

Pupil premium strategy statement – Littleport Community Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	25%
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)	2023/24- 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	A Rivett
Pupil premium lead	S Jackson
Governor / Trustee lead	D Barker/ T Peacock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,735
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£153,735

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to enable all children, including those receiving Pupil Premium funding, to succeed, make consistent progress and feel a strong sense of belonging within our school community. Our focus is to target and support disadvantaged children to close the educational attainment gap and improve outcomes for all students. To address the limitations that a label of 'Pupil Premium' or 'Disadvantaged' may impose, we are using the term 'Above and Beyond Children' or ABCs when referring to our children in receipt of Pupil Premium funding. This highlights the importance of our school going above and beyond to support these children to succeed throughout their primary education.

We value the importance of an awareness that disadvantaged pupils may face a variety of challenges that can impede their ability to thrive in their educational journey. A whole school culture of understanding and addressing these challenges is crucial for providing effective support. We understand that our children have unique life experiences and value the importance of acknowledging that this must be integral to our approach. All children, not only those from disadvantaged backgrounds will benefit from our strategy.

As an outward thinking school, quality first teaching is central to our approach, ensuring that the children experience the highest quality experiences in the classroom, with an emphasis on ongoing research and subsequent evidence based CPD exploring effective pedagogy.

In order to promote an inclusive whole school culture, we identify four key foci:

- 1. Ethos, attitudes and expectations: creating whole school ethos and attitudes to raise expectations and improve children's experiences.**
 - To enable all pupils, particularly Above and Beyond Children to achieve their full potential in a supportive environment.
 - To broaden Above and Beyond Children's experiences and cultural capital.
 - To be inclusive and facilitate a sense of belonging for all pupils.
- 2. Pastoral: addressing family trauma**
 - For those children who are experiencing challenging parental separation, our intention is to ensure support, security and confidence building.
- 3. Attendance and punctuality:**
 - To reduce Above and Beyond Children's persistent absences to 25%.
- 4. Address the vocabulary gap through whole class approaches and interventions:**

- To improve vocabulary for learning to ensure greater life chances.

Challenges

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

Challenge number	Detail of challenge
1. Ethos, attitudes and expectations: creating whole school ethos and attitudes to raise expectations and improve children's experiences.	With 25% of the school in receipt of Pupil Premium funding, we are aware of an increasing need to foster a sense of belonging for these children. Through discussions with staff and conversations with children, we are aware that many of our Above and Beyond Children have low cultural capital and face difficult challenges in their everyday life.
2. Pastoral: addressing family trauma	At present, our Pupil Premium funding covers YMCA counselling to support SEMH for our Above and Beyond Children. In September 2023, 67% (4/6 children) accessing YMCA currently Above and Beyond Children. Of these children, 83% (5/6 children) accessing YMCA are doing so as a direct result of challenging parental separation and trauma. This is 100% (4/4) of our Above and Beyond Children. There have been traumatic events around and following the separation for all of these children. In addition 25% (1/4 children) accessing ELSA are Pupil Premium. There are many other children, who would benefit from access to SEMH support.
3. Attendance and punctuality	During 2022-23, overall attendance was 93.8%. Non-Pupil Premium funded children was higher (94.8%) than Pupil Premium funded children (91.1%). Persistent absentees across the school reached 15.9%. Of this figure, 30 out of the 62 persistent absentees (42%) are Above and Beyond Children. This includes 24 families, resulting in an impact on all siblings within these families. Almost 50% of persistent absences are Above and Beyond Children and 26% are regularly late to school, resulting in lost learning time and impacting on pupils' attainment and progress.
4. Address the vocabulary gap through whole class	Assessments, observations and discussions with pupils indicate significant underdeveloped oral language skills and vocabulary gaps among many Above and Beyond Children, regardless of age.

approaches and interventions.	
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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
1. Ethos, attitudes and expectations: Gaps are closing in attainment and progress in the core subjects. Children to participate in activities to expand on cultural capital, encouraging a sense of belonging. Heightened awareness of all staff in meeting the needs of Pupil Premium pupils.	• The targets set for Above and Beyond Children are set in Pupil Progress meetings. • Pupils vulnerable for not meeting targets are discussed at Pupil Progress meetings. • Pupil Progress targets are met. • Pupil Progress meetings system enables focused discussions about children's attainment and progress. • Pupil Progress meetings used effectively. • Every child will have had an educational visit to broaden cultural capital. • Every child will have been given the opportunity to participate in a residential visit in Year 4 and Year 6. • Pantomime visit in January. • Visitors welcomed into school for special activities linked to the curriculum. • Visits to local Church for services at Harvest, Christmas and Easter. • Teachers have greater awareness of family needs and more regular contact. Reminders throughout the year. Monitored by: • Pupil Premium Lead, reviewing outcomes from Pupil Progress meetings. • Pupil Premium Lead- create a system for monitoring visits and visitors. • Governor interviews with children- pupil voice. • Questionnaire teacher voice regarding developing awareness of Above and Beyond Children and the challenges faced.
2. Pastoral: addressing family trauma	• Pupil Premium children have accessed the support provided.

