

## Pupil premium and recovery premium strategy statement (primary): 2022-2023

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 effect that last year's spending of pupil premium had within our school.

| School Overview                             |               | Funding Overview                                    |         |
|---|---------------|---|---------|
| Detail                                      | Data          | Detail  | Amount  |
| Number of pupils in school                  | 318           | Pupil premium funding allocation this academic year | £31,069 |
| Proportion of pupil premium eligible pupils | 6%            | Funding carried forward from previous years         | £0      |
| Date this statement was published           | Sept 2022     | <b>Total budget for this academic year</b>          | £31,069 |
| Date on which it will be reviewed           | Sept 2023     |   |         |
| Statement authorised by                     | Anna Greetham |   |         |
| Pupil premium lead                          | Helen Cottle  |   |         |
| Governor / Trustee lead                     | Ellie Newland |   |         |

### Statement of intent Barriers to future attainment

Our school actively promotes the ethos of **enjoyment**, **achievement** and **respect** in all that we do. We believe in the development of the whole child and strive to provide a curriculum that is full of high-quality learning opportunities. We want all children to make excellent progress, feel safe, be happy and create life-long memories. We understand the importance of early intervention and strive to instill resilience, independence and self-belief, creating successful future members of our society.

## Barriers to future attainment & our desired outcomes

| In-school barriers |   | Success criteria   |
|--------------------|---|--|
| 1                  | A high proportion of PPG children have multiple vulnerabilities, including SEND.  | Develop close working partnerships with families, school staff and external professionals, to ensure barriers are removed and children are able to achieve their potential through quality first teaching.                                   |
| 2                  | Oral language skills in Reception are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. | Children will develop a keen interest in reading that will have a positive impact on their writing.<br><br>Children will make expected progress in reading and writing.  |
| External barriers  |   |  |
| 3                  | Attendance rates for pupils who are eligible for PPG is lower than for other pupils, including some who are persistent absentees.                               | Attendance for PPG children is in line with national expectations and persistent absenteeism is reduced.   |
| 4                  | Parenting skills for some families require comprehensive support and guidance.  | 100% of PPG children will be offered extra-curricular activities across a broad range of opportunities. Activities that require a financial contribution will be subsidised on a case-by-case basis.   |
| 5                  | Parental academic aspirations for some PPG children are low.  | Staff team, including family support worker, work closely with families and offer parenting support, such as parenting courses.<br><br>An inclusive and open approach supports all families to feel comfortable in an education environment. |
| 6                  | Some families are affected by a lack of cultural capital.   | Our broad and balanced curriculum will seek to provide a range of activities that promote and support cultural capital.  |

## Planned expenditure

| i. Quality of teaching for all   |  |   |   |   |   |
|--|--|---|---|---|---|
| Desired outcome  | Chosen action/approach   | Evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead                                    | When will you review implementation?  |
| <p>Pupil premium children develop a keen interest in reading that will have a positive impact on their writing</p> <p>Pupil premium children make expected progress in reading and writing</p> | <p><b>Targeted intervention</b> to support needs e.g., target readers, 1:1 comprehension</p> <p><b>Quality first teaching.</b> Phonics and spelling are part of the whole school focus</p> <p><b>4x weekly guided reading/shared reading</b> for all year groups by the end of the academic year</p> <p><b>Enhanced reading opportunities</b> e.g., author visits, story time sessions, theatre groups, drama workshops &amp; online access to reading scheme books</p> <p>During termly <b>pupil progress meetings and 'Plan, assess, do, review meetings'</b> (with INCo), discussions about PPG children and their progress</p> <p><b>Data analysis</b> and tracking of individual children</p> | <p>In order to improve number of children achieving the expected standard in writing at the end of KS1, children need to have had access to a wide range of reading opportunities</p> <p>Developing a love of reading will have a positive impact on enjoyment and achievement in all subject areas</p> | <p>Data analysis and tracking of individual children</p> <p>Termly data collection</p> <p>Termly pupil progress meetings</p> <p>Book looks</p> <p>Pupil voice</p> <p>Learning walks</p> <p>CPD – staff training</p> | <p>SLT, English subject leader, all staff</p> | <p>Termly, data submission</p> <p>Pupil Progress meetings (at least termly)</p> <p>INCo meeting (at least termly)</p> |

