

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	260
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tracey McCarley 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	£10,975
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£12,975

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 2022, the attainment gap at the end of KS1 for disadvantaged children in our school

	is a negative one in Reading, Maths and Reading, Writing and Maths combined with the gap being wider between their peers in Old Basing than with the national gap. The cohort, however is very small (4). Disadvantaged children performed better in our school than nationally and locally in all areas except Maths.
2.	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Whilst only the current Year 2 children were of school age during the second lockdown in January 2021 it is widely accepted that pre-school and early years provision was equally impacted and therefore children throughout the school continue to show the impact of Covid-19 and national lockdowns.
3.	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4.	Our attendance data between September 2018 and July 2021 indicates that attendance among disadvantaged pupils has been between 0.5-0.8% lower than for non-disadvantaged pupils. In 2021-2022 this gap widened to 2.7% 80% of disadvantaged pupils have been monitored because of attendance below 95% compared to 32% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5.	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
6.	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.
7.	Assessments of our pupils indicate that 50% of our disadvantaged children in 2021-2022 have additional needs which add further challenges to learning. In 2022-2023 this percentage remains at 50%.
8.	Assessments and discussion with our pupils show that 12.5% of our disadvantaged children have emotional needs such as lack of confidence or self-esteem which impacts on their learning and their social skills.
9.	Assessments and observations show that some children have difficulty with attention and concentration. This is true for 25% of our disadvantaged children.
10.	Assessments of our pupils show children have gross and fine motor skills difficulties and this is true for 12.5% 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 reading, writing and maths at the end of FS/KS1.	<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 national outcomes for non-disadvantaged children
Gaps in children’s learning caused by the partial closure of schools/pre-school provision in 2021 will be filled to ensure children are able to reach age related expectations across the curriculum.	<ul style="list-style-type: none"> Disadvantaged children with gaps in their learning caused by partial school closures will reach age related expectations across the curriculum.
To achieve and sustain improved wellbeing for all pupils and good emotional resilience in our school, particularly for our disadvantaged pupils.	<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
To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	<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
Improved oral language skills and vocabulary among disadvantaged pupils	<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.
Children receive good support from home for their learning, leading to better outcomes in reading and writing and maths	<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.
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.	<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.

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.	<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
Children will develop the physical skills needed to support their learning	<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	Collaborative learning approaches have a positive learning impact	1, 2

<p>break out and split inputs alongside group tasks in lessons</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	
--	--	--

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

Budgeted cost: £ 9,671

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

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

Budgeted cost: £3,304

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of access to extra-curricular clubs and activities	Based on our experiences and those of similar schools we have identified the need to provide access to extra-curricular activities for disadvantaged children in order to build cultural capital and improve well-being and life experiences.	1, 3
Provision of access to Breakfast Club for children who are disadvantaged	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. <i>A national evaluation of school breakfast clubs: evidence from a cluster randomized controlled trial and an observational analysis</i>	1, 2, 4
ELSA provision for 1:1, small group and parental support in response to need	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 6,8,

Total budgeted cost: £ 12,975

NB – It is worth noting that the outlined provision above carries a greater impact on the budget than the amount provided outlined above and 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

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Impact for children in 2021-2022						
Number of children on role in PPG categories in July 2022 – 15*						
Year R - 2, 2 Year 1 - 6 and Year 2 - 7						
Of these children:						
FSM/Ever 6 – 11 children			LAC/Post LAC – 0 child			
Services – 4 children			SEND – 2 children (YR-0, Y1 – 1, Y2 -1)			
*up until July 2022 the number of identified PPG children was 12 – 8 FSM and 4 Service. In July 2022, 2 children from Ukraine were identified and a child in Year R was declared by the parent. These 3 children are not included in the data for this academic year.						
Summary of Children’s progress and outcomes						
These assessment outcomes were made using the Local Authority guidance in the absence of end of key stage tasks and tests, the Year 1 phonics screening. The children in EYFS were assessed against the EYFSP for the early adopter schools and best efforts were made with this judgement as requested by the DfE.						
	Expected standard reached			Working Towards the Expected Standard		
	Reading	Writing	Maths	Reading	Writing	Maths
Year R (1)	1	1	1			
Year 1 (5)	4	1	3	1	4	2
Year 2 (6)	5	3	4	1	3	2
Overall						
<ul style="list-style-type: none"> 83% of children in the group at the end of Key Stage 1 reached the expected standard in Reading 50% of children in the group at the end of Key stage 1 reached the expected standard in Writing 66% of children in the group at the end of Key Stage 1 reached the expected standard in Maths 1 children in Year 2 is on the SEND register with an EHCP in process 100% of children in the group at the end of Key stage 1 reached the expected standard in Science The 1 child in Year R reached GLD at the end of Year R 						

- 80% of the group in Year 1 reached the expected standard for the phonics screening. The one child who did not is also on the SEND register
- 80%, 20% and 60% of the Year 1 group reached the expected standard for Reading, Writing and Maths respectively at the end of Year 1.

