

# Pupil premium strategy statement – Ullesthorpe CE Primary School 2023-24

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	<b>106</b>
Proportion (%) of pupil premium eligible pupils	<b>11.3%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2022-2025</b>
Date this statement was published	<b>November 2023</b>
Date on which it will be reviewed	<b>November 2024</b>
Statement authorised by	<b>Jodie Allen</b>
Pupil premium lead	<b>Jodie Allen</b>
Governor / Trustee lead	<b>Su Coupland</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 21,064</b>
Recovery premium funding allocation this academic year	<b>£ 2,000</b>
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	<b>£ 2,461</b>
<b>Total budget for this academic year</b> <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>	<b>£ 25,525</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our school vision is 'Learn together, grow together, shine forever'. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. It also considers the research conducted by the EEF. Our schools will combine this evidence with professional judgement and knowledge of our own pupil's needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve regardless of pupils' background.
- Ensure children receive support with non-academic challenges such as wellbeing, mental health and safeguarding concerns.
- Act early to intervene at the point needs are identified.

## 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 of disadvantaged pupils is below that of their non-disadvantaged peers.
2	Low cross-generational aspiration of disadvantaged families.
3	A high proportion of our disadvantaged children have additional needs and often lack a family advocate.
4	A high proportion of our disadvantaged children experience challenging family circumstances with ongoing involvement with outside agencies.
5	A high proportion of our disadvantaged children have underdeveloped oral language skills and/or persistent vocabulary gaps.

## Intended outcomes

This explains the high 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 attendance of disadvantaged pupils.	<p>As of July 2023, the attendance gap between disadvantaged and non-disadvantaged pupils was 8.42%. <b>By July 2025 this will be reduced to 5%.</b></p> <p>As of November 2023, the persistent absenteeism gap between disadvantaged and non-disadvantaged pupils was 12.1%. <b>By July 2025 this will be reduced to 8%.</b></p>
Our school acts as a springboard for promoting ambitious life opportunities for our disadvantaged pupils and their families.	<p>Increased attendance at in-school events e.g. parents' evenings, curriculum workshops, open days, meet the teacher and school-based community events.</p> <p>Records of attendance will be closely monitored and reported over time.</p>
Home school partnerships promote the removal of barriers for specific SEND support.	<p>Attendance at pupil passport meetings and/or annual SEND reviews by parents/carers of disadvantaged pupils with SEND to increase to 90%.</p> <p>90% engagement with an annual survey of parents of disadvantaged children with SEND.</p> <p>Where applicable, parents of disadvantaged pupils fully engage with external provision</p>

	and/or agencies as recommended by SENDCo.
Home school partnerships seek to increase the positive outcomes from engagement with outside agencies	Our internal safeguarding records for our disadvantaged pupils demonstrate that: <ul style="list-style-type: none"> <li>- An increasing number of cases are closed successfully</li> <li>- Number of pupils being actively 'monitored' reduces over time</li> <li>- Fewer closed cases recur</li> </ul>
Improved oracy and language skills among disadvantaged pupils	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident through learning walks, pupil interviews, book looks, engagement in lessons and ongoing formative and summative assessment.

## 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: £7709

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of CUSP as an ambitious curriculum framework. <b>£7709</b>	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well...the potential impact of these approaches is very high, particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	1,2,5

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

Budgeted cost: **£5768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School Led Tutoring &amp; targeted Intervention</b> 1-1 and small group support for disadvantaged pupils in the classroom and in small group interventions to close gaps. <b>£3468</b></p>	<p>Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3 &amp; 5</p>
<p><b>Additional phonics sessions</b> targeted at disadvantaged pupils who require further phonics support. <b>£1000</b></p>	<p>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: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	<p>1,2, 3 &amp; 5</p>
<p><b>Use of programmes (NELI) to improve listening, narrative and vocabulary skills</b> for disadvantaged pupils who have relatively low spoken language skills. <b>£500</b></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Also research based approach in school using: "Transform Teaching and Learning through Talk: The Oracy Imperative" Amy Gaunt &amp; Alice Stott</p>	<p>3 &amp; 5</p>

<b>Maths resources to build fluency.</b> <b>£800</b>	Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1,2, 3 & 5
---	--	------------

