

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

| Detail | Data |
|---|-----------------|
| School name | Great Ponton |
| Number of pupils in school | 54 |
| Proportion (%) of pupil premium eligible pupils | 33% 18 children |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Governors |
| Pupil premium lead | K Leader |
| Governor / Trustee lead | M Huggins |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £13095 |
| Recovery premium funding allocation this academic year | £2000 |
| School led Tutoring | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £3319 |

Part A: Pupil premium strategy plan

Statement of intent

The school receives funding from the Government to support it in trying to meet the needs of the pupils. This is known as Pupil Premium. Pupil Premium is additional funding, from the government, provided to schools for supporting more pupils from low income families to ensure they benefit from the same opportunities as all other children. There are four categories that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Post Looked after
- Armed forces children

We allocate Pupil Premium spending through a tiered approach to balance provision in three main ways: improving teaching, targeted academic support and wider strategies which relate to the most significant non-academic barriers to success in school

The three sections below:

- Quality Teaching for All
- Targeted Support
- Other Approaches

enable our school to demonstrate how we are using the Pupil, Service and Looked After Children Premium to:

- Ensure no child is disadvantaged through circumstances or starting points;
- Raise individual academic performance-attainment;
- Support social and communication development; and
- Support social and emotional development of pupils and families;

Principles that underpin provision and our approach to supporting Pupil Premium children:

- To ensure that teaching and learning opportunities meet the needs of all of the pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision may include:

- Quality first teaching- thus improving opportunities for effective teaching and learning and accelerating progress
- Providing small group work with an experienced teacher /TA focused on overcoming gaps in learning
- 1-1 support, where appropriate
- additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Pastoral support
- Practical support to overcome barriers to accessing the school life to the full e.g. school uniform support, support ofr trips, emergency support
- Access to well researched and quality assured intervention pack- ages and educational resources e.g. NELI
-

The overarching aim of our Pupil Premium work and support will be aimed at accelerating progress and supporting children to achieve at least age-related expectations and beyond. Pupil premium resources may also be used to target and support children on FSM to achieve mastery and greater depth within their age-related expectation.

Provision will not be aimed at providing support for those children identified as having additional needs. SEN delegated funding should be used for this purpose. However, we do realise that some children eligible for Pupil Premium funding may also have special educational needs.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Pupil Premium attendance is lower than the school % |
| 2 | Some pupils' attitudes to learning can limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focused when learning is challenging. |

| | |
|---|---|
| 3 | Some disadvantaged pupils do not read at home or receive parental support with homework and through support we would like improve attainment in reading for these pupils. |
| 4 | Some disadvantaged pupils have or are experiencing difficult family relationships/ which affects their emotional wellbeing and impact on learning. |
| 5 | Some disadvantaged pupils achieve lower outcomes in relation to their peers and national expectations. |

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 |
|--|---|
| Pupil Premium children to make progress in line with their peers and achieve their end of year expectations | <ul style="list-style-type: none"> • Support pupils to narrow the gap between themselves and their peers in aspects of reading, phonics, grammar & punctuation, writing and maths. • Improved attainment across the school for all groups including PP. • Consistent attainment from year group to year group • Progress and attainment to be monitored and measured through Pupil Progress meeting, attainment and end of year outcomes. |
| Children will respect one another, the school and adults in line with the school's values and Christian ethos | <ul style="list-style-type: none"> • Clear expectations of behaviours from all staffing groups as well as opportunities given for pupil voice to be heard. • Ensure all pupils have access to an exciting and broad and balanced curriculum. |
| Children make continued or accelerated progress in the decoding, and comprehension skills whilst also improving stamina and fluency. | <ul style="list-style-type: none"> • Frequent reading opportunities (1:1) • Phonic Support in lessons and parental information given to help children succeed in the Phonics Screening Test. • Ensure that families have access to the online learning resources. Support families where necessary to access online/ home learning by substituting and/or providing necessary resources |

| | |
|--|---|
| <p>Children make improved and suitable social choices, have a positive mindset and wellbeing to approach learning successfully</p> | <ul style="list-style-type: none">• Provide further opportunities for pupils to work collaboratively in order to further develop social skills of teams work, communication and cooperation as well as resilience.• Provide pastoral support as required.• Continue to provide additional Midday Dinner Supervisors to provide targeted play for individuals/groups.• To purchase a range of identified resources (as they are identified) to be used to support pupils academically, socially and/or emotionally. |
|--|---|

