rowley
Pupil premium lead	Mrs C Rowley/Mrs E Benwell
Governor lead	Mrs Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15, 812
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 17,812

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 observations indicate that some of our disadvantaged children approach learning tasks with a lack of resilience.

2	Our internal assessments indicate that some disadvantaged children attain less well in writing than their peers from Year 1 to Year 6.
3	Our internal assessments indicate that some disadvantaged children attain less well in reading than their peers in KS2.
4	Our internal assessments indicate that some disadvantaged children attain less well in maths than their peers in KS2.

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
Improved resilience in their approach to learning for all pupils and especially those who are disadvantaged.	Children are able to tell stakeholders how they have changed their learning behaviours over the course of the year.
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.
Improved reading attainment among disadvantaged pupils throughout KS2.	Data outcomes show that at least 80% of the disadvantaged pupils met the expected standard in reading in year 3-6.
Improved Maths attainment among disadvantaged pupils throughout KS2.	Data outcomes show that at least 80% of the disadvantaged pupils met the expected standard in Maths in years 3-6.

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: £ 2036

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	3	

Music funding for Kapow to enhance music provision for class teachers.	Music scheme links to QFT in music and teacher upskilling. https://www.ism.org/images/images/State-of-the-Nation-Music-Education-WEB.pdf	1	
White Rose Maths	Maths planning from White Rose supports QFT https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Improving Mathematics in Key Stages 2 and 3	4	
Doodle Maths online for home learning.	Increased support for parents at home to consolidate previous Maths learning. Improving Mathematics in Key Stages 2 and 3 https://www.doodlelearning.com/post/how-doodle-can-be-used-as-a-home-learning-solution	4	
Doodle Spell KS2	Increased support for parents at home to consolidate spelling learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2	
Kent CPD	Strong and up to date leadership of English and Maths supports QFT across the school. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2,3,4	
First news/reading comprehension support texts	https://educationendowmentfoundation.org.uk/news/eef-blog-reading-fluency-practice-in-the-primary-classroom	3	

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

Budgeted cost: £ 10,650

Activity	Evidence that supports this approach	C/N	
Beanstalk reader has weekly sessions	Regular reading opportunities to develop fluency and comprehension also support progress in writing.	2/3	.

with children in Year 5/6.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2		
Small group tuition takes place weekly with children in KS1/2	Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2/3/4	
Specialist teacher support weekly 1-1 sessions with 5 children on the SEN register in KS2.	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	2/3/4	

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

Budgeted cost: £4930

Activity	Evidence that supports this approach	C/N	
Music specialist support	There is strong evidence to show that increased access to high quality music provision improves both the wellbeing and resilience of all pupils. https://www.musicmark.org.uk/resources/10-things-schools-should-know-about-learning-music	1	
Funding to support PP access to school residential trips in Year 5/6.	There is evidence to show that increased access to trips improves relationships and improved achievement and progress. https://www.yesfutures.org/post/2018/04/10/the-importance-of-residential-trips	1	
Salus Youth Participation workshops to improve wellbeing and resilience for children in KS2.	There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1	.

Resilience support from HLTA	Effective social and emotional learning in children leads to increased learning gains https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1	
Fegan's counselling	There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1	

Total budgeted cost: £ 17,616

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 2021-2022 academic year.

Last year, the gaps in attainment lessened within Maths and Reading however writing still had a significant attainment gap with under achievement by PP pupils.

Attendance improved for a key PP pupil, however there is still a focus needed to improve the resilience of disadvantaged pupils which will be supported by increased encouragement for them to attend extra-curricular clubs.

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.
- Disadvantaged pupils will be encouraged to take part in enrichment activities to boost wellbeing and encourage high aspirations.
- Disadvantaged pupils encouraged to join sport's clubs and a PE tracker is used to monitor this.

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 feedback from pupil conferencing and conversations with parents.