

Pupil premium strategy statement 2023-2024

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	514
Proportion (%) of pupil premium eligible pupils	182 children + potential reception children 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of 3
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Simon Petch
Pupil premium lead	Kirsty Durrheim
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1455 per child £267,720
Recovery premium funding allocation this academic year	£145 per child £26,680
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	£294,400
Additional National Tutoring Programme Funding	£11,272.50

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.

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.</p> <p>63% of the families that are supported by our Family Support Worker are families that are eligible for Pupil Premium. 64% of the families supported by a social worker are families that are eligible for Pupil Premium. <i>Data taken from September 2023.</i></p> <p>Parenting skills (boundaries, managing behaviour, attendance, support at home with learning).</p> <p>Poor emotional literacy.</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> <p><i>Data taken from January 2022</i></p>																																																															
2	<p>The average attendance of children eligible for Pupil Premium children is lower than non-pupil premium children.</p> <p>For persistent absentees, pupil premium children are over-represented.</p> <table border="1" data-bbox="277 1032 1481 1391"> <thead> <tr> <th colspan="2"></th> <th colspan="6">2022-23</th> <th></th> </tr> <tr> <th></th> <th>2021-22</th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> <th>Spring 2</th> <th>Summer 1</th> <th>Summer 2</th> <th>2022-23 total</th> </tr> </thead> <tbody> <tr> <td>All children</td> <td>94.58</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>94.43</td> <td>94.8</td> </tr> <tr> <td>Pupil Premium</td> <td>93.11</td> <td>92.65</td> <td>92.14</td> <td>92.92</td> <td>93.39</td> <td>94.32</td> <td>92.98</td> <td>93.29</td> </tr> <tr> <td>Not pupil premium</td> <td>95.52</td> <td>96.21</td> <td>95.25</td> <td>95.84</td> <td>95.84</td> <td>96.67</td> <td>95.37</td> <td>95.76</td> </tr> <tr> <td>Persistent absentees</td> <td>14.39</td> <td>17.24</td> <td>18.16</td> <td>19.28</td> <td>19.89</td> <td>13.51</td> <td>16.92</td> <td>11.33</td> </tr> <tr> <td>% of PA that are PP</td> <td>65.82</td> <td>56.47</td> <td>53.85</td> <td>51.55</td> <td>51.92</td> <td>45.83</td> <td>51.11</td> <td>59.68</td> </tr> </tbody> </table>			2022-23								2021-22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	2022-23 total	All children	94.58						94.43	94.8	Pupil Premium	93.11	92.65	92.14	92.92	93.39	94.32	92.98	93.29	Not pupil premium	95.52	96.21	95.25	95.84	95.84	96.67	95.37	95.76	Persistent absentees	14.39	17.24	18.16	19.28	19.89	13.51	16.92	11.33	% of PA that are PP	65.82	56.47	53.85	51.55	51.92	45.83	51.11	59.68
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3	<p>Weak development and understanding of, and use of, language and vocabulary leading to under-developed communication skills.</p> <p>Baseline assessment is used to assess children on entry to the school.</p> <p>Reading - KS1 50% PP, 65% non-PP KS2 59% PP, 88% non-PP</p> <p><i>Data taken from July 2023</i></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> <p><i>Data taken from January 2022</i></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 non-Pupil Premium peers.</p> <p>Writing – KS1 50% PP, 58% non-PP KS2 53% PP, 80% non-PP</p> <p>Maths – KS1 38% PP, 60% non-PP KS2 69% PP, 93% non-PP</p> <p><i>Data taken from July 2023</i></p>																
5	<p>Attendance and booking at extra-curricular clubs for our PP children is lower than that of their non-Pupil Premium peers. The number of children eligible for Pupil Premium funding attending clubs has increased for the last 2 years.</p> <p>This is data for the Autumn term 2023.</p> <p>KS1 – 36% of children that attend clubs are eligible for Pupil Premium. Many of these are invited specifically.</p> <p>KS2 – 34% 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.</p> <p>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.</p> <p>31% of children eligible for PP face a challenge when being resilient.</p> <p>29% of children eligible for PP face a challenge when being independent.</p> <p>29% of children eligible for PP face a challenge participating in lessons.</p> <p>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.</p> <p>35% of children eligible for PP face a challenge with Mastery within lessons.</p> <p><i>Data taken from January 2022</i></p>																
7	<p>31% of children eligible for PP face a challenge with their self-esteem (teacher assessment).</p> <p><i>Data taken from January 2022</i></p>																
8	<p>46% of children with Special Educational Needs at the school are also eligible for Pupil Premium.</p> <p>Percentage of children with SEN that are also eligible for PP. <i>Data taken September 2023</i></p> <table border="1" data-bbox="277 1451 1437 1529"> <tr> <td>Whole school</td> <td>Reception</td> <td>Year 1</td> <td>Year 2</td> <td>Year 3</td> <td>Year 4</td> <td>Year 5</td> <td>Year 6</td> </tr> <tr> <td>46%</td> <td>25%</td> <td>17%</td> <td>43%</td> <td>38%</td> <td>38%</td> <td>69%</td> <td>64%</td> </tr> </table> <p>This highlights the importance of our SEN support, particularly for those children classed as having disadvantaged backgrounds.</p>	Whole school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	46%	25%	17%	43%	38%	38%	69%	64%
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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
<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. 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 extracurricular 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: £60066.40

