

Pupil premium strategy statement – [Awwsworth Primary and Nursery

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Ben Painter, Headteacher
Pupil premium lead	Ben Painter, Headteacher
Governor / Trustee lead	Hannah Adkin-Walker, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,405
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£77'405

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	<p>Assessments (Wellcomm), observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Our observations, assessments (PP calculator) and discussions with pupils and staff show social and emotional issues for many of our disadvantaged children. Disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>This gap remains steady to the end of KS2. Only 50% of disadvantaged pupils made expected compared with 70% non disadvantaged.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 7 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (10 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 93.1-93.9, 1.6-2% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Disadvantaged pupils engage in a wide range of experiences and opportunities beyond the classroom.	<p>Increase % of disadvantaged pupils attend Year 2, 3/4 and 5/6 residential.</p> <p>Children engage and participate in enrichment activities (Art, Music and Sports)</p> <p>% of pupils competing in sporting events increased.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£53'000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. NTS Termly assessments in English and Mathematics.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Use of Wellcomm to target and assess pupils language and target interventions for support.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>OU The Reading Schools Programme: Building a Culture of Reading. One year, Whole school initiative led through Open University and Teresa Cremin to improve reading for pleasure.</p>	<p>EEF Reading comprehension strategies</p> <p>Reading comprehension strategies Reading for pleasure, OIU Reading for pleasure research and practice.</p>	<p>2</p>
<p>Continue to train staff and implement and develop Twinkl Phonics in order to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	<p>2, 4</p>

Continue to work with English hub to improve consistency and quality of teaching in phonics.	Phonics Teaching and Learning Toolkit EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 1 st Class in number intervention. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. ELSA TA and Nurture sessions for pupils. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	5

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

Budgeted cost: **£15'500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups:	1, 2, 3, 4

disadvantaged, including those who are high attainers.	Small group tuition Teaching and Learning Toolkit EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1, 4

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

Budgeted cost: **£15,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL Program -Play Curriculum – Improve use of school grounds and outdoor play curriculum to improve behaviour and wellbeing.	Behaviour interventions Teaching and Learning Toolkit EEF	5
Trips/Visitors/Residential Participation in clubs	Learning is contextualised in concrete experiences and language rich environments. Financial support will ensure PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interest. This is then reflected in the work they	

	produce and their overall progress levels	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £83'800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that at Key Stage 2, Attainment of pupils getting expected in reading, writing and maths disadvantaged pupils (38%) were 22% below non-disadvantaged pupils (60%). The gap in reading was 4.2%. Maths was 19% clearly indicating a need to review and refine the teaching of maths whilst also reviewing the range of interventions available for pupils.

At Key Stage 1, the gap is even greater.

- Reading – 29.1% gap – Disadvantaged at expected or greater 42.9%, Non-disadvantaged at expected or greater 72%
- Writing – 41.7% gap – Disadvantaged at expected or greater 14.3%, Non-disadvantaged at expected or greater 56%
- Maths – 65.7% gap – Disadvantaged at expected or greater 14.3%, Non-disadvantaged at expected or greater 80%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that whilst the gap is reduced by KS2, disadvantaged pupils across all subjects are significantly behind other groups by the end of KS1. One identified area of concern is the communication and language skills and early identification and intervention work to improve communication and language. EEF research has suggested work in this area will have significant impact on attainment in a broad range of subjects, particularly phonics and reading.

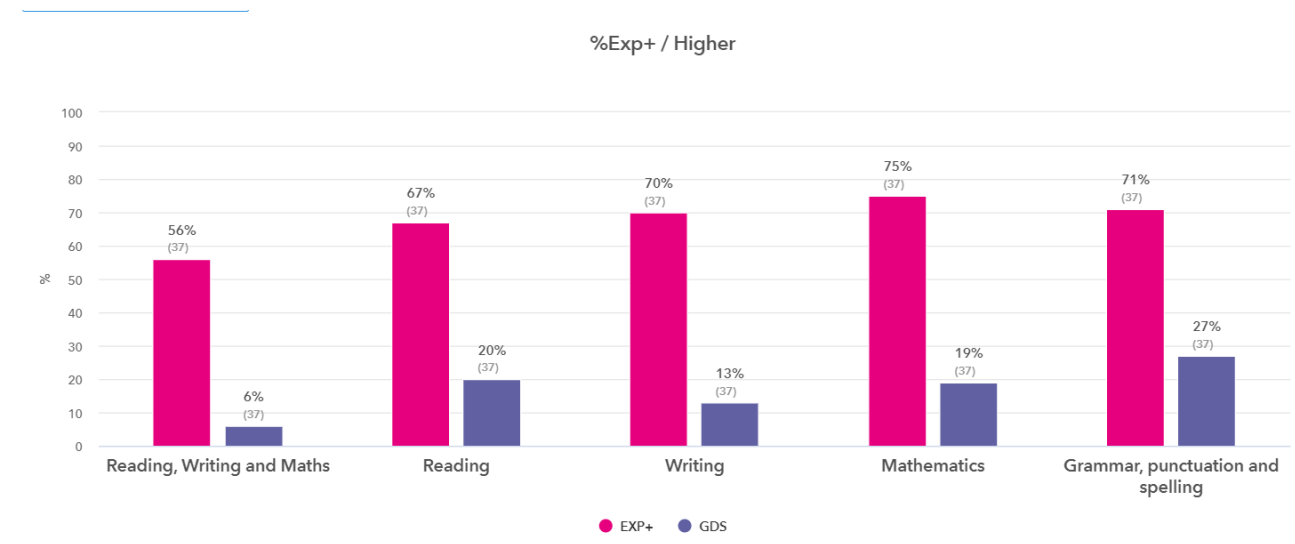
We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

