



# Pupil Premium Strategy Statement for Pytchley C E Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	Pytchley Primary School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Trust AIO
Pupil premium lead	Tania Watts
Trustee lead	Margaret Holman

## Funding overview (This year)

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,483
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
<b>Total budget for this academic year</b>	<b>£29,483</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Pytchley Primary School, we are committed to quality in all areas of school life. We hold our Christian values close to our heart and these form the basis for our learning. As a school, we pride ourselves on our curriculum being progressive and engaging which develops pupils' thirst for learning. We promote respect and open-mindedness towards others and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

'With God all things are possible.' Matthew 19:26

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach 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	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last 2 years all our disadvantaged pupils arrived below age-related expectations.  This gap remains steady to the end of KS2	1, 2
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.	1, 2



7	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 12 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs, with all our children who are disadvantaged receiving small group interventions.</p>	3
8	<p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils.</p> <p>3 disadvantaged pupils have been 'persistently absent' during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	3

## 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	Challenge Number	Success criteria
Improved overall quality first teaching for all pupils.	1,2,3	High quality teaching across all subjects. Teaching adapted to ensure challenge for all.
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, with a particular focus on persistent absentee children.	8	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being well above national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that there is no persistent absenteeism.</li> </ul>

## 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.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10888

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u>	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> <li>• access Trust CPD</li> <li>• commission the external teaching and learning consultant to work with staff throughout the year</li> <li>• maintain a strong focus on QFT in our internal CPD programme.</li> </ul>	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor ( <i>EEF</i> )	1, 2, 3, 4, 5, 6
Annual subscription to a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.  We will continue to: <ul style="list-style-type: none"> <li>• access Little Wandle training by</li> <li>• commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year</li> </ul>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	1

<ul style="list-style-type: none"> <li>• Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.</li> </ul>		
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (<i>EEF</i>)</p>	2
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (<i>EEF</i>)</p>	3
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant.</li> <li>• Provide regular non-contact time for our Maths SL to work with class</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (<i>EEF</i>)</p>	5, 6

teachers, TAs and external consultants.		
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## Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: PP £6012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase annual subscriptions for maths and reading materials interventions (SHINE)	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. <i>(Teaching &amp; Learning Toolkit: EEF).</i>	2, 5, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Additional small group writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	3



	<u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	5, 6

### Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12583.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that key staff receive mental first aid, Draw and Talk, protective behaviours and emotions training, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving resilience across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><u>Behaviour interventions   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</u></p>	5
Additional support targeted at disadvantaged pupils and their successful transition back to school.	Forming relationships that ensure that school and parents can work together in improving attendance have previously shown good impact.	6
Provision of access to wider curricular activity and enrichment opportunities for disadvantaged children to improve social interactions and wellbeing.	Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social & Emotional Learning' as moderate impact (+4 months). Cultural capital underpins children's understanding of and access to the curriculum.	4

**Total budgeted cost: £ 29483.**

## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the gap in performance of disadvantaged pupils has reduced in reading and is beginning to close in maths however writing still remains a focus.

Our interventions for 2021/22 were mainly focused on closing the gap from the COVID lockdowns. We used staff to provide additional interventions in particular to work with children who are eligible for pupil premium or disadvantaged. All children who accessed this support made progress. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, including those with multiple vulnerabilities.

We delivered daily interventions which were either small group or 1:1 with key children. There was a particular focus on phonics and we used Little Wandle letters and sounds to support this. We also accessed SHINE maths support. This resulted in above national results for both Year 1 and Year 2 phonics in 2021-2022.

Tier 1 allocation focused on QFT and in particular modelling. CPD for all staff was successful using external support and coaching in order to support with Rosenshine principles. This can be evidenced through monitoring at curriculum leader level and at SLT level. Staff confidence has increased in these areas.

Training was also provided for support staff in delivering interventions and support for those children who qualify for pupil premium, beginning to close the progress gap.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues and subsequent parental anxieties. In particular for out of school enrichment activities, where parents were still anxious about children attending trips and visits. The impact was particularly significant for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required to aid the transition back into school. We are building on that approach with the activities detailed in this plan for this academic year, in particular with mental health and wellbeing in mind.



## 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
White Rose Maths	White Rose Maths
RM SHINE/Assessments	RM/Hodder
Jigsaw	Jan Lever Group
Purple Mash	2 Simple
Times Table Rock Stars	Maths Circle Ltd