

# 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	Village Primary School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Julia Armstrong (CEO)
Pupil premium lead	R Birtwhistle
Governor / Trustee lead	Jaime Hughes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101 346
Recovery premium funding allocation this academic year	£10 310
School Tutoring Allocation	£11 519
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£123 175</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

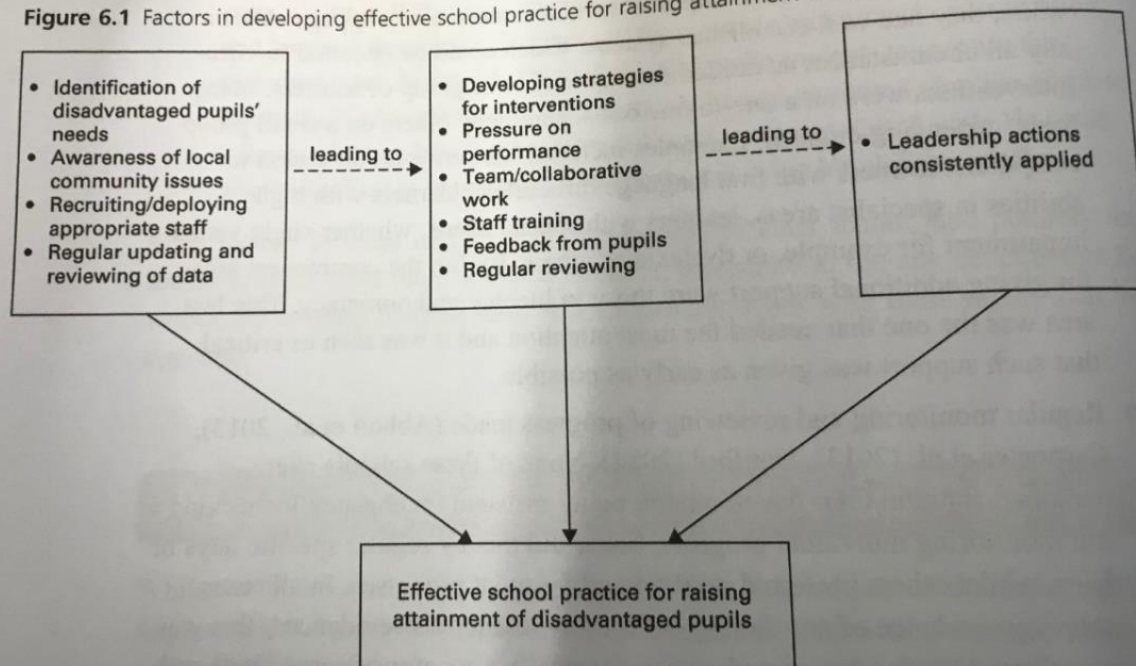
### Statement of intent

*You may want to include information on:*

Village Primary School staff aim to close the gap between those from disadvantaged backgrounds to those from advantaged backgrounds without prejudice or compromising equal opportunities. Pupil Premium recipients should not be further hampered by the legacy of Covid-19 or by the so called 'cost of living crisis'. Pupil Premium children need equality of opportunity and life chances through a broad and balanced curriculum that aims to raise attainment and progress. Through targeted support in small groups and 1:1 sessions, staff will provide quality intervention and direct instruction that significantly improves skills and ultimately life chances. The funding will support social, emotional, health and wellbeing by giving children access to opportunities, clubs, activities and experiences that may have otherwise been beyond their circumstances. As a research-informed school, this report has been influenced from a number of sources including the EEF, Middlewood and Abbott, Raffo et al 2007, Carpenter (2013) and Robinson (2016).

Research has shown that direct instruction from well-trained professionals has a great impact on the progress and attainment of children that are eligible for Pupil Premium. The diagram below informed the strategy and direction of travel of Village Primary School's approach towards teaching. This is research from Middlewood and Abbott (2019). As a result of this, long-term solutions that are proven to be effective, are employed to give our children the very best start in life so that they can take advantage of social mobility and live happy, healthy futures. A significant proportion of our Pupil Premium funding (along with additional funds from our school budget) is spent on additional teaching staff who work with and monitor the progress of disadvantaged children. We also invest in wider services (such as speech and language support and counselling services) that we know will have a positive impact on children across school.

