

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

Summary information					
School	Panshanger Primary School (540)		Academic year that our current pupil premium strategy plan covers		2023-2024
Date this statement was published	01.12.2023	Date for next internal review of this strategy	March 2024	Date of most recent PP Review	Autumn 2023
Total number of pupils (including Nursery)	235	Proportion (%) of pupil premium eligible pupils – Nov 2023			11% (27 children)

Statement authorised by	Ben Longland - Head Teacher
Pupil premium lead	Amanda Reed – Deputy Head Teacher/ SENDCo/ DSL
Governor / Trustee lead	Ann Leverton - Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year including EYPP	£31, 571
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,051

Part A: Pupil premium strategy plan - Statement of intent

In line with our school vision, our intention is to ensure that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. The aim of our Pupil Premium strategy plan is to support disadvantaged children to achieve that goal, including those who are already high attainers.

To this end our Pupil Premium Strategy Plan aims to address the main barriers these children face. We want all our children from a disadvantaged background to access the same sporting and cultural opportunities as their peers, and to enjoy academic success.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The actions outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first wave teaching is at the heart of our approach, with a focus on identified areas where disadvantaged pupils require support.

This is proven to have the greatest impact on closing the disadvantaged attainment gap. All of our staff have a responsibility for disadvantaged pupils, their outcomes and will ensure that these children are challenged in the work they're set by raising expectations of what they can achieve.

We have two ultimate objectives for our disadvantaged pupils:

- To close the gap between them and other children in terms of their progress and attainment, particularly in Reading, Writing and Maths.
- For children and their families to be committed to and involved in school life in terms of good attendance, engagement with home learning and participation in life enhancing experiences.

We will achieve these aims through: whole class teaching, focused group interventions and a commitment to exciting extra-curricular activities.

Our key principles are based on a range of strategies:

- All teachers to regularly monitor the progress of children in this group, teachers to identify the barriers to learning and to put strategies in place to overcome these barriers.
- SMT to monitor the progress of disadvantaged children.
- Making links with our School Improvement Plan to ensure that the school priorities fit with those necessary to improve attainment and progress of our disadvantaged children, for example, the increased focus on the visual environment to enhance learning in maths, implementation of new phonics scheme.

Challenges

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

Challenge number	Detail of challenge
1	Attendance has been low for some children in this group
2	High level of SEND in this group (21 out of 27 children) - Multiple barriers to learning: some disadvantaged children also have additional needs (SEND/CIN/CP)
3	Low expectations and engagement of families e.g. lack of parental engagement with home learning
4	Challenge of monitoring the progress of individual children in whole class context
5	Low levels of speaking and listening skills within this group
6	Lower levels of attainment and progress in RWM when compared to children not in this group
7	Limited access to the wider curriculum - enrichment opportunities such as music, sport, school trips

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
Disadvantaged pupils to close the gap with Age Related Expectations in Reading, Writing and Maths	<ul style="list-style-type: none"> • The attainment gap between disadvantaged pupils with multiple barriers to learning and their non-disadvantaged peers is reduced in reading, writing and maths. • 100% disadvantaged pupils without a cognitive SEND need to reach at least ARE by making at least expected progress • Children who are not on track to reach ARE making more than expected progress. • Teachers and teaching assistants receive high quality CPD to deliver targeted interventions alongside quality first teaching.
Children in our PP group to make good or better progress in Phonics	<ul style="list-style-type: none"> • Disadvantaged pupils in Year R to Year 3 to make accelerated progress in phonics.
Disadvantaged pupils are more emotionally secure resulting in greater focus on learning and therefore improved attainment.	<ul style="list-style-type: none"> • Rapid identification of need and support swiftly implemented. • Qualitative data from pupil voice, pupil and parent surveys show good levels of wellbeing.
Parents of PPG group attend parent consultations, access information sessions for parents and engage with other services offered by school.	Parents of PPG children understand the impact their own engagement has on their children's progress. This is evidenced by an increase in parent attendance at school events.
All PPG children participate in extra-curricular opportunities.	Club attendance registers and monitoring of extra-curricular activities show PPG children have been offered opportunities to attend activities

