

Pupil premium strategy statement – Pye Green Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	401 (Primary Pupils)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Yates – Head of School
Pupil premium lead	Ellen Fitzpatrick
Governor / Trustee lead	Gina Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105,260
Recovery premium funding allocation this academic year	£ 11,600
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 26,568
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£143,428

Part A: Pupil premium strategy plan

Statement of intent

The effective use of Pupil Premium Grant (PPG) encompasses all elements of Pye Green's vision and core values. Our goal is to strengthen provision and maintain high quality teaching to enable sustained improvement and progress for disadvantaged pupils and all others overtime.

Through our strategy and action plans, we will ensure that our approach to supporting disadvantaged learners will permeate through our approach to teaching and learning to ensure that we have an equitable model to give more support, guidance, and challenge to our disadvantaged youngsters in all lessons.

We recognise that disadvantaged learners need support in overcoming barriers to learning and that these can encompass academic, familial, behavioural, social and emotional needs.

We will work to achieve proportional representation for disadvantaged youngsters in all aspects of school life so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom so they will develop skills to be successful in life.

We will utilise robust diagnostic assessment strategies to accurately identify and address the challenges faced by our vulnerable pupils. We prioritise the development of high-quality teaching and consistently embed effective strategies across the school in all subjects.

Our pupil premium strategy also supports our education recovery plans including a sharp focus on additional targeted group interventions and opportunities to extend and consolidate learnt knowledge, helping pupils to develop deep and secure understanding and transfer skills effectively. To ensure the successful implementation of the plan, evidenced based research and strategies will be utilised to support the most disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged and other pupils Figures for academic year 2021-2022 Reception GLD (-13%) Year 1 Phonics (-11%) Year 2 Phonics (-12%) Year 6 Reading (-3%) Writing (+7%) Maths (-15%) The gap is starting to close but continued, precise support and strategies need to be implemented so that disadvantaged pupils attain in line with their peers
2	Attendance Attendance for disadvantaged learners is below national average and below that of other pupils

	The gap to date in the academic year 2022-2023 is -1.2%
3	Cultural Capital – Wider Curriculum Experiences Children have fewer experiences beyond their home life and immediate community. They are less likely to be exposed to the cultural capital that can develop their aspirations, creativity and confidence.
4	Communication and Language Reception baseline demonstrates disadvantaged pupils have underdeveloped language acquisition and vocabulary skills when compared with their non-disadvantaged peers. Disadvantaged pupils have a smaller range of vocabulary. They have limited access to books at home and are less exposed to experiences that will extend and broaden their vocabulary.
5	Safeguarding and Wellbeing Some of our vulnerable children and families present with significant and complex safeguarding issues. These issues can lead to complex and significant social and emotional difficulties for pupils that impact on their wellbeing and ability to succeed at school

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
<p>To significantly narrow the gap between disadvantaged pupils and their peers across Phonics, Reading, Writing & Maths</p> <p>To significantly improve the number of disadvantaged pupils reaching an age expected level of reading.</p>	<p>For published data to show a closing of the attainment gap for disadvantaged children and towards National benchmarks in EYFS GLD results, Year 1 Phonics, Year 2 SATs (where applicable) and Year 6 SATS</p> <p>Published data to evidence an increased number of disadvantaged pupils attaining EXS across Reading, Writing & Maths compared with 2019 (EXS Reading 56%, Writing 69% & Maths 69%). 2022 (EXS Reading 64%, Writing 55% Maths 64%)</p>
<p>To close the gap between the attendance and punctuality of disadvantaged learners and their peers</p>	<p>Increase the attendance rates of disadvantaged pupils so they are at least in line with all other pupils.</p> <p>Reduce the persistent absence of disadvantaged pupils so they are at least in line with all other pupils.</p> <p>Improve the punctuality of pupils in school</p>
<p>To ensure proportional representation for disadvantaged learners in all aspects of school life</p>	<p>Disadvantaged youngsters engage in all aspects of school life and there is proportional representation in school clubs, wider curriculum experiences, representative bodies etc.</p> <p>Disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life</p>

To significantly improve the language acquisition and vocabulary skills of disadvantaged pupils within the Early Years and across Key Stage 1	To ensure that all disadvantaged pupils, unless they have a particular SEND need, leave Reception achieving Stage 9 of WellComm
To ensure that our vulnerable learners and their families receive timely support to meet their needs and overcome barriers	Barriers to learning are removed through timely referrals and early support so that pupils attend school and can thrive and make good progress to be in line with their peers The social, emotional and behavioural needs of disadvantaged learners are met

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: £45,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
C.P.D. for all teachers to ensure teaching is good or better in every classroom.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium EEF Teaching and Learning Styles https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles	1, 4
Number Sense at KS1 – CPD and resources	Improving Mathematics in the Early Years and Key Stage 1' reviews the best available evidence to offer five recommendations for developing the maths skills of 3– 7-year olds EEF Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1
Work with RADY (Raising Attainment of Disadvantaged Youngsters)	The development of an effective pupil premium strategy should be cyclical and be considered an integral part of existing school development planning. Using your Pupil Premium Funding Effectively https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2,3,4,5
Invest in High-Quality curriculum resources to	Recommends that spelling is explicitly taught and that diagnostic assessment should focus effort on the spellings that pupils are finding difficult.	1, 4

