

Pupil premium strategy statement

This statement details our school's use of pupil premium (the school did not use any recovery premium for 2022-23) 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	Pembroke Park Primary
Number of pupils in school	194 + 14 nursery
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	Reviewed Sept 2023 Next review Sept 2024
Statement authorised by	Toni Hayzen Head Teacher
Pupil premium lead	Toni Hayzen Head Teacher
Governor / Trustee lead	Kim Downer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,120
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	£93,120

Part A: Pupil premium strategy plan

Statement of intent

At Pembroke Park we believe in “every child, every chance, every day” and that education has the possibility to change lives for the better.

Here, High Quality Teaching is our main priority and is built upon a shared evidence-based foundation on what makes effective teaching. This is proven to have the greatest impact on “closing the gap” by benefitting all pupils, but particularly those that are disadvantaged or vulnerable. We believe that if we get it right for our most vulnerable, we get it right for everyone.

We aim for all children to make good progress from their starting points, irrespective of their background or the challenges they face.

We continue to build a culture where we are all in pursuit of improvement; where we don't “settle” but are reflective and ambitious about what children can achieve, including challenging those who have potential to be higher-attaining.

Our approach will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment not assumptions. To ensure our approaches are effective we will:

- act early to intervene at the point a need is identified
- regularly review the impact of our approaches and amend these accordingly
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Writing than their peers.</p> <p>There is a ~30% attainment gap in Writing attainment between disadvantaged pupils and their peers nationally.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Maths than their peers.</p> <p>There is a ~30% attainment gap in Maths attainment between disadvantaged pupils and their peers nationally.</p>
3	<p>Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This negatively impacts upon pupils' behaviour and attitudes to learning within school.</p> <p>70% of disadvantaged pupils had a red card significant behaviour-related incident on CPOMS compared to 10% of non-disadvantaged peers (21/22)</p>
4	<p>Our attendance data from 2021 – 2022 indicates that attendance among disadvantaged pupils has been approximately 4% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>The school is in its third Trust and has experienced significant turbulence in leadership. The Quality of Education is being rapidly improved through Curriculum redesign and a focus on improving pedagogical approaches that improve the quality of Teaching and Learning for all, but particularly those who are disadvantaged.</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
1. Improved Writing attainment among disadvantaged pupils.	KS2 Writing outcomes in 2025/26 will show that more than 78% of disadvantaged pupils met the expected standard and more than 20% met the higher standard.
2. Improved Maths attainment among disadvantaged pupils.	In 2025/26, KS2 outcomes will show that in Maths, more than 79% of disadvantaged pupils met the expected standard and more than 27% met the higher standard. The % of disadvantage pupils passing the Multiplication Check will be at least in line with National outcomes.
3. Improved behaviour among disadvantaged pupils.	In 2025/26, CPOMS behaviour reports will show that behaviour-related incidents have significantly reduced. Few disadvantaged pupils will have a behaviour-related incident. Where behaviour incidents do occur, they will be well-managed and early support evident and effective.
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	In 2025/26, improved attendance data will be sustained with a whole school attendance above national. The attendance gap between disadvantaged pupils and non-disadvantaged pupils will be diminished. In 2025/26, the % of disadvantaged pupils who are “persistently absent” will be significantly reduced and below the national average. Furthermore, lateness will significantly improve to below 1% for disadvantaged pupils.
5. The Quality of Education is at least Good and leading to rapidly improving outcomes for disadvantaged pupils.	The Curriculum will be fit for purpose. Teaching and Learning will be highly effective in all classrooms. Pupils will know and remember more across a broad and balanced curriculum.

Activity in this academic year 2023-24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£55,101**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Roll out Y2 of Mobius Maths project – release time to attend CPD and share good practice (Y6 and Y4 teachers) and introduce Mastering Number approach to EY and KS1</p> <p>(1 day per week Maths Lead and 0.5 day per week teacher release)</p> <p>£16,087</p>	<p>EEF: promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p>	<p>2,5</p>
<p>Year 5 “Greater Depth” tuition with Maths Lead and Y4 teacher (to include 11+ curriculum)</p> <p>£3,150</p>	<p>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.</p>	<p>1,2,5</p>
<p>Additional PPA first and last week of each term (6 days extra PPA per year)</p> <p>HLTA cover £5,280</p>		
<p>1 year Behaviour advisor role to ensure learning continues in class without interruption and appropriate de-escalation training and support is provided promptly for those in need £29,000</p>		
<p>SEN CPD with SENCo focusing on scaffolding and adaptations to ensure all can access a broad and balanced curriculum (0.5 days per week so each Year Group has half day per term) HLTA cover £1,584</p>		

Targeted academic support

Budgeted cost: **£28,686**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning through the use of Thrive, ELSA, counselling and mentoring (23 hours per week £19,100)</p>	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>3</p>
<p>Book in a box subscriptions (reading for pleasure) for Key Stage 2 pupils £9,586.62</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011)</p> <p>If children cannot read for betterment, they will struggle to access the curriculum.</p>	<p>5</p>

Wider strategies

Budgeted cost: **£12,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure pupils feel a sense of belonging through subsidised trips, workshops and cultural capital experiences	Having a greater sense of belonging is associated with higher academic performance, persistence, and is protective for mental health in year three of students' undergraduate trajectory, suggesting that belonging might have a longitudinal effect (Gopalan & Brady, 2019). These findings were consistent with previous results from smaller studies involving single institutions.	3,4
Homes School Liasion Officer role to support families with attendance finances, housing and other stressors to ensure pupils attend well and have their SEMH needs met	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.	3,4

Total budgeted cost: £96,287

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.