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

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils make good or better progress in English with a particular focus on writing	Targeted support in English lessons PPG pupils will have access to further resources. Pupils to be given more focused intervention program bespoke to their needs where appropriate	Quality first teaching and bespoke tuition and smaller group learning with an experienced member of staff accelerates progress and has positive impact on outcomes. EEF toolkit Closing the Gaps Project review	Monitoring of teaching & learning by SLT Teachers to have time to share and ac on reflections Staff meetings to monitor the impact on learning and set next steps and targets Teacher assessments & pupil progress meetings SLT meeting notes	SLT/ English lead/ SENDCo	March 2024
KS1 pupils make good or better progress in phonics	Implementation and continue of new phonics scheme and updated resources including matched reading books for use in Foundation and Key Stage One Identify pupils requiring additional support for phonics & provide 1:1/ small group support. Identify additional resource requirements. Ensure reading material is relevant to phonic phase.	Development of children's early reading and writing skills has a big impact on their learning as they develop through life EEF Toolkit – Phonics - +5 months impact Challenge number(s) addressed ,4,5,6	Monitor phonics sessions & progress of pupils. Highlight those pupils at risk of not achieving age expectations & support in discussion with teacher, parent & SENDCo. Teacher assessments & pupil progress meetings Class action plans SLT meeting notes	SLT/ English Lead/ SENDCo	March 2024

	Ensure all staff have received training and are able to deliver scheme effectively.				
Pupils make good or better progress in maths	<p>Targeted support in English lessons PPG pupils will have access to further resources. Pupils to be given more focused intervention program bespoke to their needs where appropriate</p> <p>Updated and continued Early Years Maths training for Foundation and Key Stage One teachers and teaching assistants</p> <p>Updated and continued Maths training for staff in KS1 and KS2 classes</p>	<p>Quality first teaching and bespoke tuition and smaller group learning with an experienced member of staff accelerates progress and has positive impact on outcomes.</p> <p>EEF Toolkit – Teaching assistant interventions +4 months impact Challenge number(s) addressed 2,4,5,6</p> <p>EEF Toolkit – staff CPD - + 6 months impact 2,4,5,6</p>	<p>Monitoring of teaching & learning by SLT Teachers to have time to share and ac on reflections</p> <p>Staff meetings to monitor the impact on learning and set next steps and targets</p> <p>Teacher assessments & pupil progress meetings</p> <p>SLT meeting notes</p>	SLT/ English lead/ SENDCo	March 2024
Misconceptions to be addressed in the same day which includes overlearning & pre-teaching to reinforce the learning	<p>Opportunities within classes to ensure pupils have opportunity to reflect on learning straight away.</p> <p>TAs used to support misconceptions and address these immediately</p>	<p>Personalised learning through a small group or 1:1 has shown to have impact on the learning of PPG pupils</p>	<p>Intervention program/ Learning Plans for PPG pupils developed within classes TA support and skill set reviewed regularly</p> <p>Marking policy reviewed</p>	SLT/ SENDCo/ CT	March 2024

	Misconceptions addressed the same day through TA 1:1 or group support				
Support and develop children's early speech and language skills.	WellComm assessment and interventions to be used within the foundation stage Where appropriate staff to be trained on the delivery of WellComm Visual timetables for all pupils with individual visuals where necessary.	Development of children's early speech and language needs has a big impact on their learning as they develop through the school	Staff to use the WellComm assessment to identify early needs Action plans/ Learning Plans to be developed for these children (1:1, groups or class sessions) Parents worked with to support their needs – including providing resources. Teacher assessments & pupil progress meetings	Foundation Stage staff	March 2024
Develop PPG pupil's ability to self-regulate and be ready to learn	Whole school mental health approach to the 5 ways of wellbeing/ Staff training Parental engagement workshops Develop wide range of resources to support whole school approach Individual bespoke sessions for PPG pupils who are unable to self-regulate to ensure ready to learn (including protective behaviours) TA training on supporting pupils	If children are able to self-regulate their emotions, this supports them be more ready to learn throughout the school day thus ensuring more rapid progress	Regular meetings with mental health lead Pastoral Support impact reports (CPOMs) Zones of Regulation Monitoring of pupils requiring protective behaviours Parents contacted regarding support needs Records & notes from sessions Pupil progress meetings	Wellbeing Lead/ SLT/ SENDCo	March 2023

