

Pupil Premium Strategy Statement

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
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	4.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sonia Denning Headteacher
Pupil premium lead	Kate Thompson Inclusion lead
Governor / Trustee lead	Richard Lilleker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – this includes allocation for children of service personnel for pastoral support	£11, 640
Recovery premium funding allocation this academic year	£697.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£12,337

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, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in strong understanding of children's individual circumstances and challenges, 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.	Disadvantaged children who enter school with skills below age related expectations are failing to catch up and do not reach age related expectations at the end of Year R or the end of Key Stage 1. In 2024, the attainment gap at the end of KS1 for disadvantaged children in our school

	is a negative one in Reading and Writing, and in Reading, Writing and Maths combined with the gap being narrower between their peers in Old Basing than with the national gap. The cohort, however is very small (8). Disadvantaged children performed better in our school than nationally and locally in all areas.
2.	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3.	In 2022-2023 the average attendance for disadvantaged children was 89.6% compared with 96.1% for all children. In 2023-2024 average attendance for disadvantaged children was 91.8 compared with 97.1 for all children. 50% of Disadvantaged pupils have been monitored because of attendance below 95% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to Year 2. Some children have a narrow vocabulary or speech and language needs which impact on their learning
5.	Assessments and observations of pupils indicate that some children are emotionally vulnerable due to family breakdown and complex family relationships and this emotional vulnerability impacts of their learning.
6.	Assessments of our pupils indicate that 22% of our disadvantaged children in 2023-2024 have additional needs which add further challenges to learning. In 2024-2025 this percentage is there are no disadvantaged children who are SEND.
7.	Assessments and discussion with our pupils show that 45% of our disadvantaged children have emotional needs such as lack of confidence or self-esteem which impacts on their learning and their social skills.
8.	Assessments and observations show that some children have difficulty with attention and concentration. This is true for 18% of our disadvantaged children.
9.	Assessments of our pupils show children have gross and fine motor skills difficulties and this is true for 9% of our disadvantaged 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
Disadvantaged children make progress in line with non-disadvantaged children in order to support their attainment of ARE in	<ul style="list-style-type: none"> 80% of disadvantaged children will progress in line with non-disadvantaged children at the end of each year and attain at least in line with

<p>reading, writing and maths at the end of FS/KS1.</p>	<p>national outcomes for non-disadvantaged children</p>
<p>To achieve and sustain improved wellbeing for all pupils and good emotional resilience in our school, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. • Average attendance for disadvantaged children is at least 95% and in line with the school average attendance
<p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<ul style="list-style-type: none"> • Disadvantaged children with speech programmes progress through their programmes with 90% achieving all targets set and discharged from service. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
<p>Children receive good support from home for their learning, leading to better outcomes in reading and writing and maths</p>	<ul style="list-style-type: none"> • Disadvantaged children achieve at least in line with national expectations at the end of the Foundation Stage and Key Stage 1.
<p>Children that are on the SEND register and are not predicted to reach ARE in any areas of their learning are able to show accelerated progress towards this outcome.</p>	<ul style="list-style-type: none"> • Children on the SEND register who do not reach ARE in identified areas are able to show progress from their starting point, at a rate in line with or greater than the wider cohort.
<p>Children have improved attention and concentration for learning through the provision of QFT from teaching staff who have developed appropriate strategies to support these children whilst also developing independence.</p>	<ul style="list-style-type: none"> • Children’s attention and concentration is increased towards being in line with their peers • Children are able to work with appropriate independence and are self-motivated for learning
<p>Children will develop the physical skills needed to support their learning</p>	<ul style="list-style-type: none"> • At least 80% of children will achieve in line with age related expectations across the curriculum.

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: £ Teacher salaries from main budget – not PPG monies

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT to ensure high quality feedback.	QfT offers the highest quality support to children. Studies show that feedback is a key factor in learning success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2,
Whole School approach to developing vocabulary accessed by all children.	Vocabulary gaps can have impact on children’s learning as they get older. The richer their vocabulary the greater their success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language approaches include: <ul style="list-style-type: none"> • Targeted reading aloud and book discussion • Explicitly extending pupils vocabulary • The use of structured questioning to develop reading comprehension • The use of purposeful, curriculum focused dialogue and interaction 	1, 2, 4, 5
Use of small group work through break out and split inputs alongside group tasks in lessons	Collaborative learning approaches have a positive learning impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2

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

Budgeted cost: £ 10,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class based LSAs used to support individuals or small groups through 1:1 tuition	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 7, 9, 10
Specific interventions are run for individuals by a trained LSA/SNA	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 7, 9, 10

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

Budgeted cost: £1,863

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of access to extra-	Based on our experiences and those of similar schools we have identified the need to provide access to extra-curricular	1, 3

curricular clubs and activities	activities for disadvantaged children in order to build cultural capital and improve well-being and life experiences.	
Provision of access to Breakfast Club for children who are disadvantaged	<p>Based on our experiences and those of similar schools we have identified the importance of a good healthy start to the day for children along with the importance of positive social interactions with others. This also supports parents in being able to work. Evidence shows that children who attend Breakfast Club have better school attendance and improved concentration for learning.</p> <p><i>A national evaluation of school breakfast clubs: evidence from a cluster randomized controlled trial and an observational analysis</i></p>	1, 2, 4
ELSA provision for 1:1, small group and parental support in response to need	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6,8,

Total budgeted cost: £ 12,337

NB – It is worth noting that the outlined provision above carries a greater impact on the budget than the amount provided by the Pupil Premium Grant. This provision is supporting children across the school as well as disadvantaged children and hence the greater cost than the PPG provision.

Part B: Review of outcomes in the previous academic year

Impact for children in 2023-2024									
Number of children on role in PPG categories in July 2024 – 9									
Year R - 3									
Year 1 - 4									
Year 2 - 2									
Of these children:									
FSM/Ever 6 – 7			LAC/Post LAC – 1						
Service – 1			SEND – 1 (YR)						
2 children within this group are decelerated - currently one is in Y1 and one is in YR.									
Summary of Children’s progress and outcomes									
These assessment outcomes were made using EYFSP for Year R, The Phonics Screening Check and internal data in Year 1, and teacher assessment internal data using end of key stage 1 guidance following the removal of statutory assessments at the end of Key Stage 1.									
	Expected standard reached			Working Towards the Expected Standard			Working at Greater Depth within the expected standard		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
YR	2	2	2	1	1	1			
Y1	1	2	4	1	2		2		
Y2	2		2		2				
Phonics screening check									
In Year 1, all 4 children reached the threshold.									
In Year 2, 1 PPG child was reassessed against the check and reached the threshold.									
Overall									
<ul style="list-style-type: none"> 78% of children in the group reached the expected standard for their year group in Reading 45% of children in the group reached the expected standard for their year group in Writing 89% of children in the group reached the expected standard for their year group in Maths 66% of children in the group in Year R achieved the GLD 100% of Year 1 children reached the standard for the phonics screening 									
Average Attendance 2023-2024									
<ul style="list-style-type: none"> Overall school attendance up to 9th July 2024 is 96.4% The average attendance for the PP children is 92.7% Service children attendance average is 95.5% LAC attendance is 98.1% 									



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