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: £ 6437

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide professional development, training and support for early career teachers | Data analysis of outcomes for pupils and year groups. Performance management outcomes/targets SDP 'The EEF Guide to the Pupil Premium', 'good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils'. | 4, 5 |
| Significant TA support time provided in all lessons across the whole school, to facilitate the teacher to successfully support the needs of all children across the whole curriculum. | All children including PP will have access to quality first teaching and additional support and feedback at the point of learning | 1,2,3,4 |
| Purchase resources to support teaching and learning of PP children | Access to suitable resources to meet individual needs | 2,3,4,5 |

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

Budgeted cost: £ 5215

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Implement targeted interventions to raise attainment for PP children. These included recently purchased interventions. | Effectiveness of interventions to narrow the gap | 1,2,4,5 |

| | | |
|--|--|-------|
| Promote reading for pleasure and development of comprehension skills; Purchased Accelerated Reader | The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Children assessed on comprehension skills and targeted support put in place. | 2,3,5 |
| Provide targeted play support at lunchtime to help children integrate socially with their peers and to make the most of playtimes to further support their mental well being | It has proved to be highly effective in engaging children to engage in positive behaviours and relationships. | 3 |
| Continue to offer ELSA (Emotional Literacy) and Pastoral support *Offer weekly ELSA and pastoral provision *Training and resources to support delivery | Improving Social and Emotional Learning in Primary Schools emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills. Evaluation: To provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar and play based environment. | 2,4,5 |

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

Budgeted cost: £ 1493

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Pastoral Support work to help children overcome social and emotional barriers to learning that might be impacting their engagement, enjoyment and attainment at school | Improving Social and Emotional Learning in Primary Schools emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills. Evaluation: To provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar and play based environment. | 3 |
| Subsidise and pay for FSM/ milk for PP children | Equality of access for all | 2, 3 |
| Understand who are Vulnerable groups are *Staff meetings to discuss our learners, their needs, and attainment *Class lists of vulnerable children – whether in receipt of | DfE research has found that vulnerable pupils have been worst affected by the impact of the pandemic due to loss of face-to-face learning but also as a result of the restrictions of teaching and learning in place. Therefore, regular monitoring of their attainment and the support will ensure progress is made. | 1,2,3,4,5 |

| | | |
|---|---|---------|
| Pupil Premium funding or not *Regular reviews of Pupil Premium attainment and support | Evaluation: Pupil progress and in-house data analysis | |
| Subsidise Visits/experiences/music lessons | No child should be disadvantaged from access a full and rich school curriculum to underpin their learning and further life experiences. | 2, 3 |
| To promote and provide HAF | Child to be able to continue to interact with peers during the holidays and get out of the house | 1,4,5 |
| Promote attendance ELSA support for those children who have persistent absences to support. | Having a clear Attendance policy and reading the DfE Improving School Attendance will support in working alongside families struggling with arriving to school on time and persistent absences. HT to liaise with families offering support through different pathways such as Early Help Assessments with an option to lead to TAC, to a Pastoral Support Plan can offer a wide range of support to children and families. Evaluation: Is attendance improving and persistent absence lessening? | 1,2,4,5 |
| Offer a wide range of extra-curricular activities *Ensure a variety of extra-curricular activities are available for all children. *Continue to support with funding of additional activities including swimming, clubs, residential visits for vulnerable families. | Providing trips and visits to enhance the curriculum providing fun and engaging experiences to deepen learning. Widening opportunities such as weekly swimming lessons and residential visits gives pupils experiences that they may not come by. Evaluation: Review of uptake in clubs including vulnerable pupils. Pupil Voice | 1,2,3,4 |

Total budgeted cost: £ 13145

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 to 2022 academic year.

