Pupil premium strategy statement – Samuel Allsopp Primary & Nursery School (formerly Victoria Community School) September 2022-25

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.

2023/24 Adaptations/Alterations
2024/25 Adaptations/Alterations

School overview

Detail	Data
Number of pupils in school	321 305 378
Proportion (%) of pupil premium eligible pupils	106 (33%) 96 (31.4%) 114 (30.2%)
Proportion (%) of pupil premium eligible pupils also on the SEND register	41 12.7% 34 (11%) 48 (12.7%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	September 2022- 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	L Smith
Pupil premium lead	L Smith
Governor / Trustee lead	K Symons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,380 £164,620

Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	XXXX £164,620

Part A: Pupil premium strategy plan

Statement of intent

As a school, we aim to 'level' out the barriers that exist to pupils' attainment and harness an environment where the core functional skills are focused upon at all times.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality – many of our families are new to the concept of compulsory schooling or they don't understand the value of being in school. As a two-site school, despite our staggered timings, breakfast club and 'slow start' in a morning, many older pupils walk themselves to school to support their parents manage the distance between the two sites
2	Early Reading and Phonics (inc support for reading in the home) – Limited expertise and resources in the family home mean that children don't always have access to books.
3	Emotional and Social Barriers – many pupils demonstrate behaviours which are not indicative of their chronological age.
4	Learning Behaviours – not having the right equipment for school due to financial challenge. Many children need support to feel that sense of belonging within the school community and having the correct uniform and equipment is part of this
5	Limited experiences out of school to get involved in activities and visit places of interest
6	Access to high QFT as a result of high levels of SEND/New Arrivals pupils with limited English from Abroad

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
Attendance	The gap between Pupil Premium attendance and non-Pupil Premium attendance has narrowed considerably

	Whole school attendance is at Nationa
Phonics and Early Reading (inc. Support for Home-Reading)	Y1 PSC results for PP children are improving year on year and more and more PP children are meeting the required standard at the end of Y1 Y1 PSC results show that the gap between pupil premium children and non-pupil premium children is narrowing At least 65% of Y1 pupils (starting in September) are on track to 'pass' the PSC Internal data (Y2-6) shows that the number of non-SEND pupils receiving Rapid Catch-Up each term, and progressing in reading, is over 80% Lesson observations by the English Hub & by the SLT show that there is effective phonics teaching in **all** classrooms from EYFS – Y2 English Hub Reports remark favourably on the school's emerging Reading Culture over time Pupil discussions demonstrate that all pupils visit the school library once a week Internal data shows that the number of PP children who visit the library after school with an adult is increasing over time Trawls of Reading Diaries show that a greater number of children are reading at home over time
Emotional & Social	Boxall Data shows that 100% of pupils make progress against their emotional and social targets Behaviour Audits show that pupils who are supported with their Emotional and Social barriers have increased engagement in the curriculum over time There number of behaviour incidents with individual children who have attended Nurture has rapidly decreased over time

Access to opportunities outside of school	Pupil voice/testimonial evidence shows the impact on the children's own enjoyment, self-esteem and emotional/social skills
	Pupils can talk confidently and coherently about the experiences provided and how this has impacted on their holistic self when questioned
	Floor books capture the experience
	Registers of pupils taking part show PP children are taking up the opportunity
Learning Behaviours & Equipment for School	Internal observations show that all pupils are dressed according to expectations and bring their reading book into school as part of a new-found etiquette
High SEND and Pupil Mobility (from abroad with no or limited English)	Provision Map shows that interventions are impactful over time and the % of pupils achieving the expected standard in school data
Pupil access to high quality first teaching that is consistent in rapidly closing gaps in attainment	Lesson observations show that progress rates and standards for more vulnerable and disadvantaged learners is improving

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: £56,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of phonetically decodable Little Wandle Phonics Books to go home with the children for practice outside of school	Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (*Education Endowment Foundation*)	2

Phonics Lead to support with coaching for Phonics teaching and to carry out regular monitoring of standards	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. This will continue as a significant number of staff are new to their year group and they require training with the Little Wandle Scheme	2
Coaching and mentoring to support quality first teaching across the school	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (*Education Endowment Foundation*) Maths Peer Modelling to continue as we have a number of new staff and staff in different year groups -they require support to further embed the principals of Power Maths Due to a high staff turn-over and fewer teaching assistants in the classroom, a full time Leading Practitioner is needed to team teach and model how to meet the needs of all learners as part of a mastery Maths curriculum and to support planning and delivery in English lessons. A number of staff are in new year groups. We have 5 new teachers in this academic including 1 apprentice teacher	6
Purchasing of Libresoft Library system so all pupils can take out a 'Reading for Pleasure' book	1 in 5 (20%) parents said they were buying fewer books for their children, increasing to 1 in 3 (36.1%) of those who were struggling financially as a result of the cost-of-living crisis (*National Literacy Trust*) In place at Victoria Road Site last year now extend the use of Libresoft to the school library at Orchard (our Y4-6 site) and ensure that pupils visit the library in older year groups A significant number of pupils are still on the core phonics programme or they require Rpaid Catch-Up intervention beyond Y2 (90 pupils as of this term) Continue to use Libresoft as a tool to support reading for pleasure and allowing children to chose a book that interests them. This will widen their vocabulary and foster a greater love of reading. Particularly at Orchard site	2