	Counselling sessions provided by SENDCo/ Pastoral Support if required				
Total budgeted cost					£10,000

Targeted academic support

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For PPG pupils to attend school regularly to ensure attendance rates are in line with other pupils	Engage with parents who have concerns with attendance. Develop strategies to support the family Work alongside attendance team Pastoral Support worker	Attendance is important to ensure good attendance helps to improve attainment	Monitor attendance of PPG pupils Identify families who need support with attendance Staff support on working to engage parents Pupil profile notes where necessary	Head Teacher DHT SLT	March 2024
For children with speech and language difficulties to be supported to communicate more effectively.	Needs identified on leaning plans. Referral to SALT if necessary & recommendations included. School Eklan & S/L specialists/ TA to work 1:1 or in small groups. Time given to release staff to undertake sessions with pupils NELI speech and language training and implementation	Development of children's early speech and language needs has a big impact on their learning and self-esteem as they develop through the school. EEF Toolkit – Oral language interventions - +6 months impact	Identification by class teacher in discussion with SEMCO/ SEN TA Teacher assessments & pupil progress meetings Class action plans	SENDCo CT/ TA's	March 2024

<p>For PPG children to be engaged in their learning and emotionally settled</p>	<p>Protective behaviours training Develop attitudes to learning Identify key barriers to learning Pupil individual plans developed to monitor children throughout each key stage Identified pupils to specified support Time given to release staff to undertake sessions with pupils Zones of Regulation across the school Pastoral Support Worker</p>	<p>It is important for PPG pupils to be emotionally settled to access learning EEF Teaching and Learning Toolkit Small group tuition has an average impact of four months additional progress over the course of a year.</p>	<p>Individual plans to monitor and identify individual needs Pupil progress meetings to discuss impact of interventions e.g. Protective behaviours/ Lego therapy / counselling work carried out & pupils monitored Discussion with parents Records & notes from sessions</p>	<p>DHT SLT Well being lead SENDCo Pastoral Support lead</p>	<p>March 2024</p>
<p>Use of experienced teacher to support the teaching & learning of PPG</p>	<p>Teacher/ SENDCo to support on a small group session/ Split class session for PPG pupils Subscriptions to various activities and website support</p>	<p>Personalised learning through a small group or 1:1 has shown to have impact on the learning of PPG pupils EEF Using Digital Technology to Improve Learning Using technology in a variety of subjects can increase retention of key ideas and knowledge. EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Mentoring - +2 months impact</p>	<p>PPG pupils identified for support across each phase Area of need addressed and planned for Teacher session planned into weekly timetable Teacher assessments & pupil progress meetings Class action plans</p>	<p>SLT SENDCo</p>	<p>March 2024</p>

<p>Adult support within the classroom through the use of split lessons / booster sessions / TA support</p>	<p>Chn in this group at risk of not making the above progress to be monitored closely. Staff meeting time Strategies put in place and support by TAs. Liaise with class teacher, SENDCO and Dep head. One-to one support for children in this group.</p>	<p>EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact EEF toolkit - Oral feedback. +7 months impact EEF Toolkit – Small group tuition – +4 months impact EEF Toolkit – Small group tuition – +4 months impact EEF toolkit - Oral feedback. +7 months impact</p>	<p>PPG pupils identified for support across each phase Area of need addressed and planned for Teacher session planned into weekly timetable Teacher assessments & pupil progress meetings Class action plans</p>	<p>SLT SENDCo</p>	<p>March 2024</p>
Total budgeted cost					£17,000

