

Old Fletton Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 academic year) funding to help improve the attainment of our disadvantaged pupils. We believe that this funding has maximum impact when closely aligned to school improvement priorities.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Old Fletton Primary School
Number of pupils in school	400 exc nursery (at 13.09.23)
Proportion (%) of pupil premium eligible pupils	36.25% (145 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022 2022 / 2023 2023 / 2024
Date this statement was first published	22.11.21
Date it has been updated	13.09.23
Date on which it will be reviewed	October 2024
Statement authorised by	STAR committee
Pupil premium lead	Sarah Levy
Governor / Trustee lead	Pippa Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,975 (Pupil premium allocations 2023-2024 (updated June 2023) www.gov.uk)
Recovery premium funding allocation academic year 2021-2022	£17,400 (plus 5 PLAC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,975

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing the country and our school. The gap in attainment is persistent because it is complex. Our children very rarely only have free school meals as a barrier, it often sits alongside other additional needs. It is widely known and well researched that great teaching, meticulous planning and positive relationships with pupils can make a huge difference on the outcomes of all pupils but particularly those who are disadvantaged.

Through our values of CARE and our passion for high quality instruction led teaching we have the tools to improve outcomes for disadvantaged pupils. Using the Pupil Premium funding to improve the quality of teaching benefits all students not just those who are disadvantaged.

We will use the research from EEF and prioritise high quality teaching, targeted academic support and wider strategies to tackle outcomes in attainment as well as considering wellbeing and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in reading on entry into Reception and progress across school does not narrow this gap.
2	Achievement in the combined measure is low in comparison to non-PP children.
3	Pupils not consistently demonstrating adequate learning behaviours.
4	21% of PP children have SEND as an additional barrier and 25% of PP children have significant additional vulnerabilities involving other agencies. The high numbers of pupils in school with SEND inhibiting catch-up provision for older children.

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. Raise attainment and progress in reading across the school.	<ul style="list-style-type: none">• Full fidelity to the Read Write Inc phonics programme.• Introduction of Fresh Start for Years 5 and 6.• Accelerated Reader used for reading homework and monitoring comprehension skills.• Read Write Inc materials purchased for homework in Reception and Year 1.• Enhanced reading opportunities in humanities curriculum in KS2 through the Opening Worlds materials.

2. Narrow the attainment gap in reading and maths across all year groups.	<ul style="list-style-type: none"> • Question level analysis of PiXL papers. • Increased use and monitoring of Accelerated Reader. • The use of Read Write Inc in Reception and Years 1 & 2 (and Year 3 as required). • Guided reading sessions in KS2 planned for key skills and question types. • The use of Mathletics for personalised homework opportunities. • Gain curriculum time through English lessons rather than separate Reading and Writing. • Increase expectation for children to read for longer.
3. To secure better learning behaviours and consistent expectations.	<ul style="list-style-type: none"> • Direct instruction used as primary delivery method. • A silent schools approach in the classroom. • Coaching from senior leaders on lesson delivery. • CPD offered through Tom Sherrington's Walk Thrus. • Rosenshines Principles guide teacher pedagogy.
4. Children with barriers have their needs met.	<ul style="list-style-type: none"> • Collaborative working with Pupil Premium Champion and SAFE Officer. • SENCO aware of children with pupil premium and prioritises their assessments. • Additional vulnerabilities are noted and supports put in place. • Wider experiences are supported and particular family challenges are overcome.
5. To use the Recovery Premium funding to target support.	<ul style="list-style-type: none"> • Supporting school led tutoring. • Provide devices for children to use to access homework. • Contribute to the building of two additional teaching spaces for group work.

Activity in this academic year (2023-2024)

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to fully resource and implement Read Write Inc including providing all the necessary training to all staff delivering the sessions.	<ul style="list-style-type: none"> • Following a visit to Newham by two members of staff to see Read Write Inc in action it was deemed appropriate for our children. • Data from a neighbouring primary school demonstrated stronger data than ours even though a similar catchment. • Working with the Literacy Hub means less of an impact financially and access to significant expertise. • Local authority evidence suggests Read Write Inc schools in the city are achieving well and providing good quality provision. • To enable consistency in delivery of phonics teaching with the use of high quality resources. • EEF research shows synthetic phonics programmes have an impact of +5 months. • Outcomes show an improvement year on year since launch. 	1
To reinvest in the Accelerated Reader Scheme.	<ul style="list-style-type: none"> • Students enjoy real books yet still have the rigour of assessments and tracking. • EEF trial currently underway with the University of Cambridge - the first EEF funded trial found Accelerated Reader pupils made 3 months progress. 	2

