

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Pitmaston Primary School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	September 2022
Date on which it will be reviewed	Dec 22/Apr 23/Jul 23
Statement authorised by	Kate Wilcock, Headteacher
Pupil premium lead	Jane Lyons, Assistant Headteacher
Governor / Trustee lead	Anne Eyre, Governor for Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,755
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,050

# Part A: Pupil premium strategy plan

## Statement of intent

At Pitmaston Primary School it is our intention that all children, irrespective of background and challenges they face, engage positively in learning, achieve high attainment across all areas of the curriculum and play a full and active part in school life. It is our intent to provide pupil premium children with opportunities and experiences that they would not otherwise have within and beyond the school.

The focus of our pupil premium strategy is to ensure disadvantaged children achieve in line with their non-disadvantaged peers and make the expected progress, including those who are already high attainers.

We understand the challenges faced by some disadvantaged families, including those with a social worker, and continued professional development has been designed to deepen our understanding of the challenges vulnerable children, including those with protected characteristics, have experienced and continue to be disadvantaged by.

As a staff we view the targeted activities within the strategy as promoting 'equity' rather than simply 'equal opportunities'. We intend for our disadvantaged to be given the most effective intervention and provision to ensure they reach the same standards as their non-disadvantaged peers.

Quality first teaching lies at the heart of our approach and professional development to improve teaching and learning skills will have a positive impact on all children in school. Strong and genuine relationships drive our quality first teaching and learning and staff are trained to build and maintain these crucial connections with all children.

Character education is a fundamental aspect of development for children, particularly where research suggests that pupil premium children may lack resilience or develop learnt helplessness. Deliberate teaching, modelling and celebrating of performance values will support this personal growth.

Staff understand that children's social and emotional development plays a significant role in their ability to engage in learning and achieve well. To that end we prioritise mental health and well-being through a personalised approach for screening, assessing and delivering high quality therapeutic and targeted interventions that support children to engage positively in learning, relationships and life.

Teachers' expectations are set high and remain ambitious for all pupil premium children, thus ensuring that these groups are challenged appropriately through questioning and tasks and are supported to achieve the same high standards as their non-pupil premium peers.

Our strategy includes and extends the approaches, learning and targeted activities that have supported the pupils to recover lost learning due to COVID 19 and are directed to those children whose education has been most affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Early and regular phonics assessments and observations indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><i>Last year on entry to Reception pupil premium children knew an average of 3.4 sounds compared to 6.2 for all pupils.</i></p>
2	<p>Baseline assessment and observations in the Early Years indicate that children from disadvantaged backgrounds have poorer speech, language and communication skills than their non-disadvantaged peers.</p> <p><i>33% of children receiving SALT support were children eligible for pupil premium last year. The Language Link assessment in Reception indicated the average percentile ranking for pupil premium children was 32 in September 2021.</i></p>
3	<p>Summative assessment across KS1 and KS2 in Reading, Writing and Maths indicates that fewer disadvantaged children attain the expected levels compared to their peers. Tracking of attainment also evidences that disadvantaged children struggle to make the same level of progress as non-disadvantaged children.</p> <p><i>42% of pupil premium children attained the expected standard in Reading, Writing and Maths at the end of KS2 compared to 63% of all pupils- July 2022.</i></p>
4	<p>Social and emotional assessment tools used in school, including Thrive Online and RCADS (Revised Child Anxiety and Depression Scale) have identified a social, emotional and mental health issues for a number of disadvantaged children.</p> <p><i>School have seen an increase in the referrals for individual support with pupil premium children making up 25% of the 90 children being supported last academic year.</i></p>
5	<p>Conversations with parents and children indicate that disadvantaged children have experienced fewer opportunities beyond school, particularly since COVID and the increased cost of living.</p>
6	<p>Our attendance data for the past 3 years indicates that attendance among disadvantaged children has been between 2% and 5% lower than non-disadvantaged children.</p> <p><i>Attendance data for 2021-22 shows pupil premium children's attendance was 91% compared to the whole school attendance of 94%.</i></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
Improved speech, language and communication, including improved vocabulary among disadvantaged children.	Language link, NELI assessments and assessment reports from the SALT team indicate significant improvements in oral skills. This is evidenced in lesson engagement, book scrutiny and ongoing formative assessment.
Improved Reading, Writing and Maths attainment among disadvantaged children at end of KS2	<p>KS2 outcomes show that more than 80% of disadvantaged children met the expected standard in Reading, Writing and Maths</p> <p>KS2 outcomes show that more than 70% of disadvantaged children met the expected standard in Reading, Writing and Maths combined and more than 10% achieved Greater Depth in Reading, Writing and Maths combined.</p>
Progress made by disadvantaged children matches the progress made by their peers.	KS2 progress measures are positive and match the progress made by non-disadvantaged children in Reading, Writing and Maths
Achieve and sustain improved social and emotional skills and well-being for pupils in school, particularly among our disadvantaged children.	<p>Progress is evident between Thrive Online assessments made at the start and end of the academic year.</p> <p>RCADS tool, used to measure emotional well-being at the start and end of personalised intervention, indicates positive progress scores.</p> <p>Pupil voice, teaching and learning reviews and incidents of behaviour evidence children engaging positively in school life and the opportunities offered to them, particularly among disadvantaged children.</p>
Increase wider opportunities for disadvantaged children.	<p>Tracking of school clubs indicates that more than 90% of pupil premium children in Years 1-6 have participated in a club.</p> <p>Tracking of Culture Vultures indicates that disadvantaged children are experiencing culturally enriching opportunities, visits and activities at a similar level to their non-disadvantaged peers.</p>
Achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<p>Sustained high attendance at the end of the academic year is demonstrated by</p> <ul style="list-style-type: none"> <li>• the overall attendance being greater than 97% and the attendance gap between disadvantaged and non-disadvantaged being reduced by 3%</li> <li>• the percentage of pupils being persistently absent being below 6%</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.