Wider strategies

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve parents understanding of how their increased commitment to supporting their children's education can have an impact on their progress	Meeting time given to discuss with parents their child's needs and how they can support them Parent workshops at key transition times (Starting school & moving to Y7) Phase specific information available at parent consultations/ on website/ when appropriate Parent survey carried out to ascertain additional support where necessary. Funding to access the School Family Worker and the courses they provide	Working alongside parents and engaging them in their child's learning ensures a consistent approach to enable pupils to make better progress. Children who regularly complete home learning have better school outcomes EEF – Parental Engagement - +4 months impact	Leaders given time to meet with parents to discuss their child's progress and barriers to learning Parents to be supported in how they can support their child at home. Parent comments in reports Pupil progress meetings SLT meetings to discuss patterns/families	Head Teacher SLT	March 2024
Enhance access to clubs, sporting event and music tuition	Develop opportunity for participation in outside clubs such as music, sports or the arts.	Disadvantaged pupils will be able to participate in a broader more enriched curriculum. This will enhance life skills & experiences. EEF Toolkit – Arts participation + 3 months	Monitoring of clubs attended to ensure meeting pupils' needs PPG pupils who do not participate in clubs to be identified Clubs offered to family Resources purchased for pupils	SENDCo Head Teacher	March 2024

<p>All PPG to attend class day trips linked to curriculum and enrichment experiences</p>	<p>Funding given to support the attendance of PPG pupils on class trips where appropriate Funding for children in this group to participate in extra-curricular activities, early morning club, trips and residential visits</p>	<p>Learning outside of the classroom develops children's independence, resilience and a variety of life skills. They also provide opportunities to participate in activities these pupils wouldn't normally be able to access. EEF Toolkit – Arts participation + 3 months EEF – Parental Engagement - +4 months impact</p>	<p>Meeting with parents of PPG pupils to discuss % of money to provide to support the child's attendance on trip – if necessary Pupil voice</p>	<p>Head Teacher</p>	<p>March 2024</p>
<p>PPG pupils to attend workshops to support/ extend their understanding in maths and English</p>	<p>Pupils to be selected and invited to workshops to either support or to extend their understanding. Provision will be made to transport pupils to venue.</p>	<p>Disadvantaged pupils will be able to access the curriculum and develop positive self-esteem.</p>	<p>Monitoring of PPG pupils selected for extra-curricular workshops and activities. Pupil voice Feedback forms</p>	<p>Head Teacher</p>	<p>March 2024</p>
<p>All Year 6 pupils will be emotionally, physically and mentally ready to undertake KS2 SATs during the testing week.</p>	<p>All pupils will be offered breakfast during the KS2 SATs week to ensure they have been fed and have arrived in good time. They will take part in mindfulness and calming activities to reduce anxiety.</p>	<p>Reducing anxiety will support the pupils to ensure they are able to perform to the best of their abilities.</p>	<p>Discussions with the school kitchen to ensure food is available. Letters to parents informing them of the arrangements. Discussions with pupils to ensure we are meeting their emotional needs. Practicing of mindful techniques throughout the year to ensure pupils are familiar with them.</p>	<p>Head Teacher UKS2 lead</p>	<p>March 2024</p>

Increased parental engagement through regular contact.		EEF – Parental Engagement - +4 months impact			
Total budgeted cost					£10,000

Total budgeted cost: £37,000

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.

All attainment and progress data is based on external tests (SATs) and school based teacher assessment.

Improved attainment and progress in Maths for Pupil Premium pupils

Attainment in Maths:

- 60.0% achieving EXS/GDS - **14.2% improvement** from last year
- 92.0% achieved at least expected progress - **8.7% improvement** from last year

Improved attainment and progress in Reading for Pupil Premium pupils

Attainment in Reading:

- 56.0%% achieving EXS /GDS - **1.8% improvement** from last year
- 92.0% achieved at least expected progress - **8.7% improvement** from last year

Improved attainment and progress in Writing for Pupil Premium pupils

Attainment in Writing:

- 56% achieving EXS /GDS - **6% improvement** from last year
- 80% achieved at least expected progress - **5% improvement** from last year

Continued to develop the ability to take greater responsibility for their learning and provision of opportunities and experiences for pupils to widen their horizons and impact positively on their life experiences.