

Pupil premium strategy statement ~ Paddock Wood Primary Academy 2023-2024

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	Paddock Wood Primary Academy
Number of pupils in school	611
Proportion (%) of pupil premium eligible pupils	21% (128 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Alice Early
Pupil premium lead	Mr Simon Page
Governor / Trustee lead	Anne Barritte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 185,990
Recovery premium funding allocation this academic year	£ 15,370
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	£201,360

Part A: Pupil premium strategy plan

Statement of intent

At Paddock Wood Primary Academy, we strive to develop students who are internationally-minded, through: collaboration, communication, inquiry, respect and creativity. Nurturing a passion for life-long academic learning through a broad and balanced curriculum is a priority; through agency we will develop individuals to reach their potential academically, emotionally, socially and physically. Our children will become an integral part of their community, understanding their place on a local and global platform; they will take responsibility for the small steps they take throughout their lives, which will create impact on a broader level. We will help them to aspire to be ambitious, for themselves, their families, their friends and for their community as a whole.

Our aim is to address educational disadvantages within our own education setting. A research based approach guides our rationale and implementation. Marc Rowland identifies key areas that we focus on:

- Relationships
- Metacognition and self-regulated learning
- Social, emotional and mental health (SEMH)
- Language development and comprehension

At Paddock Wood Primary Academy we recognise that disadvantaged children often face more challenges socially and academically and therefore our pupil premium strategy aims to counteract these challenges and narrow the gaps that these children face. High-effective quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. At Paddock Wood Primary Academy we have set out a structured way to address educational inequality, with the ambition that every pupil, irrespective of background, feels like they belong.

Based on this understanding, our intent is to:

- ensure disadvantaged pupils are challenged in the work that they're set with the same ambition in what they can achieve
- Ensure disadvantaged pupils have support in speech and language through early identification and assessment
- Ensure disadvantaged pupils develop a love of reading and become fluent readers.
- Ensure all disadvantaged pupils have the same opportunities and take up the personal development and enrichment offer

Challenges

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

Challenge number	Detail of challenge
1	Limited exposure to high quality texts and reading as a whole which limits a child's ability to progress in line with their peers and widen the vocabulary gap.
2	Home support and the necessary skills mean that our families are unable to provide on-going support for our children.
3	Our disadvantaged pupils enter school with lower acquisition of language than their peers
4	Our disadvantaged children lack cultural capital experiences which limits their ability to reference wider world ideas for their imagination and curiosity.
5.	Attendance for some pupils which means they don't have the regular and consistent contact with school which will ensure they make progress.

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
For pupils to undergo early identification of need with specific emphasis on speech and language	All pupils will be assessed using a speech and language screener on entry to KS1. All pupils will have appropriate support in place for their speech and language development.
For pupils to develop a love of reading and access to a wide range of engaging and suitable reading texts.	Reading attainment for disadvantaged pupils to improve at KS1 and KS2. Disadvantaged pupils to be able to talk about books they have read and demonstrate a love of reading.
To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium and those who are not (less than -10% in all areas) across the school.	Combined attainment at the end of Key Stage to be no less than 70%.
To narrow the gap in attainment at 'higher standard' between pupils in receipt of the Pupil Premium and those who are not (less than -15% in all areas) across the school.	All year groups will have children who achieve the higher standard in combined attainment.
To narrow the gap in progress between pupils in receipt of Pupil Premium and those who are not by the end of Key Stage 2.	Children in receipt of Pupil Premium will make accelerated progress in order to narrow the gap with their peers.
To ensure all children in receipt of Pupil Premium feel safe, happy and are ready to learn each day through support and wider strategies of engagement.	The majority of children in receipt of Pupil Premium will attend school regularly and ambition is that their attendance is in line with the rest of the school (above 95%). Children will show positive behaviours for learning and will demonstrate engagement in lessons through questioning. Children will be able to discuss what makes them feel happy at school and who keeps them safe.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-Teaching	EEF Improving Phonics + 5 Months EEF Oral Language Intervention +6 months Pupil premium pupils to benefit from pre-teaching key vocabulary in the wider curriculum, e.g. science, history and geography. Pre-teaching to be delivered by teachers and/or TAs.	4.
Maths Times Table Rockstars Mathletics Numbots	The implementation of Times Table Rockstar, Numbots and Mathletics has allowed children to engage with Maths both at home and school and learning is targeted so we can close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months. Digital Technology Toolkit Strand EEF	2
Writing Clicker 8 Feedback and Marking approaches to be used to help with the development of writing. The use of Clicker 8 will allow all children to develop their use of vocabulary particularly within their writing.	These strategies will be based around the needs of the children in our school, one key strategy is feedback which adds up to 6 months progression to a child's learning. We also have a higher % of children with Speech and Language, so the use of Clicker 8 will ensure this is well supported across the curriculum and particularly in regards to writing Improving Literacy KS2 Recommendations EEF.	1 & 2
Spelling Focus including practical multisensory practice and retrieval practice	EEF Improving Phonics + 5 Months EEF Oral Language Intervention +6 months Evidence shows that children are more likely to recall and retain information when taught in a multi-sensory way.	1, 2 and 3
Reading New reading resources Improved reading areas	Providing children with a range of engaging texts to develop a love of reading and learning. The use of Lexile levels will support and evidence progress for all children. Ensure pupil premium pupils read daily to an adult. Improving Literacy KS2 Recommendations EEF.	1
Recruitment / Staffing Small group interventions for reading/writing/maths Appointment of a Reading Lead teacher to oversee progress and attainment.	Utilising 4 TAs across the school - to support small intervention groups - has been shown to add up to 4 months impact on learning. Teaching and Learning Teaching Assistant Interventions EEF	1 & 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 78,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language interventions. EYFS speech and language programme and allocated to an HLTA to run this. Use of Widget to support speech and language / communication. EAL support - Language Nut, The Bell Foundation tools, pre-teaching of key words and technical language.</p>	<p>EEF notes a 5 month impact on learning for oral language interventions. It also adds that Early Years interventions, although expensive, have an impact of 5 months progression.</p> <p>Teaching and Learning Oral Language interventions EEF</p>	3
<p>Speech and Language Therapy</p>	<p>Teaching and Learning Oral Language interventions EEF</p> <p>Increased pupils with language delay requiring specialist support from speech and language therapists.</p>	3.
<p>1:1 Phonics</p>	<p>Phonics is the foundation of the reading framework and is an essential element of ensuring children are able to access a broad and balanced curriculum. Phonic interventions are proven to have an impact of 4 months on learning.</p> <p>Teaching and Learning Phonics EEF</p>	1
<p>Tutoring 1:6 in KS2 Additional Teacher hours to support gaps in Reading, Writing and Maths within KS2.</p>	<p>Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.</p> <p>Teaching and Learning Small group tuition EEF</p>	1 & 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral / Inclusion Team Pastoral / Inclusion Team to support both the needs of children with SEN but also those</p>	<p>Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported.</p> <p>Teaching and Learning Parental engagement EEF</p>	4
<p>SEN Assistant Additional capacity to support both the pastoral and inclusion team.</p>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months</p>	4

