

Pupil premium strategy statement – Smallthorne Primary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	47.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Tina Steele, Headteacher
Pupil premium lead	Tina Steele, headteacher
Governor / Trustee lead	Barbara Mitchell, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,500
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£145,500

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Statement – Smallthorne Primary Academy

We are committed to providing all our pupils with the best possible education and opportunities for success. We recognize that some children may face additional challenges that could hinder their educational progress. To address this, we receive funding through the Pupil Premium grant to help us support disadvantaged pupils and close the attainment gap.

Our Vision: Our vision is to ensure that every child, regardless of their background or circumstances, achieves their full potential. We aim to provide a nurturing, inclusive, and enriching learning environment where every child can thrive academically, socially, and emotionally.

Our Approach: We have a strategic and holistic approach to using the Pupil Premium funding to make a meaningful impact on our disadvantaged pupils' outcomes. Our strategies include:

1. **High-Quality Teaching:** We invest in training and professional development for our teachers to ensure that all pupils receive high-quality teaching and support.
2. **Targeted Interventions:** We identify pupils who need additional support and provide tailored interventions to address their specific needs. This may include one-on-one tutoring, small group work, or specialized programs.
3. **Enrichment Activities:** We offer a range of extracurricular and enrichment activities to enhance pupils' experiences and develop their skills and interests.
4. **Family Engagement:** We work closely with parents and guardians to create a supportive home-school partnership, providing resources and workshops to help families support their child's learning.
5. **Mental Health and Well-being:** We prioritize the mental health and well-being of all our pupils, offering counseling services, emotional support, and access to trained staff to promote a positive learning environment.

This statement will be reviewed annually to reflect our ongoing commitment to the educational achievement and well-being of our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Internal and external assessments indicate that English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>For the past 3 (until 2022) years attainment for disadvantaged children has been significantly (at least 10%) behind those that of non-disadvantaged pupils.</p> <p>This is most significant in children working at Greater Depth</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3- 6% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the cost of living crisis, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of

	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£65.700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3,
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

<p>understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Further resource</p> <p>Animaphonics and train new staff to deliver high quality lessons and interventions.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Use of Pathways materials and resources</p>	<p>The EEF guidance is based on a range of best practices</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Use of school counsellor.</p>	<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>	5

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

Budgeted cost: **£52,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver a speech and language programme supported by research	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	1

and recommendations from S and L specialists	listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Lexonic Leap used to close gaps in KS1 Animaphonics books for intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Use of support staff and additional SEND support teacher	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	1,2,3

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

Budgeted cost: **£27,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set	All

	a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £145,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, the progress and attainment of the school's disadvantaged pupils in 2022/23 was above expectations. Our analysis suggests that the reason for this is primarily the support put in place throughout the year and a strong pupil premium strategy that was targeted and specific.

The attainment gap between our disadvantaged pupils was insignificant in statutory assessments and in many cases disadvantaged pupil scoring better than non-disadvantaged especially in GDS at KS1 and KS2.

Absence among disadvantaged pupils was 5% higher than their peers in 2022/23 and persistent absence 7% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

These results are indicative of the progress being made at Smallthorne and have set out a template which will allow us continue to close all significant gaps for our disadvantaged pupils

Externally provided programmes

Programme	Provider
Couselling programme	MIND
Attendance support	EWO