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

Budgeted cost: £12,048

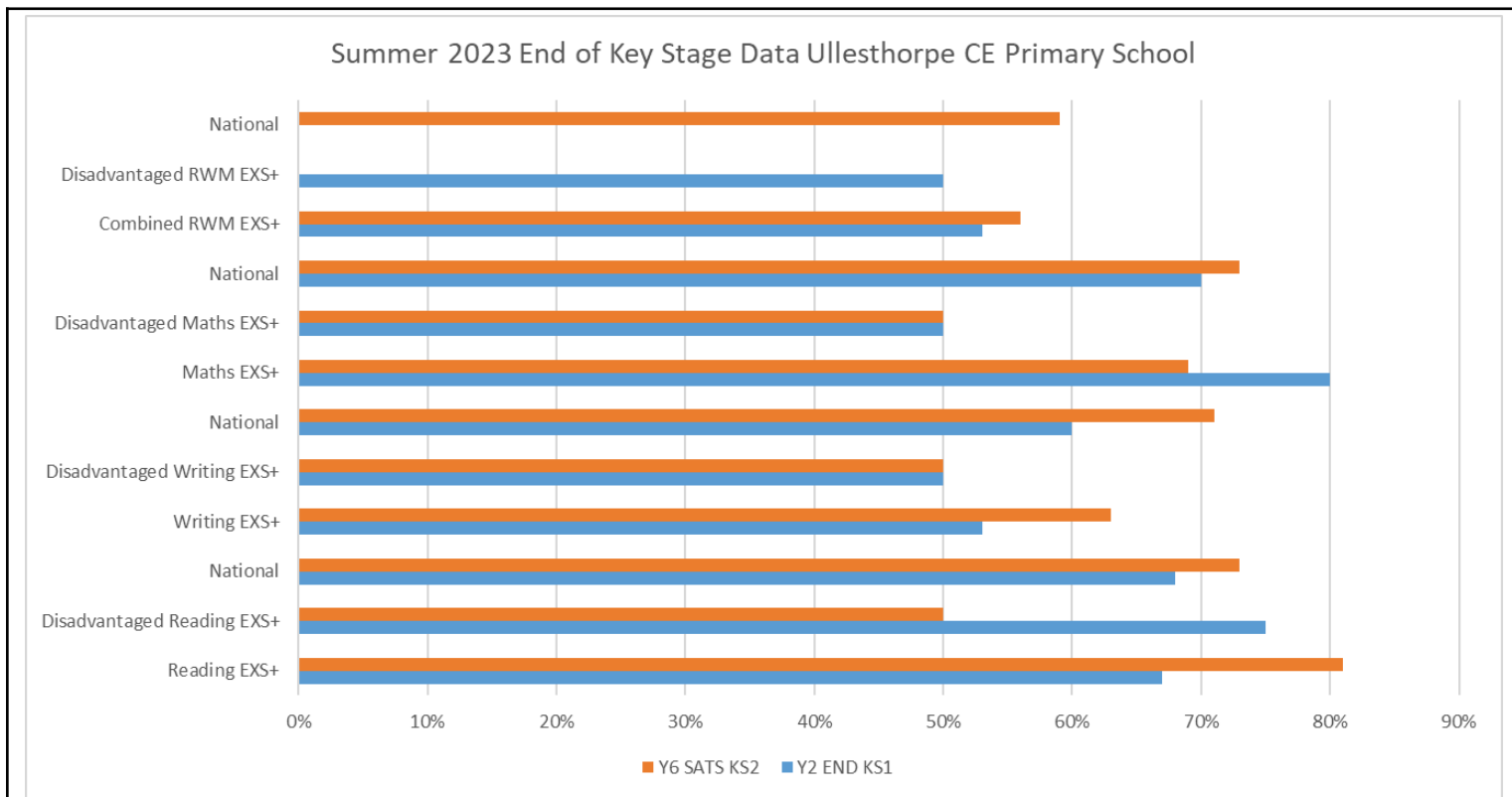
Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker <b>£4511</b>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p> <p>There is evidence that regular supportive communications with parents can improve attendance, punctuality and general engagement with schools and schooling:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1,2,3,4
ELSA <b>£2000</b>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 3, 4 & 5
Play Therapy <b>£2280</b>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 3, 4 & 5
Anti-bullying award <b>£500</b>	<p>There is clear evidence that schools must implement a consistent and clear behaviour policy that promotes positive behaviour in lessons. Alongside the behaviour</p>	1, 3 & 4

	<p>policy, practical programmes and approaches should be implemented which model and reinforce positive behaviours that reduce instances of negative behaviours including bullying:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	
<p>Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. Provision of school uniform.</p> <p><b>£1400</b></p>	<p>Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. Evidence shows they also have less oral language skills as a result of having less opportunities.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 3 & 5
<p>Contingency</p> <p><b>£1357</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a proportion of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £25,525**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils



	Reading EXS+	Disadvantaged Reading EXS+	National	Writing EXS+	Disadvantaged Writing EXS+	National	Maths EXS+	Disadvantaged Maths EXS+	National	Combined RWM EXS+	Disadvantaged RWM EXS+	National
<b>Y2 END KS1</b>	<b>67%</b>	<b>75%</b>	<b>68%</b>	<b>53%</b>	<b>50%</b>	<b>60%</b>	<b>80%</b>	<b>50%</b>	<b>70%</b>	<b>53%</b>	<b>50%</b>	
<b>Y6 SATS KS2</b>	<b>81%</b>	<b>50%</b>	<b>73%</b>	<b>63%</b>	<b>50%</b>	<b>71%</b>	<b>69%</b>	<b>50%</b>	<b>73%</b>	<b>56%</b>	<b>0%</b>	<b>59%</b>