support the teaching of maths mastery and reading	<p>EEF Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>EEF Phonics Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF Mastery Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm – CPD and resources Improve expertise in delivering WellComm interventions Provide regular focused intervention groups using the WellComm program across EYFS-YR1.	<p>EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Evidence for Oral Language Interventions +5 months progress per year.</p>	4, 1
Small Group Targeted Tuition	<p>EEF Teaching and Learning Toolkit Small Group Tuition has a low cost, higher gain https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 4
Deliver focused specific interventions groups weekly for; <u>Reading</u> – One minute reading, Accelerated Reader & RWInc Fresh Start <u>Phonics</u> - RWInc & RWInc Spelling <u>Maths</u> – Number Sense	<p>1:1 Tuition & small group work +5 months</p> <p>EEF – Using your Pupil Premium Funding Effectively https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Lee Elliot Major & Steve Higgins – ‘What Works +5 months Mastery Learning / Catch-Up intervention</p> <p>EEF Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	

One to one tuition	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF One to One Tuition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,4,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of full-time pastoral support teaching assistant	<p>Poor and inconsistent attitudes and learning behaviours can have a lasting impact on the outcomes of pupils.</p> <p>EEF Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5,2
Education Welfare Officer providing termly support	<p>EEF Behaviour Intentions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>DfE The link between absence and attainment https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p>	2,5
Investment in Forest School Resources	<p>Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning</p> <p>Council for Outside Learning https://www.lotc.org.uk/</p>	3, 5
Subsidise extra-curricular	EEF Arts Participation	3, 5

activities, clubs, visit & experiences Cover time for – School Council & Children's University Leader Artists, performers & sports specialist programs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Breakfast Club	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.</p> <p>EEF Breakfast Clubs found to boost primary pupils' reading, writing and maths</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	1,2,4,5
Removing barriers to learning fund – e.g purchasing of correct PE kit to attend clubs etc	<p>EEF Using your Pupil Premium Funding Effectively</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	

Total budgeted cost: £144,728

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1 - Attainment gap between disadvantaged and other pupils

National assessment figures for academic year 2021-2022

Reception GLD (-13%)

Year 1 Phonics (-11%)

Year 2 Phonics (-12%)

Year 6 Reading (-3%) Writing (+7%) Maths (-15%)

The gap is starting to close but continued, precise support and strategies need to be implemented so that disadvantaged pupils attain in line with their peers and that the gap continues to close. Progress has been made from previous assessment years, though comparison is made challenging by the impact of Covid-19

Though outcomes for disadvantaged learners in writing at the end of KS2 compared favourably to Non-PP, moderated outcomes were comparatively low to national figures. Reasons for the challenges in writing are primarily due to the impact of COVID 19 and pupil absence. Writing was the most challenging subject for parents to support their children with during the school closure period and pupils were further behind in writing when they returned to school than reading and maths. 'Talk For Writing' was introduced in Autumn 2021 to support the writing skills of pupils across school. This is an evidence-based approach to support disadvantaged pupils to make more rapid progress in writing.

Priority 2 – Attendance

Attendance of disadvantaged youngsters at PGA continues to be lower than that of their peers. The gap to date in the academic year 2022-2023 is -1.2%

In comparison to the previous academic year for the Autumn term, it was -1.5%

This difference reflects national attendance figure comparisons as drawn up by the FFT Education Data Lab.

Attendance continues to be a focus to ensure pupils have the best chance to succeed.

Breakfast Club has been introduced to support pupils with punctuality and attendance issues and to relieve financial pressures for target families

Priority 3 - Cultural Capital – Wider Curriculum Experiences

Following Covid-19, a wide range of extra-curricular activities and opportunities have resumed. Staff are tracking the attendance of disadvantaged learners and are meeting 1:1 with PP pupils within their class to create individual pupil profiles to explore engagement and barriers to attending in hope to overcome them.

This continues to be a priority in order to establish proportional representation across events and clubs and to embed the Curriculum Promise in school so as to ensure pupils gain cultural capital during their time at PGA.

Priority 4 - Communication and Language

WellComm interventions are used to target disadvantaged learners working below their chronological age for language processing and understanding across EYFS. 63% of Disadvantaged Learners attained their ELGS in all 3 areas of C&L at the end of Reception compared to 0% on entry to Reception in the 2021-2022 academic year.

Priority 5 - Safeguarding and Wellbeing

The employment of HLTAs to develop a pastoral team at PGA has ensured that more supportive work can be carried out with families to help them to access funding and support as required. Breakfast club has started and disadvantaged learners are at greater than proportional representation. Lunchtime clubs are running to support pupils' behavioural needs during lunchtime and to provide quiet time as and when required.

During school closures, significant capacity in terms of adult resources was spent supporting the emotional well-being and mental health of families. We had to manage the increased referral to early help provision and signposting to local authority support. We now have a trained mental health lead in school to lead projects to support pupil wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk For Writing	Pie Corbett – Talk for Writing
Accelerated Reader	Renaissance Learning
RWInc	Ruth Miskin Literacy
Number Sense Maths	Number Sense Maths
RADY	AEF

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Targeted support provided for Service Pupil Premium pupils has been based on individual needs. In particular, this has been required when serving parents are deployed. Pastoral support, including 1:1 sessions, is offered when pupils are struggling to cope due to parents not being in the family home.

The impact of that spending on service pupil premium eligible pupils

Pupils have been provided with a mentor which has ensured stability in the school environment and someone to share any concerns with should they arise.