### Teaching

Budgeted cost: £ 7058.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school Read, Write Inc INSET will ensure all teachers and teaching assistants are able to in teach the systematic synthetic scheme.</p> <p>KS2 teachers will be able to apply the knowledge, skills and strategies to support all pupils in English lessons.</p>	<p>There is extensive evidence that teaching phonics using a systematic and synthetic approach is the most effective, particularly for children from disadvantaged backgrounds. EEF report the impact to be +5 months.</p> <p><a href="#">EEF Toolkit Phonics</a></p> <p>Ofsted recognise Read Write Inc as a validated scheme for teaching systematic and synthetic approach.</p> <p><a href="#">DfE Validated systematic and synthetic phonics schemes</a></p>	<p>1, 3</p>
<p>Early identification of children with Speech, Language and Communication needs (SLCN).</p> <p>School commissions two experienced speech and language therapists to support school staff on a fortnightly basis.</p> <p>Teachers are trained to deliver the whole school approach <i>Teaching Children to Listen Programme</i></p>	<p>The Teaching Children to Listen programme was written by a specialist speech and language therapist and has been highly recommended by our speech and language therapists in school.</p> <p>Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum.</p> <p><a href="#">EEF Oral language interventions</a></p> <p>Early language development research reports that children from low socio-economic groups <i>have low language abilities, fall behind and are slow to catch up.</i></p> <p><a href="#">Public Health England Early Language Development</a></p>	<p>2</p>

## Targeted academic support

Budgeted cost: £62,347.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small groups of pupils will be taught Maths and Writing in the Learning Zone by an outstanding teacher</p>	<p>Teachers in the Learning Zone will deliver the same curriculum content but to a small group of children, allowing individuals to receive more feedback and personalised learning.</p> <p><a href="#">EEF Small Group Tuition</a> <a href="#">EEF Feedback</a></p>	3
<p>Third Space Learning Maths 1-1 tuition will be delivered to a group of Year 6 pupils on a weekly basis.</p>	<p>This one-to-one Maths tuition programme has been used in school for a number of years and has been shown to support understanding, confidence and progress in Maths.</p> <p>Third Space learning has been recognised as a National Tuition Partner.</p> <p><a href="#">EEF One-to-one tuition</a></p>	3
<p>Catch up Maths sessions will take place twice a week for key children.</p>	<p>These sessions take place twice a week and are in direct response to the children's performance in current Maths lessons. Teaching assistant use precision teaching techniques to re-teach calculations within a small group intervention. Immediate feedback and the opportunity to 'catch up' before the next lesson has been shown to have impact on attainment.</p> <p><a href="#">EEF Individualised Instruction</a></p>	3
<p>Early identification of children with Speech, Language and Communication needs (SLCN). NELI (Nuffield Early Language Intervention) will be used to support children assessed as requiring the most support for language development in Reception. NELI trained teaching assistants will deliver daily intervention to these identified children.</p>	<p>Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum.</p> <p>NELI is a recognised National Tuition Partner.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><a href="#">EEF Oral language interventions</a></p>	2
<p>Identified Communication Teaching Assistants to be trained to deliver a</p>	<p>Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum.</p> <p><a href="#">EEF Oral language interventions</a></p>	2

