



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2023-Sept 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alex Capel
Pupil premium lead	Gemma Jones
Governor / Trustee lead	Duncan Light & Deb Leonard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,320
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 30,320

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring 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.
- When 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Vulnerable Groups Teaching Assistant (VGTA) to support disadvantaged children via family support where needed, along with other approaches, such structured social and emotional intervention throughout the year.
- External music provision to raise the standard of music provision within school, provide opportunities for disadvantaged children to perform, improvise, improve their skills in non-academic settings and bring their talents to the forefront of their school experience.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that reading attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. This gap varies between cohorts and analysis of assessments shows that children's understanding of tier 2 and tier 3 vocabulary is a significant barrier, both in terms of answering specific vocabulary focussed questions but also in understanding what the question is asking of them. Children's stamina and reading speed has also been identified as another barrier.
2	Internal and external assessments indicate that maths attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. This gap varies between cohorts and analysis of assessments shows that in general, where children have not achieved expected standard, this is because of weaker performance in arithmetic assessments than their peers.
3	The disruption caused by lockdown during the last two academic years has led to an increase in the number of children requiring support with wellbeing and mental health. There continues to be a large need within school for additional support with social and emotional needs to ensure that children feel ready to learn.

4	The impact of COVID has meant that there have been fewer opportunities for physical activity as well as a reduced range of enrichment opportunities such as clubs and trips. Cost is now becoming a significant barrier to accessing these opportunities. This means that some of our pupil premium children begin lessons with less cultural capital and prior knowledge than their peers.
5	Attendance continues to be a barrier for a significant minority of disadvantaged pupils. Parental engagement has been made more difficult during the past three years due to COVID and new strategies to improve this need to be further embedded.

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
Attainment of pupil premium children in all year groups is improved in core subjects	Internal data shows that at least 80% of PP children in every year group are working at least EXS or above in every core subject.
Pupil premium children at Pucklechurch Primary meet national benchmarks for attainment in core subjects at the end of the Key Stage	By 2025, the % of pupil premium children reaching the combined expected standard in R, W and M at the end of KS2 exceeds the national and local authority combined PP figures.
Improved wellbeing for all pupils in our school is sustained, with a particular focus on pupil premium children	Sustained high levels of wellbeing are fully embedded by 2025 and these are shown through: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improvement of Pupil premium children's attainment within the wider curriculum	Internal assessment shows that at least 80% of pupil premium children in every year group are working at EXS or above in every foundation subject. Book looks, pupil conferencing, assessments, observations and other monitoring shows that pupil premium children have acquired the same knowledge and

	vocabulary as their peers through high-quality teaching in foundation subjects.
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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: £4,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement coaching for all teachers to provide tailored CPD and ensure quality first teaching for all children. Including focused support for ECT to ensure they develop the skills to teach effectively and plan successively for PP children.	“Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Supporting continuous and sustained professional development on evidence-based classroom approaches is important... and requires a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.” (EEF)	1,2
Subject leaders to revise curricula to ensure that key tier 3 vocabulary is clearly defined and opportunities are built in to explicitly teach these words in each subject in every unit.	Research shows that it is likely that the vocabulary gap has widened as a result of the COVID-19 pandemic (Oxford Children’s Language, 2020). Making changes to the way we teach vocabulary is a positive step to take towards addressing this gap. Exploring the full meaning of a word can be problematic when only presented in one context (Beck, Mckoeun & Kucan, 2013) so a renewed focus on effective teaching of vocabulary ensures children can	1,4
English subject leader to review and revise the Reading curriculum, including		1

catch up sessions. Working together with other schools in the Ignite hub, to ensure that the teaching of key comprehension skills including vocabulary is consistently good in all classes	practise using the new vocabulary in a variety of different contexts. Ofsted's inspection framework highlights the importance of an ambitious curriculum designed to give all learners the knowledge and cultural capital they need to succeed in life. We want to ensure that all disadvantaged learners can access the same range of opportunities as their peers.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23, 221