**Figure 6.1** Factors in developing effective school practice for raising attainment of disadvantaged pupils



## Challenges

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

Challenge number	Detail of challenge
1.	<i>Children arriving hungry to school and not ready to learn.</i>
2.	<i>Issues with speech and language upon entry to school.</i>
3.	<i>Lack of reading materials, support for reading outside of school. Poor listening skills and acquiring early reading and phonics. To fund Reading Plus for targeted reading intervention.</i>
4.	Issues with social, emotional, health and wellbeing.
5.	Children not acquiring vocabulary in line with national expectations and secondary-ready guidelines.
6.	Missed and 'lost' learning due to Covid legacy and 'cost of living' crisis.

## 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
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Children with poor speech and language skills will catch up with their peers and will not need long-term support with speech and language.	Children's speech will be clear and this will support their phonic outcomes. Disadvantaged children in KS1 who continue to need support with their speech and language, will attain as well as non disadvantaged children in the phonics screening check.
To fund a Breakfast Club to ensure PP have eaten before lessons start to support learning.	Improved attendance and punctuality that is closer to, or better than national and local averages. Also, less persistent absence with key individuals targeted.
Improving numbers of children making at least expected progress in KS1 and KS2 Reading, Writing and Maths.	Continuation of attainment gaps closing.
Improving numbers of children making at least the expected standard at the end of KS1 and KS2 in writing, reading and maths.	Improved 'expected data' for disadvantaged pupils for GLD, Phonics, KS1 and KS2 assessment results. Also, improved higher scores and greater depth attainment and progress for pupil premium children.
Increasing the percentage of children reaching GLD at the end of Reception.	Improved GLD percentage compared to 2022 level. Progress made against personal milestones and starting points.
Improving the % of children achieving threshold in Year 1 phonic screening.	Improved Phonics Screening Check percentages.
All disadvantaged children accessing all educational visits including residential visits.	100% of all disadvantaged children accessing trips. This will support reading as well as learning in other curriculum areas by supporting cultural capital and British Values.
To give disadvantaged children the cultural capital needed in respects of the arts.	To pay for a Choir leader from TVMS. Also, to give PP children access to music tuition funded by school. This will improved children's cultural capital. Increased access to musical instruments with two classes experiencing whole-class tuition.

## Key Principles at Village

1. School Leadership is fundamental to success in raising attainment levels and putting an end to underachievement. Leadership at Village is distributed and shared to maximise disadvantaged outcomes.
2. Collaboration is key. Within school, collaboration is vital amongst various professional colleagues but also within the MAT and its affiliated partners. This allows staff to share ideas, good practice and to keep up with the latest research and CPD.

3. Staff Training and development. Village has a strong commitment to training and development via research, social media, in-house training or across the multi-academy trust's many networks of support e.g. peer networks, subject networks.
4. Community involvement. Village makes a great effort, formally and informally, to engage with the community, parents and carers. Village goes beyond the gates and works with partners, agencies and businesses for the benefit of the children.
5. Giving children the very best start to life and nurturing the whole child is a key driver for staff at this school.

## 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: £ 950

*\*\*Other CPD was sourced but not from this budget stream.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school Reading CPD including shared reading at EY, Guided Reading at KS1 and Group/whole-class reading at KS2	EEF collaborative learning. Moderate income for low cost.  Raffo et al 2007, Abbott 2013 – discusses identifying the needs of disadvantaged children.	3,4
Cost £950		

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

Budgeted cost: £ 118 189

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund a part time teacher to support Covid Catch up. Cost £ 21 829	Reducing class size = moderate impact for high cost. Small group tuition evidence in school having a dramatic impact last year with our Village pupils.	2,4,5,6
To fund Reading Plus for targeted reading intervention. Cost= £1380	EEF digital technology report sees gains of +4 months. Feedback, built into this, has given gains of 8 months.  Abbott et al (2013) and Carpenter (2013) discussing personalised intervention and then feedback to learners with direct instruction.	3,4,5,6

