

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Putnoe Primary School
Number of pupils in school	503
Proportion (%) of pupil premium eligible pupils	178/503 = 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Simon Petch
Pupil premium lead	Kirsty Durrheim
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345*178 = £239,410
Recovery premium funding allocation this academic year	£145*178= £25,810
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	£265,220

Part A: Pupil premium strategy plan

Statement of intent

Children should reach their full potential, and that any child who faces disadvantage of any kind, should have any barrier they may face removed so that they can succeed. Our school prides itself in using the additional funding we receive to enhance the curriculum and provision in school for children who may face a challenge when learning. It is understood that every child is unique and will have their own individual needs, which may vary during their time at school. Children are spoken to about their dreams and ambitions, and strategies are put in place to help them achieve them.

The ultimate aim for the children eligible for pupil premium funding is for their attainment in core subjects to be in line with children who are not eligible for pupil premium funding. It is known that children who are classed as disadvantaged may face a variety of challenges that impact negatively on their academic outcomes. The plans we have made try to address each of these challenges individually so that we can put in measures to overcome these, ultimately leading to improved attainment for our children that are eligible for pupil premium funding.

Good and outstanding quality first teaching in the most important aspect of improving outcomes and education for all children. Every child has an effective teacher, who are provided with the relevant training and resources to help them to implement an excellent learning experience for all learners. The effectiveness of teaching is monitored regularly and support staff are deployed according to need.

A number of specialist staff are employed, who work with children that have unique needs and who require a level of specialist support. Our school also have a team of well-trained teaching assistants, who work under the teachers' direction to help children to fill gaps in learning and to catch up if they are not keeping up with the content and pace of the curriculum.

The needs of children extend far beyond their academic strengths and weaknesses. We know that families supporting the child are the biggest factor that influence the child's access to education. Therefore, we work closely with families who may be needing additional support. Children are given equal access to extra-curricular opportunities, and can continue to develop their cultural capital to better access academic learning.

Where learning gaps are identified, funding is allocated for one-to-one or small group tutoring outside of the usual school day.

Current data (Autumn 1 2021)

Reception 26% of the year group are eligible for PP

Year 1 23% of the year group are eligible for PP

Year 2 29% of the year group are eligible for PP

Year 3 42% of the year group are eligible for PP

Year 4 38% of the year group are eligible for PP

Year 5 45% of the year group are eligible for PP

Year 6 46% of the year group are eligible for PP

21/178 PP children have an identified SEN = 12% (Autumn 1 data)

Entry data Sept 2021 (%)	Year 2			Year 3			Year 4			Year 5			Year 6		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All at or above	39	35	64	41	36	49	66	41	64	67	49	74	49	24	55
PP at or above	24	39	77	27	32	33	66	34	64	52	31	71	39	15	44
Non PP at or above	0	33	50	50	38	57	66	45	60	78	63	78	57	31	63
All GD	6	6	4	12	12	10	18	6	13	8	4	14	5	1	6
PP GD	0	0	0	0	0	0	9	0	6	0	0	3	2	0	0
Non PP GD	0	8	6	2	17	17	23	10	17	13	5	20	6	2	10