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
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
Library sessions for specific groups World book day, pupil magazines, National Literacy Trust.	Librarian School Libraries Impact Studies – Library Research Service (lrs.org)	3

<p>Reading and writing for real purposes to help engage reluctant readers/writers.</p>	<p>Improving-Literacy-in-KS1-EEF-GuidanceReport.pdf (schooltransition.co.uk) https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/literacyks2/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</p> <p>Recommendation 4 – purpose and audience are central to effective writing; children need a reason to write. See writing action plans for more details</p>	<p>4</p>
<p>Author visits to widen aspirations.</p>	<p>Department for Education (publishing.service.gov.uk) Library plan of authors to visit specific year groups throughout the year</p>	<p>4</p>
<p>Training for teaching assistants on PP/school priorities</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk) Use EEF 'effective use of TA document' to guide training and focus for sessions.</p>	<p>4</p>
<p>Gap identification and planned interventions, delivery by teaching assistants</p>	<p>Pupil progress meetings to influence interventions and focus for the coming term</p>	<p>4</p>
<p>Monster phonics resources and training for teachers and teaching assistants</p>	<p>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)</p>	<p>4</p>
<p>Teaching of reading following the Reading Framework recommendations</p>	<p>£1 + 6 months additional progress Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

	<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: £257903

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Oral language interventions	<p>£1 + 5 months additional progress</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Speaking up: The importance of oracy in teaching and learning - impact.chartered.college</p> <p>Speak for Change Inquiry - report launched April 2021 Oracy APPG (inparliament.uk)</p> <p>Intervention start with targeted children in Reception and Year 1 from January 2022</p>	3
Speech and Language specialist teaching assistant.		3, 8
TA interventions	<p>£3 + 4 additional months progress if training is effective</p> <p>Making Best Use of Teaching Assistants </p>	4
Self-Esteem interventions	<p>Self-esteem WHOLE SCHOOL interventions - Item 148 - ELSA Support (elsasupport.co.uk)</p>	7
Teaching assistant in every class	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>20% of each Teaching Assistant Wage</p>	all

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

Budgeted cost: £54773.30

Activity	Evidence that supports this approach	Challenge number 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/keepingchildren-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 informed about social and emotional development needs (trauma, BOXALL).	https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1
Increased access to devices for homework and independent learning	https://www.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

Attendance officer to work alongside families + refer to family support as needed to improve attendance and punctuality -	Attendance officer 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	2
Access to extracurricular activities – music, sports	Developing wider cultural capital so that children are better equipped to access lessons, particularly in English.	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: £372,743

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 2022 to 2023 academic year.

End of Key Stage 2 outcomes as follows:

2022-2023	Putnoe (all children)	Putnoe (non Pupil Premium)	Putnoe (pupil premium)	Local	National
Reading	75%	88%	59% (-29%)		73%
Writing	68%	80%	53% (-27%)		71%
Maths	82%	93%	69% (-24%)		73%
Combined					

2021-2022	Putnoe (all children)	Putnoe (non Pupil Premium)	Putnoe (pupil premium)	National
Reading	70%	74%	67% (-3%)	75%
Writing	68%	77%	57% (-20%)	69%
Maths	76%	80%	71% (-9%)	71%
Combined			53%	66%

Both groups (non Pupil-Premium and Pupil Premium) attained higher in all 3 subjects when comparing 2022-23 to 2021-22. The gap for our Year 6 children in 2022-23 was wider than the previous year.

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
Spelling Shed	Literacy Shed
Literacy Shed	Literacy Shed
Times Table Rockstars	Maths Circle
My Maths	OUP

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 pupil premium eligible pupils?	No service pupil premium allocated

Further information (optional)