range of targeted intervention.		
<p>Teacher-led high quality and personalised daily phonics lessons for KS2 children who did not meet the Year 1 phonics check.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Small group tuition has been found to be an effective way to support disadvantaged pupils. <a href="#">Small Group Tuition</a></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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p> <p>1, 3</p>
<p>An additional teacher will be employed to release the Year 6 teachers for an afternoon a week to provide intervention for targeted children, prioritising disadvantaged children and those not on track to reach ARE.</p>	<p>Class teachers are best placed to complete intervention groups with targeted children as they know the gaps in learning and misconceptions through the teaching of lessons and marking of books.</p> <p>The teacher has a strong relationship with pupils and are able to motivate an engage them with learning activities.</p> <p><a href="#">EEF Small Group Tuition</a> <a href="#">EEF Feedback</a></p>	<p>3</p>

## Wider strategies

Budgeted cost: £58,599.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive sessions will be delivered on a weekly basis to children who are identified through the Thrive Screening process.</p>	<p>There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships. <a href="#">EEF Improving Social and Emotional Learning</a></p>	<p>4</p>
<p>Family Support Worker to provide practical and emotional support for families, including 'Family Thrive' and courses such as 'Dealing with</p>	<p>The EEF research recommended that schools <i>provide practical strategies to support learning at home as well as more sustained and intensive support</i> where needed as two of the 4 recommendations. <a href="#">Working with Parent to Support Children's Learning</a></p>	<p>4</p>

disappointment and uncertainty' delivered in the home'		
Relax Kids will be offered to groups of children in KS2 to support wellbeing and improve self esteem.	Relax Kids supports children's mental and emotional health and wellbeing by giving them a range of tools and techniques to help calm their body and mind and build confidence and self-esteem. Relax Kids forms part of our offer of targeted support as recommended in the document <a href="#">Promoting children and young people's mental health and wellbeing</a>	4
Personalised mental health and well-being sessions will be delivered to children requiring targeted support.	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning. Developing targeted provision for supporting mental health and wellbeing is one of the eight principles driving the Senior Designated Mental Health Lead's work in schools. <a href="#">Promoting children and young people's mental health and wellbeing</a>	4
Play Therapist to work with children identified as requiring a high level of emotional and support.	Play therapy is a recognised therapeutic intervention for children. <i>Children's experiences and relationships affect their brain organisation, structure and development (Riggs 2006, Fishbein 2007). Research shows that when a child is helped to link words to feelings, cerebral pathways linking higher and lower brain structures are strengthened. This increases their ability to manage strong feelings and stress later in life, skills vital for socio-emotional success (Hariri 2000, Pennebaker 1993, Fossati 2003).</i> <a href="#">Play Therapy UK</a>	4
School counsellor available to work with allocated pupils and provide a counselling service to them.	Counselling has a positive effect on young people's confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement. School counselling forms part of our offer of targeted support as recommended in the document <a href="#">Promoting children and young people's mental health and wellbeing</a>  <a href="#">EEF Improving Social and Emotional Learning</a>	4
Increase the wider opportunities for pupils including culturally enriching experiences and activities they would not otherwise participate in.	Participation in wider clubs and visits will develop confidence and self-esteem. Children will be supported to visit the culturally enriching sites around Worcester. Extra-curricular clubs will be tracked to promote strong take up by disadvantaged children.	5
Attendance of all children is monitored closely by the Family Support Worker and advice and practical measures put in place to support families.	The school family support worker will lead on incentives to promote excellent attendance for all pupils as well as design personalised support for individual families require more support with morning routines. <a href="#">EEF Attendance interventions rapid evidence assessment</a>	6



<p>Breakfast Club and daily milk are available to all children and funded for those in receipt of FSM.</p>	<p>Providing disadvantaged and vulnerable children a free and healthy breakfast is known to give them a positive start to the day. The early club ensures that children are in school on time and ready to start their learning.</p> <p><a href="#">EEF National school breakfast programme</a></p>	<p>6</p>
<p>Funding for peripatetic music lessons and visits including residential, is available for families in receipt of FSM.</p>	<p>Engagement in wider opportunities, including residential in KS2, supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum.</p>	<p>5</p>