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Reading intervention for all PP children working below benchmarking expectations for their year group.	Outcomes within our own school show that children who take part in this intervention have consistently made accelerated progress with their benchmarking levels and shown increased levels of confidence. According to the EEF, lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text and reading comprehension strategies offer high impact on progress.	1

Provide regular practice of times tables for all year 3 and 4 PP children who are not yet secure up to 12x12, including 1: interventions.	The EEF Toolkit states that for children who have gaps in their understanding and low prior attainment or are at risk of falling behind, individualised and small group instruction allows the teacher to provide activities that are closely matched to a pupil's attainment. As part of this, targeted feedback supports pupils to address misconceptions and overcome specific barriers to learning. The EEF states that, 'Tuition delivered by qualified teachers is likely to have the highest impact.' Targeted deployment of teaching assistants to deliver an intervention to small groups can have a high impact (EEF Toolkit). Marc Rowland states that intervention should be "structured, evidence informed and time-limited".	2
Continue using a Vulnerable groups TA to give pastoral support to all PP children and identified vulnerable children, signposting to relevant professional and support link when necessary	We know that effective learning happens best when a child's physical and emotional needs are fully met. As Marc Rowland states, strong pastoral care is "a stepping stone to academic achievement." We offer a variety of nurturing and trauma-informed approaches based on extensive research that support children to be ready to learn.	4,5
Increased SENDCO release time to support teachers and parents to effectively meet the needs of PP children with SEND	As the EEF states, "Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology." We will invest in SENDCO time to support staff to provide the best for disadvantaged pupils with SEND.	1,2,3
Regular speech and Language therapy sessions delivered to support identified disadvantaged children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-	1,2

	language-interventions&utm_medium=search&utm_campaign=site_search&search_term=language	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure equity in cultural capital by subsidising trips, residential, clubs and swimming.	Ofsted's inspection framework highlights the importance of an ambitious curriculum de-signed to give all learners the knowledge and cultural capital they need to succeed in life. We want to ensure that all disadvantaged learners can access the same range of opportunities as their peers.	1,3,4
Ensure all pupil premium children are able to belong to a crew		3,4
Ensure all pupil premium children have experiences of a leadership role by the end of KS2.		4
Ensure equity in basic resources including school uniform and other bespoke support	There has been a significant increase in the number of families requesting support with financial contributions and basic resources.	4
Provide additional opportunities for parents to meet with teachers to discuss individual barriers to learning.	In his book, Addressing Educational Disadvantage, Marc Rowland explains how "Strong parental involvement is often associated with positive outcomes for pupils." Additional regular opportunities to discuss their child's progress and needs will allow for an enhanced relationship between families and teachers. The EEF states that parental engagement has a positive impact on average of 4 months' additional progress and that it is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1,2,5

Increase opportunities for focussed parental workshops on e-safety, behaviour and supporting learning at home.	In his book, Addressing Educational Disadvantage, Marc Rowland explains how “Strong parental involvement is often associated with positive outcomes for pupils.” Additional regular opportunities to discuss their child’s progress and needs will allow for an enhanced relationship between families and teachers. The EEF states that parental engagement has a positive impact on average of 4 months’ additional progress and that it is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4,5
Embed the VGTA focus on attendance to develop strong relationships with families where attendance continues to be a barrier to their child’s good progress.	According to Marc Rowland, “Strong parental involvement is often associated with positive outcomes for pupils” and mutual respect and understanding will support effective partnerships. By continuing to fund a dedicated pastoral role focussed on supporting families where children’s attendance is low, we will be able to continue to offer bespoke strategies and relevant goals to improve attendance.	5