Children who are experiencing challenging parental separation are accessing SEMH support.	• Improved behaviour and engagement of pupils accessing support through YMCA and ELSA. • Developed class teacher relationship with children. Monitored by: • Learning walks and discussion with teachers and other class-based staff- SLT learning walks.
3. Attendance and punctuality: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To reduce Pupil Premium persistent absences to 25%.	• Persistent absence target is met. • Lateness target is met. Monitored by: • Inclusion Lead provides an overview to SLT.
4. To address the vocabulary gap through whole class approaches and interventions: To improve vocabulary, oral and language skills and confidence. Additional Speech and Language support.	• Quality First Teaching focused on vocabulary. Voice 21 strategies implemented throughout the school. Impact evidenced within writing and oral discussions. • Pupils with speech and language needs, who would not normally receive NHS support, access private speech and language therapist. • Children who have additional speech and language support meet targets. Monitored by: Pupil Premium Lead through learning walks, teacher and pupil voice. Book looks evidence the progression in use of vocabulary. Pupil discussions SENDSCO to monitor and feedback

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: £66,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of Education- Continue with CPD using Rosenshine's 10 Principles of Instruction.	Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. In two of the major studies on the impact of teachers, the investigators found that students in classrooms with more effective teachers had a higher success rate, as judged by the quality of their oral responses during guided practice and their individual work. Marc Rowland- The greatest impact comes from the quality of the pupil's classroom experience. We aim to support the pupil in class wherever possible so that they are not withdrawn unnecessarily. This is key to promoting their self-confidence, self-esteem, participation in learning, confident and positive social interaction.	1, 4
Raise expectations of all children, including those in receipt of PP funding.	Marc Rowland- Class teachers have the highest expectations of all pupils. Pupils are supported to work constantly to improve their personal best, which raises self-esteem and contribution.	1
Voice 21: Whole class approaches to teaching oracy	EEF research: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support for those pupils with speech and language needs, who would not normally receive NHS support.	Royal College of Speech and Language Therapists (RCSLT): Children with poor language and literacy skills at five years have lower education achievement at seven years (Snowling et al, 2011). One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school compared with one in 25 children who had good language skills at age five. (Save The Children, 2016) One in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five. (Save The Children, 2016) Children with poor speech, language and communication get fewer GCSE A-C grades than their peers. 15% achieve 5 A*-C GCSEs compared with 57% of all young people (Bercow, 2008).	4

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

Budgeted cost: £78,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
S Parrin- Inclusion Lead- supporting pupils with attendance and punctuality. YCMA/ ELSA SEMH support for children experiencing family trauma.	EEF Toolkit: 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. Other research evidence suggests that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.	2
Breakfast offer for pupils in receipt of Pupil Premium funding with a history of lateness or persistent absenteeism.	DFEE: Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	2
Support with cost of school uniform	Child Poverty Action Group identify that children from low income families often encounter barriers to participating fully at school, making it harder for them to learn, achieve and be happy.	2
Forest School provision to enhance experiences.	Forest Research: Forest School is an approach to education that seeks to shape teaching to an individual's learning style. It is not only focused on the acquisition of knowledge but shows that if learning is enjoyable and fulfilling a person grows and gains self-esteem through experiencing the process.	1, 2

Total budgeted cost: £150,918

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcomes from 2022-23

A. Rigorous and systematic approach to the teaching of writing, which improves access to Quality First Teaching for Above and Beyond Children to make accelerated progress in writing.

Estimated impact

- This has been the beginning of our writing journey and this will be embedded during next academic year.
- Regular CPD, book looks, moderating has taken place and school (moderation with ESP) to ensure progression across the school.
- Professional discussions and book looks highlight the positive steps made, particularly in transcription skills. However, at present it is too early for data to reflect this.

Lessons Learned

- Next academic year, we will be continuing the journey, focusing more on texts using transcription skills starting at a more consistent level at the beginning of the academic year compared to the beginning of our journey.
- Regular CPD will continue.
- More observations and book looks will enable us to evaluate this further.
- Continued writing moderation will ensure consistency in assessment across the school.