Average Attendance 2021-2022

Attendance data for this school year has been impacted by Covid-19 and the requirements for set periods of isolation following positive tests. Whilst the isolation periods did reduce through the year there were other impacts of Covid-19 such as increased cases of Chicken Pox and Gastro-intestinal bugs causing high rates of absence across the school population when compared with previous, pre-Covid-19 years.

- Overall school attendance in June 2022 was 95.1%
- The attendance for the disadvantaged children was 92.8% – 4 children in this group have attendance below 90%, 1 attendance below 95% (9 children in the group at the end of June 2022). This attendance figure does not include the service children who are not identified as part of the 'disadvantaged' group in external data.

Exclusions

There were no exclusions in this academic year.

Extra-Curricular/Enrichment/Extended Day

- There were no off-site school trips in this academic year
- All children in the PPG group have free access to the school's Breakfast Club if required
- All PPG children have access to after school clubs, holiday clubs and enrichment activities within the school day.
- All children in the 'disadvantaged' group were provided with Food vouchers to support half term and end of term holiday periods in line with government guidance
- 5 children of the 9 'disadvantaged' group have taken up the offer of free clubs this year
- 1 child accessed free holiday club provision.
- 6 families are accessing free holiday club provision through the summer break through
- All children in the PPG group in Key Stage 1 took part in enrichment sporting activities through the year

Part C: Review of outcomes in current year

Impact for children in 2022-2023									
Number of children on role in PPG categories in July 2023 – 14									
Year R - 4									
Year 1 - 2									
Year 2 - 8									
Of these children:									
FSM/Ever 6 – 11			LAC/Post LAC – 1						
Service – 2			SEND – 1 (Y2)						
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 the End of Key Stage 1 statutory Assessments in Year 2.									
	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	4	4	4						
Y1	1			1	2	2			
Y2	4	5	6	2	3		2		2
Phonics screening check									
In Year 1, 1 child reached the threshold, the other did not.									
In Year 2, 3 PP children were reassessed against the check and all 3 reached the threshold. (2 were not assessed last year due to having just arrived from Ukraine)									
Overall									
<ul style="list-style-type: none"> 75% of children in the group at the end of Key Stage 1 reached the expected standard in Reading 62.5% of children in the group at the end of Key stage 1 reached the expected standard in Writing 100% of children in the group at the end of Key Stage 1 reached the expected standard in Maths 100% of children in the group at the end of Key stage 1 reached the expected standard in Science 100% of children in the group in Year R achieved the GLD 78.5% of all PP children reached the standard for their year group in Reading 64.2% of all PP children reached the standard for their year group in Writing 85.7% of all PP children reached the standard in their year group for Maths 									
Average Attendance 2022-2023									
<ul style="list-style-type: none"> Overall school attendance up to 7th July 2023 is 96.1% The attendance for the PP children is 92.3% 									

- Service children attendance average is 94.9%
- LAC attendance is 95%
- FSM/Ever 6 attendance is 91.6%
- 4 children in this group have attendance above 95% - good attendance
- 4 children in this group have attendance below 90% and are categorised as persistent absentees.

Attendance is an area of focus identified with the LLP during a recent 'disadvantaged child' focus visit although the attendance of our children within this group is higher than both locally and nationally.

Exclusions

There were no exclusions of PP children in this academic year.

Extra-Curricular/Enrichment/Extended Day

- All children in the PP group accessed all school trips and enrichment activities open to all children.
- All children in the PP group have free access to the school's Breakfast Club if required
- All PP children have access to after school clubs, holiday clubs and enrichment activities within the school day.
- 3 children of the 11 'disadvantaged' group have taken up the offer of free clubs this year
- 1 PP child accessed free Rock Steady lessons this year through their Bursary scheme
- 6 child accessed free holiday club provision during at least 1 school holiday period
- All children in the PP group in Key Stage 1 took part in enrichment sporting activities through the year



Pupil Premium Strategy Statement