Challenges

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

Challenge number	Detail of challenge
1	<p>Data held by the Designated Safeguarding Leads shows that a high proportion of children eligible for Pupil Premium face challenges of disrupted lives due to situations that arise at home, which can include financial instability. This can lead to social, emotional and mental health difficulties. The care, guidance and support given to children by carers can vary. Out of 74 children that are supported by our Family Support Worker and Attendance Officer, 71 of them are children who are eligible for Pupil Premium (96%).</p> <p>Parenting skills (boundaries, managing behaviour, attendance, support at home with learning)</p> <p>Poor emotional literacy.</p> <p>In Autumn 1 term, there have been 55 incidents of negative behaviour recorded on our school system. 51% of these are for children eligible for Pupil Premium. This is an over-representation of Pupil Premium children.</p> <p>24% of PP children seem to face a challenge with motivation to do well (teacher assessment).</p> <p>52% of children eligible for PP face a challenge with completing homework, 39% with reading at home and 21% may not have appropriate books at home.</p>
2	<p>The average attendance of children eligible for Pupil Premium is 95.33% compared to average attendance for our non-Pupil Premium children is 96.44% (data taken for Autumn 1 term 2021)</p> <p>Out of 64 children who are persistent absentees (September – 08.12.21), 56% of these are children who are eligible for PP. They are over-represented.</p>
3	<p>Weak development and understanding of, and use of, language and vocabulary leading to under-developed communication skills.</p> <p>Baseline assessments show the following –</p> <p>Blanks level average score is PP 2.73, non-PP 2.98</p> <p>Listening, attention and understanding PP 33%, non-PP 67%</p> <p>Speaking PP 33%, non-PP 67%</p> <p>Attainment in national tests last year- Summer 2020 (although not published, this is data held in school) is as follows:</p> <p>Reading -</p> <p>KS1 27% PP, 50% non-PP (approx. 8 child gap)</p> <p>KS2 65% PP, 77% non-PP (approx. 4 child gap)</p> <p>Class teacher analysis of needs, identifies that</p> <p>31% of our PP children face a challenge with understanding vocabulary, 24% face a challenge with expressive language and 23% of children face a challenge with communicating their needs effectively.</p>
4	<p>There are gaps in attainment in not only reading, but Writing and Maths, as follows. Children eligible for Pupil Premium do not attain as highly as their no-Pupil Premium peers.</p> <p>Writing –</p> <p>KS1 32% PP, 38% non-PP (approx. 2 child gap)</p> <p>KS2 62% PP, 67% non-PP (approx. 2 child gap)</p> <p>Maths –</p>

	<p>KS1 33% PP, 57% non-PP (approx. 8 child gap) KS2 51% PP, 81% non-PP (approx. 10 child gap)</p>
5	<p>Attendance at extra-curricular clubs for our PP children is lower than that of their non-Pupil Premium peers. This is data for the Autumn term 2021.</p> <p>KS1 – 18% of children that attend clubs are eligible for Pupil Premium. KS2 – 30% of children that attend clubs are eligible for Pupil Premium.</p>
6	<p>Engagement with teaching and learning strategies within the classroom impede the effectiveness of lessons. Teacher assessment shows the following:</p> <p>34% of children eligible for PP face a challenge with metacognition. 33% of children eligible for PP face a challenge with stamina in writing, meaning that they are unable to apply and demonstrate taught skills and new learning. 31% of children eligible for PP face a challenge when being resilient. 29% of children eligible for PP face a challenge when being independent. 29% of children eligible for PP face a challenge participating in lessons. 35% of children eligible for PP face a challenge when responding to feedback. 24% of children eligible for PP face a challenge with cooperation in groups and partner work. 35% of children eligible for PP face a challenge with Mastery within lessons.</p>
7	<p>31% of children eligible for PP face a challenge with their self-esteem (teacher assessment).</p>

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
<p><i>For children to develop the skills to fully engage in the school curriculum, and develop social and emotional skills to be resilient learners and members of the community.</i></p>	<p><i>Behaviour incidents for children eligible for Pupil Premium will reduce. There will be less disparity between the number of behaviour incidents between Pupil Premium and non-Pupil Premium children. Scores on the BOXALL profile for identified children will increase due to accurate assessment and intervention being in place.</i></p> <p><i>All children will be able to articulate our Values and know what demonstrating these look like in everyday practice.</i></p> <p><i>Lesson observations will show how children use metacognitive skills and strategies to support their learning.</i></p> <p><i>Children will understand instructions and learning due to great teaching of vocabulary. They will communicate effectively in small groups, with a partner and within the whole class so that they can engage more with the curriculum.</i></p> <p><i>Children will respond appropriately to feedback- both verbally and written, and this will impact positively on their learning.</i></p> <p><i>Children will be able to work independently and know a range of strategies to support them to do this.</i></p> <p><i>Written work will be of a substantial length so that new learning can be applied.</i></p>
<p><i>For parents to support children with learning life skills, have a good understanding of boundaries and have a knowledge of excellent parenting strategies and techniques.</i></p>	<p><i>Parents will engage with our family support as and when necessary.</i></p> <p><i>Parents will recognise when they need support and be willing to approach or engage with us.</i></p> <p><i>Parents and children will have an understanding of the dangers and restrictions around social media and online use.</i></p> <p><i>Children will better regulate their emotions and behaviours in school due to a more consistent approach with boundaries and expectations outside of the school environment.</i></p> <p><i>Parents evening appointments will be attended by 100% of parents.</i></p> <p><i>Family Support Worker notes and assessments will show that families that have support make positive progress with parenting skills, behaviour management strategies and consistent parenting.</i></p> <p><i>Appropriate support is in place for families – there are a wide range of interventions and support that are offered and taken up by families.</i></p>
<p><i>For children to be able to fully articulate themselves at a level that enables them to fully access Year 6 SATs papers and conduct themselves effectively as member as the school community.</i></p>	<p><i>Levels of attainment for disadvantaged children will improve and be in line or above national expectations in Reading, Writing, Maths and Spelling, Punctuation and Grammar at both KS1 and KS2.</i></p> <p><i>Blanks level assessments for our Early Years children will show accelerated progress, so that their vocabulary and language development is in line with what is expected for their age.</i></p>
<p><i>For children to have the required level of skills and understanding to be</i></p>	<p><i>Levels of attainment for disadvantaged children will improve and be in line or above national expectations in all Reading, Writing, Maths and Spelling, Punctuation and Grammar at both KS1 and KS2.</i></p>