	<p>Teaching and learning Teaching Assistant interventions EEF</p> <p>Utilising both TAs to support small intervention groups - has been shown to add up to 4 months impact on learning.</p> <p>Teaching and Learning Teaching Assistant Interventions EEF</p>	
<p>ELSA Run by an HLTA</p>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p> <p>Teaching and Learning Metacognition and self-regulation EEF Teaching and Learning Social and emotional learning EEF</p>	4
<p>Nurture Group Network Training</p>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p> <p>Teaching and Learning Metacognition and self-regulation EEF Teaching and Learning Social and emotional learning EEF</p>	4
<p>Uniform</p>	<p>Where needed uniform will be supplied so that no child is disadvantaged or perceived as different to their peers.</p>	3
<p>Cultural Capital Funding of trips, experiences and clubs e.g. music concerts</p>	<p>Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them</p>	3
<p>School Clubs A range of clubs are available, with spaces particularly targeted to children in receipt of Pupil Premium.</p>	<p>Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them. This includes sports participation which is shown by the EEF to have a 1 month impact on learning.</p> <p>Teaching and Learning Physical activity EEF</p>	3

Total budgeted cost: £ 201,360 for 2023-2024

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.

Aim	Target	Reviewed *unvalidated data																																																															
<p>To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium and those who are not (less than -10% in all areas) across the school.</p>	<p>Combined attainment at the end of Key Stage to be no less than 65%.</p>	<p>Combined achieved in 22-23 was 63% although we have 2 children who may achieve this and we would then be at 65%</p> <p>Those children reaching ARE (not including those at GDS - see following table)</p> <table border="1" data-bbox="722 763 1498 1373"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>PPG</th> <th>All</th> <th>PPG</th> <th>All</th> <th>PPG</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>42.9%</td> <td>51.2%</td> <td>28.6%</td> <td>45%</td> <td>42.9%</td> <td>62.5%</td> </tr> <tr> <td>Y2</td> <td>50%</td> <td>50.5%</td> <td>38.9%</td> <td>55.3%</td> <td>55.6%</td> <td>60%</td> </tr> <tr> <td>Y3</td> <td>59%</td> <td>56.2%</td> <td>29.3%</td> <td>42.7%</td> <td>52.9%</td> <td>53.9%</td> </tr> <tr> <td>Y4</td> <td>45.6%</td> <td>44.2%</td> <td>40.9%</td> <td>52.3%</td> <td>36.6%</td> <td>43%</td> </tr> <tr> <td>Y5</td> <td>40%</td> <td>45.3%</td> <td>45%</td> <td>46.5%</td> <td>50%</td> <td>52.3%</td> </tr> <tr> <td>Y6</td> <td>56.7%</td> <td>43.6%</td> <td>61.1%</td> <td>58.5%</td> <td>48%</td> <td>48.9%</td> </tr> <tr> <td colspan="2">More than 10.1% difference</td> <td colspan="2">Less than 10% difference</td> <td colspan="3">Less than 1% difference or better</td> </tr> </tbody> </table> <p>Reading and Maths across the school (except Y1) is showing a positive comparison between PPG and All children achieving the expected standard. Writing is the one subject where progress to close the gap is slower, but by the end of KS2 the PPG children are showing a positive difference.</p>		Reading		Writing		Maths			PPG	All	PPG	All	PPG	All	Y1	42.9%	51.2%	28.6%	45%	42.9%	62.5%	Y2	50%	50.5%	38.9%	55.3%	55.6%	60%	Y3	59%	56.2%	29.3%	42.7%	52.9%	53.9%	Y4	45.6%	44.2%	40.9%	52.3%	36.6%	43%	Y5	40%	45.3%	45%	46.5%	50%	52.3%	Y6	56.7%	43.6%	61.1%	58.5%	48%	48.9%	More than 10.1% difference		Less than 10% difference		Less than 1% difference or better		
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Externally provided programmes

Programme	Provider
Times Table Rockstars / Numbots	Maths Circle
Mathletics	3P Learning

Phonics International	Debbie Hepplewhite
Literacy Shed	EdShed
Spelling Shed	EdShed

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.