<i>To support breakfast clubs costs with staffing, food and activities. Cost £5700</i>	Low impact for moderate cost on learning, but this is an essential need for our community.  Abbott, Middlewood and Robinson 2016 – provision of memorable life experiences. 3.3.5	1
<i>To fund 1:1 and small group work with Teaching Assistants in school for children needing support to catch up. Cost £83 050</i>	Low impact for high cost based on limited EEF evidence. Fortunately, in our setting we evaluate the provision to be high cost and high impact.  Abbott et al (2013) and Carpenter on developing strategies for interventions targeting weaknesses on group and individual needs.	2,4,5,6
<i>To fund a speech therapist to support learning/speech, language development. Cost £3230</i>	Moderate outcome for relatively low cost.	2
<i>To fund an Educational Psychologist to support learning. Cost £3000</i>	Carpenter (2013) Dunford (2014) researching use of collection, updating and reviewing of data to target specific needs of disadvantaged learners.	2,3,4,5,6

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

Budgeted cost: £ 4036

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>To fund initiatives to support attendance, rewards that help PP children improve attendance and therefore self esteem. Cost £600</i>	Abbott, Middlewood and Robinson 2016 – provision of memorable life experiences.	1,4,5,6
<i>To provide transport and educational visit support to disadvantaged children. Cost £2000</i>		4,5,6
To fund a music teacher to lead choir via TVMS	Abbott, Middlewood and Robinson 2016 – provision of memorable life experiences.	4



£:1200		
<i>To provide uniform, extra resources and equipment to support children. Cost £236</i>		1,2,3

**Total budgeted cost: £123 175**

## 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.

The Pupil Premium budget was used alongside the Covid relief support money to help children from disadvantaged backgrounds to 'catch up' with lost learning and the impact of the pandemic. The poorest in our Village community were hit hardest by the pandemic and this continues today. Through extra direct teaching from adults, therapy sessions, Educational Psychologist support and electronic resources, school was able to offset the worst effects of the pandemic. Children in school managed to catch up more effectively than first imagined, although there is still much work to do.

At Village our disadvantaged outcomes (2022) are as follows:

	Village Outcomes for Disadvantaged Pupils	Local Comparison	National Comparison for disadvantaged
GLD	63%	51% national pass rate	
Phonics	61% disadvantaged pass rate	64% pass rate in Stockton	
KS1 Reading	51%		51%
KS1 Writing	41%		41%
KS1 Maths	52%		52%
KS2 Reading	62%		62%
KS2 Writing	55%		55%
KS2 Maths	56%		56%

#### Pupil Premium Grant 2021-2022

Review of last year.

RAG rated

Green = success

Amber = partial success

Red = needs attention

PP Idea	Research	Review RAG rated
Whole-school vocabulary training that aims to address staff knowledge and skill gap. Cost= £300	EEF collaborative learning. Moderate income for low cost.  Raffo et al 2007, Abbott 2013 – discusses identifying the needs of disadvantaged children.	Low-cost CPD with maximum impact. Whole-school vocabulary focus increased attainment in each year group. Y6 outcomes extremely pleasing with accelerated progress scores. KS1 and GLD above national comparisons.
To fund a part time teacher to support Covid Catch up. Cost £10,875	Reducing class size = moderate impact for high cost. Small group tuition evidence in school having a dramatic impact last year with our Village pupils.	High cost and high impact School's teacher used to meet the needs of our disadvantaged community. Traing, delivery all according to school vision and implementation.
To fund Reading Plus for targeted reading intervention. Cost= £1380	EEF digital technology report sees gains of +4 months. Feedback, built into this, has given gains of 8 months.  Abbott et al (2013) and Carpenter (2013) discussing personalised intervention and then feedback to learners with direct instruction.	Low cost and measurable impact.
<i>To support breakfast clubs costs with staffing, food and activities.</i> Cost £6000	Low impact for moderate cost on learning, but this is an essential need for our community.  Abbott, Middlewood and Robinson 2016 – provision of memorable life experiences. 3.3.5	Vital, essential service. Impact harder to measure, but children do not learn when they are hungry.
<i>To fund 1:1 and small group work with Teaching Assistants in school for children needing support to catch up.</i> Cost £84,486.24	Low impact for high cost based on limited EEF evidence. Fortunately, in our setting we evaluate the provision to be high cost and high impact.  Abbott et al (2013) and Carpenter on developing strategies for interventions	High cost and high impact. Academic progress and attainment can be measured and shows effective provision. More personal, social