<p><i>able to apply their knowledge in core subjects – reading, writing and maths.</i></p>	
<p><i>For children to have opportunities that develop their cultural capital so that they are able to better access the curriculum and be aware of the opportunities available to them in their future lives.</i></p>	<p><i>All children will attend school trips and visits. Children will engage in extra-curricular clubs that are of interest to them, and there will be no disparity between the numbers of children attending that are eligible for Pupil Premium or not eligible.</i></p> <p><i>Opportunities available outside of school will add to children’s cultural capital; they will better understand topics taught in school, particularly when reading books in English lessons and across the wider curriculum.</i></p>
<p><i>To improve attendance and punctuality.</i></p>	<p><i>Attendance and punctuality when arriving at school will improve. The attendance of Pupil Premium children will be in line with whole school national attendance expectations.</i></p>

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: £62586.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE curriculum evaluation and altering to better meet the needs of disadvantaged children	Personal, social, health and economic (PSHE) education - GOV.UK (www.gov.uk) Relationships education, relationships and sex education (RSE) and health education: FAQs - GOV.UK (www.gov.uk)	1
Behaviour policy updated to ensure consistency and familiarity for staff and children	Charlie Taylor's Behaviour Checklist (publishing.service.gov.uk)	1
Spelling Shed, Times Table Rockstars and Numbots	£1 + 5 months additional progress Homework EEF (educationendowmentfoundation.org.uk) Including subscription costs to: Spelling Shed Times Table rockstars Numbots	1
Vocabulary and language focus in English lessons – training for staff.	Effective Professional Development EEF (educationendowmentfoundation.org.uk) With a focus on: <ul style="list-style-type: none"> - High quality adult and child interactions - Modelling effective communication - Phonics / class novels balance - Purpose for writing - Phonics workshop for parents - Phonics assessment - Phonics interventions - Phonics training 	3
Class texts chosen to improve access to a range of vocabulary.	Deepening knowledge through vocabulary learning - impact.chartered.college	3

Library sessions for specific groups World book day, pupil magazines, National Literacy Trust.	Librarian School Libraries Impact Studies – Library Research Service (lrs.org)	3
Reading and writing for real purposes to help engage reluctant readers/writers.	Improving-Literacy-in-KS1-EEF-Guidance-Report.pdf (schooltransition.co.uk) https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf Recommendation 4 – purpose and audience are central to effective writing; children need a reason to write. See writing action plans for more details	4
Author visits to widen aspirations.	Department for Education (publishing.service.gov.uk) Library plan of authors to visit specific year groups throughout the year	4
Training for teaching assistants on PP/school priorities	Effective Professional Development EEF (educationendowmentfoundation.org.uk) Use EEF 'effective use of TA document' to guide training and focus for sessions.	4
Gap identification and planned interventions, delivery by teaching assistants	Pupil progress meetings to influence interventions and focus for the coming term	4
Monster phonics resources and training for teachers and teaching assistants	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) £1 +5 Recommendation 3 – effectively implement a systematic phonics programme The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)	4
Teaching of reading following the Reading Framework recommendations	£1 + 6 months additional progress Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	4

	<p>k)</p> <ul style="list-style-type: none"> - Speaking and listening focus - Balance between phonics and comprehension using our reading spine - Systematic phonics - Reading comprehension skills explicitly taught 	
Metacognition	<p>£1 + 7 months additional progress</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Making sense of metacognition - impact.chartered.college</p> <p>Metacognition will be a focus for academic year 2022/23.</p>	6
Feedback	<p>£1 + months additional progress</p> <p>Teacher Feedback to Improve Pupil Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Effective Feedback Task Subject and Self-regulation Strategies.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Feedback will be a focus for academic year 2022/23.</p>	6
Mastery learning	<p>£1 + 5 months additional progress</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> - Will continue be a focus in Maths for the academic years 21/22/23 	6