To continue to subscribe to Mathletics.	<ul style="list-style-type: none"> To provide high quality learning opportunities in maths at home at a personal level. EEF research shows homework in primary schools has a positive impact of +3 months with a greater impact if it involves digital technology increasing to +6 months. 	2
Purchase Rosenshine's principles for all teaching staff.	<ul style="list-style-type: none"> Ofsted The Pupil Premium: How schools are spending the funding successfully to maximise achievement document highlights the need to focus on quality first teaching to benefit all pupils. The EEF guide to The Pupil Premium states quality first teaching and professional development should be a priority as their first tier approach. 	3
Invest in online CPD Walk Thrus for all staff to access including the books.		
Deliver quality first teaching CPD as part of regular staff meetings.		
Release core subject leaders to monitor the delivery.		
Head and Deputy to carry out drop-ins to ensure high quality consistent approach.		
To invest in coaching from the walk-thru team		
Review each element of the English curriculum identifying cross curricular elements to increase curriculum time.	<p>https://www.theconfidentteacher.com/2022/09/developing-skilled-readers-knowledge-strategy/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>The above research is clear that the teaching of reading is complex and requires a curriculum that enables students to have the time to practice skills and strategies and question types, but not at the expense of experiencing longer, quality challenging texts that will enable them to have a greater background knowledge of content and story structures and themes.</p>	1 & 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing additional support staff to enable every child to be heard read every day.	<ul style="list-style-type: none"> Learning from the Ofsted paper "Reading by 6, How the best schools do it". Having visited Broadford Primary School and hearing from Grange Park Primary School who have successful reading data their message is that every child should be heard reading every day. 	1
To continue to Invest in Read Write Inc phonics.	<ul style="list-style-type: none"> To use Read Write Inc tutoring to target children who are below expected standard. EEF research shows synthetic phonics programmes have an impact of +5 months. 	2
To continue to subscribe to Mathletics.	<ul style="list-style-type: none"> To provide high quality learning opportunities in maths at home at a personal level. EEF research shows homework in primary schools has a positive impact of +3 months with a greater impact if it involves digital technology increasing to +6 months. 	2

Continue to use Support For Learning, a specialised company in assessing students' cognitive ability.	<ul style="list-style-type: none"> To have a clear and transparent method for identifying underperformance compared to age related expectations, eliminating the question of cognitive ability or low expectations of the teacher in class and ensuring the Hattie effect size of 0.77 (interventions for students with learning needs). 	4
To use GL Assessments in Years 3-6 to ascertain underlying cognitive ability.		
To have support staff available to deliver necessary interventions supported by the SENCO.	<ul style="list-style-type: none"> Following EEF guidance on best practice using a highly experienced and qualified member of teaching staff to lead the interventions delivered by support staff. Ensuring 0.77 effect size for interventions for students with learning needs. 	4
To work with the finance lead to enable clear strategic plans to support attainment gap closures.	<ul style="list-style-type: none"> Until children are settled and assessed specific gaps are yet to be known, we are unable to accurately give teachers information on achievement, effect size of 1.29 and children's response to intervention is 1.29. The impact of Covid on individuals not just pupil premium children is yet to be known. Intervention with for children with learning needs is 0.77. EEF guidance supports a three tiered approach inline with the pupil premium strategy of teaching, intervention and wider strategies. 	5
Produce a robust, fully costed, catch up / tutoring plan.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain the services of the Safeguarding & Family Engagement (SaFE) Officer.	<ul style="list-style-type: none"> Early intervention with attendance secures better outcomes as does working closely with families. Barriers such as poor housing, lack of opportunity, poor nutrition etc. all can lead to children not performing at their best in school. Parental involvement has an effect size of 0.5. EEF research shows parental engagement has a positive impact of +4 months. 	4
Have a budget available to meet individual needs required.		
Provide parenting classes through Webster Stratton programme.		
Increase SENCO support due to high number of needs		

Total budgeted cost: £210,975

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 to 2023 academic year.

Reading outcomes in Y6

69% of all pupils achieved age related expectations compared to a national figure of 73%.

65% of pupil premium children achieved age related compared to 72% of non-pupil premium children.

Writing outcomes in Y6

69% of all pupils achieved age related expectations compared to a national figure of 71%.

61% of pupil premium children achieved age related compared to 75% of non-pupil premium children.

Mathematics outcomes in Y6

69% of all pupils achieved age related expectations compared to a national figure of 73%.

57% of pupil premium children achieved age related compared to 78% of non-pupil premium children.

Phonics

83% of all Y1 pupils passed the Phonics screen.

76% of pupil premium children passed compared to 87% of non-pupil premium children.

Wider curriculum

We prioritised broadening our humanities curriculum through the use of Opening Worlds to increase pupils subject knowledge, cultural capital and access to quality reading materials.

Support for families

We have been able to support many families in crisis. This has varied from managing their children's behaviour, financial struggles, housing problems and mental health needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mathletics	3P Learning
Accelerated Reader	Renaissance Learning
Read Write Inc.	Ruth Miskin Training
Opening Worlds Curriculum	Haringey Education Partnership
GL Assessments	Renaissance Company
STEPS	Cambridgeshire County Council

Service pupil premium funding (not applicable)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details