	targeting weaknesses on group and individual needs.	factors also show successful outcomes with staff mentoring impacting on behaviour, self esteem and character education.
<i>To fund a speech therapist to support learning/speech, language development.</i> Cost £2500	Moderate outcome for relatively low cost.	Early support, catch up and intervention plus support for staff.
<i>To fund an Educational Psychologist to support learning.</i> Cost £2400	Carpenter (2013) Dunford (2014) researching use of collection, updating and reviewing of data to target specific needs of disadvantaged learners.	Early identification, diagnosis and wellbeing for students involved. Problems solved before they emerged. Plus, staff CPD support for curriculum and learning.
<i>To fund initiatives to support attendance, rewards that help PP children improve attendance and therefore self esteem.</i> Cost £585.40	Abbott, Middlewood and Robinson 2016 – provision of memorable life experiences.	Rewards received fantastic student buy in and supported attendance improvement.
<i>To provide transport and educational visit support to disadvantaged children.</i> Cost £2000		Educational visits provided learning hinterland knowledge. Extra vocabulary, knowledge and skills used in writing, tests and wider development as people.
To fund a music teacher to lead choir via TVMS £1000;	Abbott, Middlewood and Robinson 2016 – provision of memorable life experiences.	Cultural capital and experiences given. Access to the arts opens new doors for such pupils and unearths hidden talents.
<i>To provide uniform, extra resources and equipment to support children.</i> Cost £187.36		Essential service.

## 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*

*As a school, we chose to invest in a Covid catch up teacher that school trained and supported so that we could personalise our response to the pandemic and to disadvantage. We believe this has proven to be the most effective method for our children and our school community.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

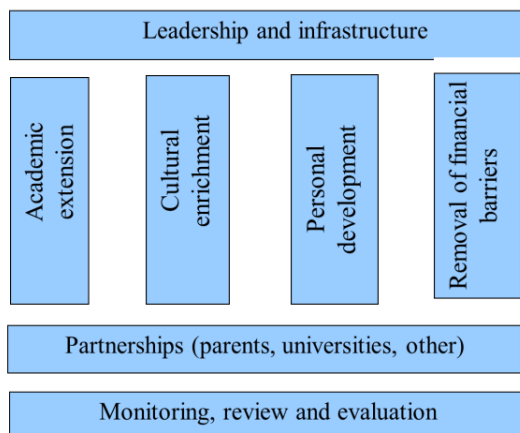
Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable to Village Primary School at this time.
What was the impact of that spending on service pupil premium eligible pupils?	

### Research by Village Primary

Document: 'Research to understand successful approaches to supporting the most academically able disadvantaged pupils November 2018'

## Key Findings

Figure 1 Model of successful support for the most academically able disadvantaged pupils



- Sutton Trust research in 2015 said that 'Boys and particularly Pupil Premium boys, are most likely to be in the missing talent group.
- Pupils from disadvantaged backgrounds often lack mentoring and guidance. As a school we invest time in this. The Head, DHT, AHT all take time to talk to disadvantaged children regularly about goals, aspirations and mind set.
- No single solution to pupil premium fits all. Support will be tailored at Village to support pupils' needs across a range of areas – academic support, cultural enrichment, personal development and addressing material poverty.
- A strong emphasis on training, support and CPD for staff is needed.

## In Conclusion

Staff, leaders and the school community are passionate about overcoming barriers to learning for all of our children. We are keen to support children get the very best start in life so that they are in a strong position to take advantage of all the opportunities that life affords them. Social mobility is a key driver for school staff; with education, good teaching and supportive role models a unique selling point of Village Primary School.