FSM6			All	R	1	2	3	4	5	6
FSM6	57	School	94.2%	91.0%	88.3%	94.3%	96.1%	93.4%	95.5%	95.8%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+3.0% ●	+1.5% ●	-2.3% ●	+2.9% ●	+4.4% ●	+1.7% ●	+3.9% ●	+4.3% ●
Not FSM6			All	R	1	2	3	4	5	6
Not FSM6	219	School	95.6%	95.2%	96.0%	96.7%	97.0%	95.4%	95.4%	94.5%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	+0.9%	+1.9% ●	+1.8% ●	+1.9% ●	+1.8% ●	+0.2%	+0.3%	-0.5%

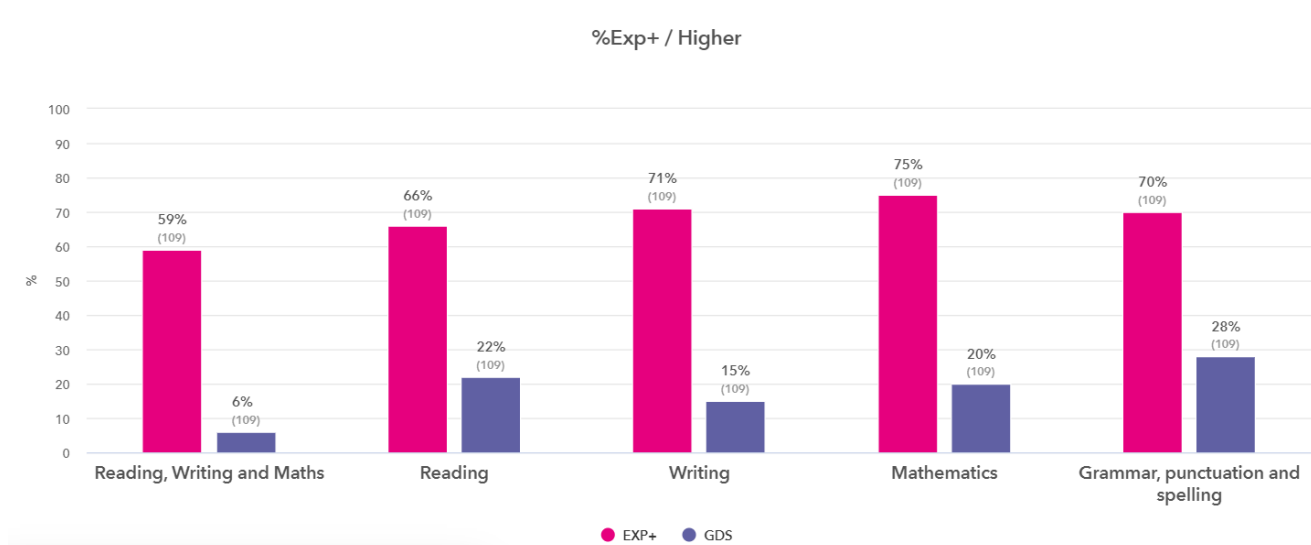
The data demonstrated that as a school attendance is good. Compared to other FFT schools all years groups with the exception of Year 1, are above. As a school the gap in attendance is lower than national averages.

- KS2 Targets 23/24

Disadvantaged



Non-disadvantaged



Based on all the information above, the performance of our disadvantaged pupils at Key Stage 2 *did not meet* expectations. However, we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
OU Reading for Pleasure	Open University
OPAL – Outdoor Play and Learning	OPAL