Total budgeted cost: £27,503

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021-2022 Activity	Outcome
Staff training on effective, research-based methods to increase the amount and quality of oracy in the classroom.	Staff meetings were delivered during the last academic year. Several schoolwide approaches such as agree, build, challenge and targeted questioning are now embedded and learning walks show greater involvement in class discussions from all pupils. This will continue to be a focus as we introduce coaching for each teacher, tailored to their individual continuing professional development needs. The implementation of see, share, do across the curriculum assists with this.
Ensure daily catch up time is utilised to its maximum effect and children have bespoke support with misconceptions as well as opportunities to revisit prior learning.	Daily catch up continues to have a positive impact on addressing gaps and misconceptions that have arisen and offers children the opportunity to receive timely, in-person feedback. The SENCO provided training and guidance on the effective use of daily catch up and a relaunched timetable. This has also ensured more time for deliberate practice of key skills, allowing children more regular opportunities to revisit prior learning. There will be a greater focus on the use of question level analysis in 2022-23 to use daily catch up time to pre-teach children in advance of a new maths topic.
Embed systematic teaching of tier 2 as well as develop new methods of teaching subject specific vocabulary to ensure that children have a secure understanding of frequently encountered terminology.	This strategy is now fully embedded across all year groups and will continue to be a focus during 2022-23. One of the barriers to children reaching expected standard in the reading SATS has been their comprehension of the question and a continued focus on tier 2 vocabulary will continue to support children to access written instructions. In addition, all subject

	<p>leaders will now be selecting tier 3 vocabulary to be explicitly taught in each unit of the curriculum.</p>
<p>Continue to prioritise effective Reading intervention for pupil premium children who are working below expected standard</p>	<p>Benchmarking levels show that children continue to make accelerated progress with their reading levels and children's ability to decode, their enjoyment of reading and their ability to answer oral comprehension questions has improved. Some pupil premium children's progress in reading has not been reflected in results from assessments and these children require additional support with accessing written comprehension questions.</p>
<p>Provide a breadth of pastoral and therapeutic support to ensure children have positive mental health and develop resilience and learning skills to support their academic achievement.</p>	<p>Pastoral interventions continued to be prioritised as part of the recovery curriculum approach after the disruption of COVID. A wide range of support has been maintained and adapted to address the impact of COVID. Feedback from parents, pupils and staff remains positive. The VGTA sessions for pupil premium children are to ensure they are given the support they need to access learning in the classroom.</p>
<p>Ensure equity in cultural capital by subsidising trips, residential, clubs and swimming.</p>	<p>Subsidies were provided to enable children to attend swimming lessons and other trips. Pupil premium attendance at clubs is lower than anticipated and a renewed focus will be required in the new strategy to ensure that all pupil premium children benefit from extra-curricular activities. We continue to fund musical instrument lessons for pupil premium children.</p>
<p>Ensure equity in basic resources including school uniform and other bespoke support.</p>	<p>There continues to be a high take-up of this offer, which remains particularly important given the increase in the number of PP children being eligible for</p>

	FSM as well as high inflation and the financial impact this is having.
Provide additional opportunities for parents to meet with teachers to discuss individual barriers to learning.	The VGTA calls parents each term to review children's mental and academic progress. Feedback was positive and the two additional meetings for pupil premium families allowed teachers to get to know the children and their families in more depth and offer bespoke support and potential solutions to barriers that families have been experiencing.
Re-establish regular opportunities for parents to visit school, for example coffee mornings, showcases and joining trips and visits.	Renewed focus required. Whilst there were more opportunities for parents to visit school and celebrate their children's learning, these will be increased further during 2022-23, including focussed parent workshops on areas such as e-safety and behaviour.
High level EWO package to monitor and support attendance across the school with a focus on PP broken weeks	We have seen a positive improvement in this area. Whole-school attendance was 94.8% during 2021-22 and pupil premium attendance was 93.54%. This gap (1.26%) has reduced compared to 2020-21 (2.04%). We continued to see a number of broken weeks in some cases but developed a new pupil premium attendance champion role. The attendance champion has worked alongside the headteacher to support families of pupil premium children where attendance has been a barrier to their progress. We are now seeing improved attendance for these children.
VGTA focus on attendance, with a focus on PP children and building relationships with families as well as providing ongoing support and education around the importance of attendance.	We continued to see a number of broken weeks in some cases but developed a new pupil premium attendance champion role. The attendance champion has worked alongside the headteacher to support families of pupil premium children where attendance has been a barrier to

	their progress. We are now seeing improved attendance for these children.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Timestable rockstars	Timestable rockstars
Dyslexia Quest	Nessy
Little Wandle	Little Wandle
Jigsaw PHSE	Jigsaw PHSE