B. Accelerated progress in reading, writing and maths for specific, identified groups of Above and Beyond Children to raise attainment in reading, writing and maths.

In class support:

Estimated impact:

- Through professional discussion/ use of planning/ Blue books (where possible), we have been able to monitor use of additional adults in the classroom.
- Increased progress (February – June) for children in receipt of PP funding is most evident in specific year groups, linked to interventions logged on Edukey trackers.

Reading:

Year 3: An increase of 23% of PP and 17% non-PP achieving expected standard.

Year 4: An increase of 17% of PP and 8% non-PP achieving expected standard.

Year 6: An increase of 57% of PP and 34% non-PP achieving expected standard.

Writing:

Year 2: An increase of 9% of PP and 0% non-PP achieving expected standard.

Maths:

Year 1: An increase of 19% of PP and 8% non-PP achieving expected standard.

Year 5: An increase of 23% of PP and 17% non-PP achieving expected standard.

Year 6: An increase of 35% of PP and 25% non-PP achieving expected standard.

Lessons learned:

- A reduction in TA hours has impacted the viability of interventions across the school, particularly in some year groups, where interventions have been less able to take place and TA support has been unable to be available consistently in classes, due to behavioural/ high needs children and reduction in TA hours/ illness.
- Careful consideration needs to be taken for placement of adults during Academic Year 2023-24.

B. Accelerated progress in reading, writing and maths for specific, identified groups of Above and Beyond Children to raise attainment in reading, writing and maths.**Interventions/ Tutoring:****Estimated impact:**

- 89% of PP children receiving interventions in reading made progress between spring and summer assessments.
- 50% of PP children receiving interventions in writing made progress between spring and summer assessments.
- 76% of PP children receiving interventions in maths made progress between spring and summer assessments.
- 100% of pupils in Y4/5 made progress following maths' tuition.

Lessons learned:

- With continued reduction in TA hours with increased high needs children and fewer TA hours, we are re-thinking how interventions can still run effectively, utilising the strengths of specific TAs.
- A reduction in TA hours has impacted the viability of interventions across the school, particularly in some year groups, where interventions have been less able to take place and TA support has been unable to be available consistently in classes, due to behavioural/ high needs children and reduction in TA hours/ illness.
- Maths' tuition has proved successful, but for a limited number of children at a high cost. We will be exploring alternative ways to provide this support.

C. A solid understanding of how diagnostic assessments support Above and Beyond Children to make accelerated progress.

Estimated impact

- Diagnostic assessments are being used in maths across the school to inform teacher assessment and planning, pre-teaching and additional support.

Lessons learned

- More evaluation of these needs to be carried out in the next academic year to ensure that these continue to be used.
- Monitoring of data will be carried out by Maths' Lead.
- Continued CPD for new staff and to refresh all staff.
- Use of daily maths activities (4 a day) from CMT would be beneficial to be used across the school (fed back from Y2 moderation).

D. Improved SEMH and attendance for all Above and Beyond Children, ensuring children are prepared to access Quality First Teaching.

Estimated impact:

- Persistent absentees continue to cause concern.
- 27% of PP children are Persistent absentees compared to 14% of non-PP children.
- 10 of the 29 (34%) Above and Beyond Children's attendance has stabilised throughout the year.
- Forest school has been a great benefit to children's SEMH, which has been evidenced through observations of children during sessions and through discussions with HB.

Lessons learned:

- SP communicates regularly with parents and letters sent out half termly. Certificates also given to children with 100% attendance.
- Through discussion, SP has said that he would like to do more for the persistently absent children but this has been difficult due to increased safeguarding and supporting behaviour in school, which takes up much of his time.
- Trophies awarded to classes with the highest attendance each week.

General data

Summative assessments take place in February and June using NFER test materials. Analysis of this end of year data across the school shows that:

Reading: 64% (43% February) of disadvantaged pupils are working at expected outcomes compared to 77% (55% February) of non-disadvantaged pupils. This demonstrates an increase of 19% compared to 24% between February and June.

Writing: 44% (44% February) of disadvantaged pupils are working at expected outcomes compared to 68% (65% February) of non-disadvantaged pupils. This demonstrates an increase of 0% compared to 3% between February and June.

Maths: 72% (47% February) of disadvantaged pupils are working at expected outcomes compared to 80% (63% February) of non-disadvantaged pupils. This demonstrates an increase of 25% compared to 23% between February and June.

Upon reviewing our Pupil Premium Strategy for the academic year 2022/23, we have made the decision to adapt our strategy to meet the needs of the pupils in our school, reflecting on challenges that many disadvantaged pupils face.

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
Math's Tutoring	Winchmore Tutoring Service

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A