**Total budgeted cost: £128,006.30**

# 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.

Aim	Outcome
<ul style="list-style-type: none"> <li>• Whole school Thrive training INSET will ensure all teachers and teaching assistants are able to relate, engage and support pupils through the consistent and nurturing approach.</li>   <li>• The model of Instructional Coaching support all teachers to move towards outstanding teaching and learning.</li>   <li>• A catch up teacher will release teachers to enable them to deliver targeted support for disadvantaged pupils in their class/year group.</li>   <li>• Small groups of pupils will be taught Maths and Writing in the Learning Zone by an outstanding teacher</li>   <li>• An additional teacher will be employed to release the Year 6 teachers for an afternoon a week to provide intervention for targeted children, prioritising disadvantaged children and those not on track to reach ARE.</li>   <li>• Third Space Learning Maths 1-1 tuition will be delivered to a group of Year 6 pupils on a weekly basis.</li>   <li>• Catch up Maths sessions will take place twice a week for key children.</li>   <li>• Family Support Worker to provide practical and emotional support for families, including 'Family Thrive' delivered in the home'</li> </ul>	<p>144 children have received support this year through our PEMS (Personalised Emotional and Mental health Support). 47 children have completed this intervention and seen improved RCADs scores. 126 children have been supported through group and individual Thrive sessions, with 79% making progress within their developmental band. 26 Children eligible for pupil premium received Thrive intervention this year.</p> <p>All teachers have been part of the cycle of coaching and coachee, using the Walk Thrus and guidance from in person training from Oliver Caviglioli.</p> <p>Significant progress of our Year 2 cohort since Reception baseline where 23% started with the expected level for writing. By the end of Year 1 20% achieved the standard for writing and in year 2 60% achieved the Y2 expected level. This was externally moderated by County and above the National average. 64% of PP reached the expected level in reading (above Nat), 45% in writing (below Nat) and 72% in Maths (above Nat). 100% of PP reached the expected level in the phonics screening check in Sept 2021.</p> <p>92% of Year 6 children taught in the Learning Zone for Maths reached the expected standard in the KS2 tests. 79% of Year 6 children taught in the Learning Zone for Writing reached the expected standard.</p> <p>Year 6 results are above National data in Reading, Writing, Maths and combined and significantly above in Reading, SPaG and Maths.</p> <p>75% of children receiving TSL tuition achieved the expected standard in the KS2 tests.</p> <p>26 children received personalised support this year and 50% have now been assessed as meeting their expected standard with 88% making expected progress and 54% making better than expected progress in Maths.</p> <p>14 parents engaged with the 'Dealing with Disappointment and Uncertainty' course and 13 attended the 6 week Family Thrive course.</p>

<ul style="list-style-type: none"> <li>• Nurture sessions will be delivered to children requiring targeted support around mental health and well being. Play Therapist to work with children identified as requiring a high level of emotional and support. School counsellor available to work with allocated pupils and provide a counselling service to them.</li> <li>• Attendance of all children is monitored closely by the Family Support Worker and advice and practical measures put in place to support families.</li> <li>• Breakfast Club and daily milk is available to all children and funded for those in receipt of FSM.</li> </ul>	<p>24 pupil premium children have benefitted from the PEMS sessions this year. 16 have been part of the Relax Kids weekly session, 5 have received Drawing and Talking therapy, 4 have been involved in Play Therapy and 3 have received weekly counselling sessions. These pupils are now engaging in school life and making progress against their academic targets.</p> <p>Whole school attendance was 94% for the year 2021-2022 and the attendance of pupil premium children was 91%. 27 of the 71 persistently absent children were pupil premium.</p> <p>13 children have been funded for Breakfast club this year.</p> <p>8 children received funding support for the Year 4 residential and 10 for the Year 6 residential</p>
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## 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?	<p>This allocation was spent to strengthen the pastoral support available in school. Whole school Thrive training, assessment and intervention led by Thrive practitioners increased capacity to meet the needs of our service families.</p> <p>Service children received a termly Thrive session with a focus on celebrating family</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p><i>9 Service children received a termly Thrive session with a focus on celebrating family connections and giving children an opportunity to share any worries they have. We have supported 2 children whose parents have been involved in active service/conflict this year.</i></p>