Purchasing of Decodable Little Wandle Books to support intervention	Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure. (*Education Endowment Foundation* Additional copies of Little Wandle texts for the core programme purchased so children can take books home and practise each week. Rapid Catch-Up intervention purchased so children in Years 2-6 can be supported with their access to effective teaching to close the gaps	2
Makaton Training for all TAs to support communication in the classroom for new arrival pupils and SEND	Makaton symbols and signs are matched to all the concepts in the two vocabularies to be used with speech, the written word or on their own. They provide a visual representation of language which increases understanding and makes expressive communication easier. This multi-modal approach, where one mode facilitates another, has been shown to increase opportunities for personal expression and development, participation in interaction and socialisation and to increase access to education, training and public information.	6

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

Budgeted cost: £33,152.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hosting of Revision Club for Phonics in school holidays and an Early Bird Phonics Intervention for Y1 pupils requiring extra support	Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. *(Education Endowment Foundation)* Due to staffing disruption and a very high levels of staff absence a number of children are not best placed to achieve in the PSC – Easter Club to be set up to support pupils with their phonics learning during the holiday closure periods and on the run-up to the June check	2

	Continue to offer holiday closure revision clubs for Phonics but start earlier in the year – February half-term, Easter and May half-term as the current Y1 cohort were significantly disadvantaged by the fact that Reception was a mixed Y1/EYFS class last year and they had 3 teachers throughout the year. Due to absence levels, interventions didn't take place and the data suggests that they are not at the right stage to be on track	
Nurture Group 3 afternoons per week	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year ((*Education Endowment Fund*) Growing need for emotional support in upper year groups due to a higher volume of safeguarding cases in the school community so provision extended to include a Nurture Group at Orchard Site for pupils between Y4-6 Continued model of Nurture in place at both sites to support children with a high level of emotional and social challenges – currently 102 on the school's Attendance Concerns list and 32 children on the school's list for emotional and social pastoral support	3
New Arrival Provision and additional sessions to support functional English (Racing to English curriculum)	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (Education Endowment Foundation) Last year, the school had 140 new arrival pupils from abroad, having no previous time in the UK. This had a huge impact on the resources in the classroom so teachers could support pupils access the curriculum. Aside from QFT	6
Phonics Keep-Up interventions in the afternoon for pupils not on track in Y1 and Y2 children who are falling behind	Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure. (*Education Endowment Foundation*) Continue into this year as staffing disruption meant that many observations didn't take place last year	2

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

Budgeted cost: £74,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support provided to families who have barriers in getting their children to school	Parental engagement is key to improving attendance and by identifying children early and offering support then evidence shows that attendance will improve. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. The evidence suggests that communications with parents are likely to be more effective if they are personalised, linked to learning (or making the link between attendance and learning explicit), and framed positively (*Education Endowment Fund*) Provision increased with the appointment of an additional Deputy Headteacher who line manages the Pastoral staff. New systems put in place to tackle attendance - Implementation of home-visits, New Arrival Family Coffee Mornings, Attendance Clinics to support the reasons for poor attendance, chase absences each day offer support to new families joining school Growing need in school community and volume of cases leading to staff being made full-time across the school	1
Opening of the school library for parents and children to use at the end of the school day – encouraging a reading ethos	2 in 5 (40.9%) said there was no quiet space for their child to read at home, while 1 in 10 parents also said they felt too busy (12.4%) or stressed (10.3%) to engage with their child's literacy at home *(National Literacy Trust)* Continue to open the library after-school as a means of supporting a whole-school reading culture. Find a model that works for opening the new library at Orchard Site and involving parents of children in Y4-6	3

Purchasing of School uniform for PP children and school book bags for their school reading book	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. (*Education Endowment Foundation*) Many families struggle to pay these high costs, which in turn has negative impacts on children. Our survey showed that nearly a quarter (23%) of parents said that the cost of school uniform had meant their child had worn ill-fitting, unclean or incorrect uniform. Wearing the wrong uniform can lead to children being bullied, feeling left out *(The Children's Society)*	4
Part-funding of Y6 Residential and some trips and visits	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. Understanding why adventure learning interventions appear to improve academic outcomes is not straightforward. One assumption might be that non-cognitive skills such as perseverance and resilience Continue to support families in this regard so that Y6 pupils have the levels of resilience and independence prior to KS3 Continue - A significant number of families are struggling to fund trips out of school due to the rise in the cost of living. Many of our pupils in Y6 missed out on opportunities further down the school due to COVID	5

Total budgeted cost: £ *74,555 + 33,152 + 56,973* = <u>164,680</u>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes from 2022-23					
KS2	Attainment			Progress	
	School Overall	National	School Disadvant	School Overall	School Disadvant
Reading	51%	73%	40% (-11%)	0.04	-0.04
Writing	51%	71%	60% (+9%)	-1.23	-0.09
Maths	69%	73%	65% (-4%)	2.90	2.24

Phonics PSC	School Overall	School Disadv	National Overall	National Disadvant
Y1	73%	90%	79%	67%
Y2	52%	50%		

Externally provided programmes

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

Programme	Provider
Power Maths	Pearson
Little Wandle	
Racing to English	