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

Budgeted cost: £145972.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework	£1 + 5 months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1
Oral language interventions	£1 + 5 months additional progress Oral language interventions EEF (educationendowmentfoundation.org.uk) Speaking up: The importance of oracy in teaching and learning - impact.chartered.college Speak for Change Inquiry - report launched April 2021 Oracy APPG (inparliament.uk) Intervention start with targeted children in Reception and Year 1 from January 2022	3
Speech and Language specialist teaching assistant.	Specialist trained speech and language member of support staff has demonstrated positive impact and progress through specific SALT targets	3
Tutoring with Academic mentors	Academic mentors programme grant: conditions of funding - GOV.UK (www.gov.uk)	4
Tutoring with in-school tutors.	Tutors are qualified teachers or experienced Level 4 teaching assistants. Teachers are familiar with the curriculum and teaching approaches of the year group. Teachers are familiar with the teaching approaches and have a common language as they are already employed as a member of staff.	4
Additional teachers (Akpai, Claire) and teaching assistants in specific year groups to target individuals. Small group / 1:1 sessions	Internal data shows that smaller, more targeted teaching groups impacts positively on outcomes.	4
TA interventions	£3 + 4 additional months progress if training is effective Making Best Use of Teaching Assistants 	4

	EEF (educationendowmentfoundation.org.uk)	
Self-Esteem interventions	Self-esteem WHOLE SCHOOL interventions - Item 148 - ELSA Support (elsa-support.co.uk)	
Teaching assistant full time in every class	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 20% of each Teaching Assistant Wage	

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

Budgeted cost: £56394.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children having access to appropriate books at home	reading_for_pleasure.pdf (publishing.service.gov.uk)	1
Family worker employed	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 Working together to safeguard children - GOV.UK (www.gov.uk)	1
Parental workshops – parents feel supported with academic and parenting skills	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1
Staff to become better trauma-informed and strategies in class to support children with trauma and attachment difficulties. Use of BOXALL profile.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1
Increased access to devices for homework and independent learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1
Provide food so that children are not hungry – breakfast club, after hours club, food parcels, snacks at break time to KS2 children	We receive food from local shops and there is minimal staffing time to order and collect this	1, 4
Subsidised attendance at breakfast club to improve attendance.	Children in previous years have had improved attendance with the incentive of breakfast club	1, 5
Attendance officer to work alongside	Attendance officer	2

families + refer to family support as needed to improve attendance and punctuality -	Clear identification of persistent absentees, home visits to encourage good attendance Quick referral to family support worker and early identification of children not in full-time compulsory education Quick referral to EWO for support	
Access to extra-curricular activities – music, sports	Developing wider cultural capital so that children are better equipped to access lessons, particularly in English.	5
Equal access to school trips – discounted/subsidised cost	Subsidising trips and extra-curricular so that all children can attend. All children attended all trips offered in previous years, so that they can better understand the curriculum content on their return to school.	5
Higher focus on roles and responsibilities around school	To build confidence. To improve speaking and listening skills. To raise aspirations.	7
Provide clothing for children who do not have it – sense of community, belonging and pride	No cost as uniform is donated and second hand	7

Total budgeted cost: £264,953.26

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

End of 2020-21 data (%)	Year 1			Year 2			Year 3			Year 4			Year 5		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All at or above	39	35	64	41	36	49	66	41	64	67	49	74	49	24	55
PP at or above	24	39	77	27	32	33	66	34	64	52	31	71	39	15	44
Non PP at or above	0	33	50	50	38	57	66	45	60	78	63	78	57	31	63
All GD	6	6	4	12	12	10	18	6	13	8	4	14	5	1	6
PP GD	0	0	0	0	0	0	9	0	6	0	0	3	2	0	0
Non PP GD	0	8	6	2	17	17	23	10	17	13	5	20	6	2	10

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Espresso	Discovery Education
Music Therapy	In-school staff

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service pupil premium allocated
What was the impact of that spending on service	No service pupil premium allocated

pupil premium eligible pupils?	
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Further information (optional)