## ii. Targeted support

| Desired outcome  | Chosen action/approach  | Evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation?  |
|--|---|--|---|---|---|
| <p>Develop close working partnerships with families, school staff and external professionals, to ensure barriers are removed and children are able to achieve through quality first teaching</p> | <p>Termly pupil progress meetings</p> <p>Case studies set up to effectively support the children and monitor them throughout their school journey</p> <p>Good relationships built with families. This includes family support worker who works closely with families to better understand the needs of individuals.</p> <p>Relevant and appropriate information communicated to class teachers and SLT.</p> <p>Learning Support Assistant to work closely with class teachers and INCo and support children across the school</p> <p>Funding allocated to families on a case by case basis, e.g., music tuition, colouring books, art therapy, support for trips (including residential).</p> <p>Appropriate nurture support offered and adapted for the needs of individuals, e.g., daily nurture groups, extracurricular opportunities like tennis club.</p> <p>Transition support worker to support children and families in their move to next school through Royston Area School Partnership (RASP).</p> <p>All pupil premium families given monetary vouchers at the start of an academic year to be spent in school as it best suits them (uniform, trips, clubs).</p> <p>High expectations and aspirations offered to all children, visitors to school e.g., scientists, athletes and musicians.</p> <p>Signposting families to support such as parenting courses, or support outside of term time.</p> | <p>Effective partnership between home and school gives the child the best opportunities to thrive and succeed in school and in life</p> <p>A high proportion of PPG children have multiple vulnerabilities, including SEND</p> | <p>Regular communication with families</p> <p>Termly pupil progress meetings</p> <p>Data analysis and tracking of individual children</p> <p>Parent, staff &amp; pupil voice</p> <p>Family support worker</p> <p>Designated teaching assistant for pastoral support</p> <p>Learning walks</p> | <p>Class teachers, SLT, family support worker, INCo</p> | <p>Termly, data submission</p> <p>Pupil Progress meetings (at least termly)</p> <p>INCo meeting (at least termly)</p> |

| iii. Other approaches   |   |   |   |   |   |
|---|---|---|---|---|---|
| Desired outcome   | Chosen action/approach  | Evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation?  |
| Attendance for PPG children is in line with national expectations and persistent absenteeism is reduced | <p>Attendance discussed at termly pupil progress meetings.</p> <p>Regular monitoring of attendance, including punctuality, by class teachers, Head Teacher and School Business Manager.</p> <p>Regular correspondence with families to support them with improving attendance, including personal letters.</p> <p>Family support worker liaises with families to help them remove any barriers to good attendance and punctuality, including to support with routines.</p> <p>Opportunities for wraparound care such as Breakfast Club/Stay and Play.</p> <p>Attendance records shared with families at parent consultations.</p> <p>Personalised strategies to support children with low attendance e.g., sticker chart, Breakfast Club.</p> | <p>Attendance rates for pupils who are eligible for PPG is lower than for other pupils, including some who are persistent absentees</p> <p>Regular monitoring will allow us to identify children quickly and begin to work with parents by opening up communication between school and home</p> <p>Working closely with our attendance officer will ensure that we are following up all possible avenues to develop and support the good or better attendance of all children</p> | <p>Half termly attendance monitoring</p> <p>Regular tracking and communication with families with significantly low attendance</p> <p>Termly pupil progress meetings</p> <p>Registers for breakfast and afterschool clubs</p> | Head Teacher, SLT, class teacher, family support worker | <p>Half termly attendance reviews</p> <p>Termly Pupil Progress meetings</p> |