Activity	Impact 2022-23	Challenge number(s) addressed
<p>Maths Lead and Y1 teacher to complete Mobius Maths Professional Development programme (1 year)</p>	<p>Mobius Math CPD completed and Local Leader of Education now employed within the school. Quality of Teaching highly effective and good practice in that class shared with 18 other schools. Regular release time to attend CPD.</p>	2,5
<p>All staff to complete White Rose Maths Primary Jigsaw 12 month training modules (£5,500)</p>	<p>Increase from 30% to 50% EXP for disadvantaged pupils in Maths in that class. Non-disadvantaged Maths increased from 74% EXP to 89% EXP (including 42% GDS).</p> <p>Decision taken to move towards NCETM blend with White Rose Maths to ensure a Mastery approach. Funding used to purchase manipulatives instead of WRM package.</p>	
<p>Purchase resources to support subject knowledge in Writing and Maths (£4,000)</p> <ul style="list-style-type: none"> - White Rose Maths Premium - Grammarsaurus - Class sets of reading books - Visualisers 	<p>Quality of Teaching and Learning rapidly improved across the whole school. Staff surveys demonstrate 100% feel supported working at the school and 100% feel the school challenges all pupils to make at least good progress.</p> <p>Using standardised assessments, progress for disadvantaged pupils over the year was as follows:</p> <p>Reading</p> <p>91% expected+ progress 34% above expected progress</p> <p>Maths</p> <p>87% expected+ progress 38% above expected progress</p> <p>Spelling</p> <p>93% expected+ progress 50% above expected progress</p>	1,2,5
<p>Employ Assistant Head (Teaching and Learning) to coach, model and lead Professional Development (3.5 days per week £40,635)</p>		

	<p>Whilst Year 6 made accelerated progress from their starting points, outcomes for disadvantaged pupils remain significantly below their non-disadvantaged peers. 70% of disadvantaged pupils also had additional SEND needs. 50% of non disadvantaged pupils also had additional SEND needs but performed better than their “doubly disadvantaged” peers.</p> <p>July 2023 KS2 outcomes Disadvantaged pupils Writing 40% EXP vs 67% peers Maths 10% EXP vs 81% peers No greater depth for disadvantaged pupils</p>	
<p>Additional PPA week one of each term (30 days cover per year £6,000)</p>		
<p>Improve the quality of social and emotional (SEL) learning through the use of Thrive, ELSA and counselling (50 hours per week £31,200)</p>	<p>Reduced from 70% to 30% of disadvantaged pupils having a red card compared to 20% of their non-disadvantaged peers - a significant closing of the “gap” and improvement in behavior across the school. Introduced parent counselling half way through the year to support with trauma from domestic abuse. Positive parental feedback.</p>	<p>3</p>
<p>Targeted English, Phonics and Maths intervention through IDL programme (1 hour per day per class £15,600)</p>	<p>50% of disadvantaged pupils made accelerated progress in their reading ages. IDL reading assessment fluctuations have raised reliability concerns and so a standardised assessment will be introduced next year.</p> <p>89% of disadvantaged pupils in Y1 passed the Phonics Screening Check (above national). 93% of pupils passed by the end of Year 2 (above national).</p>	<p>1,2</p>
<p>Deputy Head to introduce principles of good practice set out in the DfE's Improving School Attendance advice (0.5 day per week)</p>	<p>Whole school attendance increased from 92.4% to 94.3%</p> <p>Disadvantaged pupil attendance increased from 88.9% to 92.3%</p> <p>Persistent absence reduced from 27.2% to 14.4%</p>	<p>4</p>

Purchase Education Welfare Service support	Lateness reduced to 0.8% Whilst all attendance improved, there remains a 3.6% attendance gap between disadvantaged pupils and their peers	
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Next steps for 2023-24:

Introduce Salford Sentence reading tests for standardised reading ages

Widen impact of Mobius Maths teaching approach

Continue to rigorously monitor and intervene around attendance

The teacher IS the intervention – continued focus on QFT – particularly around scaffolding and those who are “doubly disadvantaged”

Externally provided programmes

Programme	Provider
Thrive	The Thrive Approach
Read Write Inc Phonics	Read Write Inc (Ruth Miskin)
ELSA	
White Rose Maths	
Mobius Maths	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Full time SENCo hours due to the level of need in the school
- Teaching and Learning focus Deputy Head
- Full time home school liaison officer (some hours allocated to PP)
- Head Teacher is a Pupil Premium Partner for Wiltshire LA sharing good practice with other schools across Wiltshire

Planning, implementation, and evaluation 2022 setting the strategy

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will adjust our plan over time to secure better outcomes for pupils based on robust assessment and monitoring of the impact of our approach.