



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CE Primary School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Tania Watts
Trustee lead	Margaret Holman

Funding Overview for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£20678
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£22708

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish. Through our school vision of '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	1, 2

	and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	
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, 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 well-being 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	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 15 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs, these children are receiving small group interventions or 1:1.	3
8	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3.3% and 2.6% lower than for non-disadvantaged pupils. 29.4%-30% of disadvantaged pupils have been 'persistently absent' compared to 17.9%-20.5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2024/25 show that more than 50% 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 50% 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 50% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in bullying • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being well above national and the attendance gap between disad-

		vantaged pupils and their non disadvantaged peers being reduced so that there is no persistent absenteeism.
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Activity in this Academic Year

This details how you intend to spend your school's 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: £ 11,225

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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	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"> • Access Trust CPD • Commission the external teaching and learning consultant to work with staff throughout the year • Maintain a strong focus on QFT in our internal CPD programme. 	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
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> • Access Little Wandle training. • Commission the external teaching and learning 	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1

<p>consultant to work with staff throughout the year</p> <ul style="list-style-type: none"> • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 		
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on reading and the teaching sequence • Maximise support from the Trusts' Literacy consultant • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<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. We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on reading and the teaching sequence • Maximise support from the Trusts' Literacy consultant • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<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. We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on maths • Maximise support from the Trusts' Maths consultant • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<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

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6872.45 (PP £4842.45, Recovery £2030)

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions for reading and maths interventions. (SHINE)	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (<i>Teaching & 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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	2
Additional 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3
Purchase of a programme (Nessy) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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:	4

	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Use of Educational Psychologist in order to identify additional target areas for disadvantaged children, in order to support interventions for maths, phonics, reading and writing. this will feed into targets for IEP's	Tuition to be designed around the suggested next steps from assessments, in order to 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1, 2, 3, 4, 6
Additional maths sessions targeted at disadvantaged pupils who require further maths 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	5, 6

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

Budgeted cost: £ £4610.55

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	5
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>Whole school training on PSHE approaches to include mental first aid, 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> <p>PSHE scheme (Jigsaw) to be purchased and introduced 23/24 to support Christian ethos and continued resilience of our children.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p>	5
<p>Additional support targeted at providing extra curricular opportunities and enrichment opportunities for disadvantaged pupils.</p>	<p>Summer/holiday support and/or support for residential opportunities can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and dramas that children might have missed out on.</p>	6

Total budgeted cost: £ 22708

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.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum..

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

The impact of previously missed education was mitigated during 21-23 by our resolution to close the gaps, including the provision of funded CPD and 1:1 or small group intervention. This included daily phonics sessions, targeted reading and 1:1 maths support. All interventions impacted positively on attainment and narrowed the attainment gap significantly.

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Parent and pupil voice from 22/23 indicate that children feel safe and happy in school.



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
Times Tables rock stars	Maths circle LTD
Kapow-Computing	Kapow
Jigsaw-PSHE	Jan Lever Group