Early Years Foundation Stage 2023

On entry to our school (EYFS), children enter broadly below national age related expectations; pupils transfer to Key Stage 1 above or within ELGs (Early Learning Goals). The Foundation Stage Profile shows that overall children make rapid progress from entry to the school to the end of the Foundation Stage year.

| <i>EYFSP</i> | <i>School 2019</i> | <i>School 2022</i> | <i>School 2023</i> | <i>+/-</i> | <i>LA 2023</i> | <i>+/-</i> | <i>National 2023</i> |
|---------------------|------------------------|------------------------|------------------------|------------|--------------------|------------|--------------------------|
| % Achieving GLD | 63.6 | 72.7 | 75 | 2.3 | | | |
| Average Point Score | 29.8 | 32.8 | 32.75 | -0.05 | | | |

Phonics Screening Check 2023

At the end of Year 1, the children undertake the Phonics Screener Check. The check is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It will identify children who need extra help to improve their decoding skills. The check consists of one list of 40 words, comprising 20 real words and 20 pseudo-words. Words in the test use phonemes taught in Phases 2, 3, 4 and 5. Only 9 of the 13 Year 1 children took the test.

| | <i>School 2019</i> | <i>School 2022</i> | <i>School 2023</i> | <i>LA 2023</i> | <i>+/-</i> | <i>LA 2023</i> | <i>School 2023 who took the test</i> | <i>+/-</i> | <i>National 2022</i> | <i>+/-</i> |
|--------|------------------------|------------------------|------------------------|--------------------|------------|--------------------|--|------------|--------------------------|------------|
| Year 1 | 66.7 | - | 54 | 77.1 | -23.1 | 77.1 | 78 | 0.9 | | |
| Year 2 | 100 | 100 | - | 88.1 | - | 88.1 | - | - | | |

Key Stage 1 Results 2023 and School Result v National Average 2023

There were no Year 2 children.

Key Stage 2 Results 2023 and School v National Results 2023

| <u>Key Stage 2</u> | <i>School Result 2019</i> | <i>School Result 2022</i> | <i>School Result 2023</i> | <i>School minus disapplied</i> | <i>LA 2023</i> | <i>+/-</i> | <i>+/- Minus disapplied</i> | <i>National Average 2023</i> | <i>+/-</i> | <i>+/- Minus disapplied</i> |
|--------------------------------|---------------------------|---------------------------|---------------------------|--------------------------------|----------------|------------|-----------------------------|------------------------------|------------|-----------------------------|
| % Expected Standard in Reading | 80 | 90 | 77 | 83 | 69.6 | +7.4 | +13.4 | 73 | +4 | +10 |
| % Expected Standard in Writing | 70 | 10 | 62 | 67 | 69.6 | -7.6 | -2.6 | 71 | -9 | -4 |
| % Expected Standard in Maths | 80 | 50 | 69 | 75 | 69.1 | -0.1 | +5.9 | 73 | -4 | +2 |
| % Expected Standard in RWM | 70 | 10 | 54 | 58 | 55.3 | -1.3 | +2.7 | 59 | -5 | -1 |
| % Expected Standard in GPS | 80 | 80 | 62 | 67 | | | | 72 | -10 | -5 |
| % High Attainers in Reading | 50 | 20 | 38 | 38 | | | | | | |
| % High Attainers in Writing | 20 | 0 | 0 | 0 | | | | | | |

| | | | | | | | | | | |
|---------------------------|----|----|----|----|--|--|--|--|--|--|
| % High Attainers in Maths | 20 | 20 | 23 | 23 | | | | | | |
| % High Attainers in RWM | 20 | 0 | 15 | 15 | | | | | | |

Key Stage 1 – 2 Progress

| | <i>School 2022</i> | <i>School 2023</i> | <i>LA</i> | <i>Confidence interval</i> |
|---------|------------------------|------------------------|-----------|--------------------------------|
| Reading | +0.94 | +1.3 | | -2.6 to 5.2 |
| Writing | -10.3 | -2.6 | | -6.3 to 1.2 |
| Maths | -1.57 | +1.3 | | -2.3 to 5.0 |

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 |
|-----------------|-----------------------------|
| TTRS | Maths Circle Ltd |
| Literacy Tree | |
| Getset4PE | |
| Charanga | Lincolnshire Music Services |
| Jigsaw | |
| Language Angels | |

Service pupil premium funding (optional)

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

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | <ul style="list-style-type: none">• The money was used for an assessment of the children in receipt of the funding.• Pastoral support sessions• 1:1 intervention sessions |
| What was the impact of that spending on service pupil premium eligible pupils? | <ul style="list-style-type: none">• A support programme was implemented• Greater academic success achieved• Children more ready to learn and emotionally prepared for daily challenges |