



**Little Plumstead CE Primary Academy**  
**Pupil Premium Strategy Statement: 2023 - 2026**

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Little Plumstead C of E VA Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	39.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 to 2026
Date this statement was published	11/12/23
Date on which it will be reviewed	10/12/24
Statement authorised by	Rebecca Clarke
Pupil premium lead	Rebecca Clarke
Governor / Trustee lead	Richard Cranmer

**Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£34,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£903,153</b>

## Part A: Pupil premium strategy plan

### Statement of intent

'From a tiny seed.... all things are possible' is achievable at Little Plumstead Church of England Primary Academy through having high expectations for all pupils in our school, a belief that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Little Plumstead Primary Academy are committed to ensuring that all of our disadvantaged pupils, including those who are more able, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

### Challenges

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

Challenge number	Detail of challenge
1	Class teacher assessments, observations, and discussions with pupils indicate under-developed communication and interaction and vocabulary gaps among many pupil premium children. This is particularly the case for the younger children in the school. This results in lower GLD scores and a lower baseline for phonics development.
2	39% of Pupil Premium children in our school also have SEND needs.
3	Previous statutory assessments, school data, observations, and discussions show that disadvantaged pupils in the school do not achieve as well as their peers. This is particularly the case for pupil premium children's achievement in reading (including phonics), writing and mathematics.
4	Attendance statistics of Pupil Premium children is lower compared to non-PP children in most year groups. Resilience and attitude towards attendance lacks positivity. Data figures show this is lower than non-PPG in most year groups and will impact on the progress of disadvantage pupils. This may widen the attainment gap with attending non pp pupils.
5	Social, emotional and mental health in the family home, impacts significantly on the education and well-being of some children. There has been an increase, since COVID,

of children experiencing emotional well-being needs and this has extended to the wider family. Resilience and learning behaviours of this group are identified through observations, discussions and assessments.

### 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.

Challenge Number	Intended outcome	Success criteria
1	Progress in reading (including phonics), writing and mathematics improves and is in line with national data. Gaps between Pupil Premium children and non-Pupil Premium children are reduced.	<ul style="list-style-type: none"> <li>• Summative data including RWI assessments and statutory assessments</li> <li>• Pupil voice</li> <li>• Book looks</li> <li>• Lesson drop ins and observations</li> <li>• In house teacher assessment</li> </ul>
2	Pupil Premium children with SEND make good progress from their starting points.	<ul style="list-style-type: none"> <li>• Individual support plans</li> <li>• Annotated lesson plans</li> <li>• Summative assessment data</li> <li>• Pupil voice</li> <li>• Book looks</li> <li>• Lesson drop ins and observations</li> <li>• Staff feedback</li> </ul>
3	Improved pupil social, emotional and mental health; behaviour positively impacts children's attainment, progress and (for some) attendance	<ul style="list-style-type: none"> <li>• SEMH areas identified and plans in place to address</li> <li>• Improved attainment</li> <li>• Increased progress</li> <li>• Improved attendance</li> <li>• Thrive outcomes</li> </ul>
4	Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Lesson drop ins and observations</li> <li>• Pupil voice</li> <li>• Book looks</li> <li>• Formative and summative assessment</li> <li>• Access to quality first teaching and in class support</li> </ul>

## 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: **£9540**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PiXL assessments implemented across the school (termly) to identify gaps in cohort, groups and individual learning.</p> <p>Maths and English subject leadership time to analyse Question Level Analysis papers and disseminate best practice.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>✓ Small group tuition = +4 months</li> <li>✓ Teaching assistant small group interventions = +4 months</li> </ul>	<p>1, 2</p>
<p>Professional learning community and coaching established within school –</p> <p>Professional learning policy embedded with regular instructional coaching for teachers</p> <p>Professional learning/Inset sessions focused on evidence informed teaching and learning ‘best bets’.</p> <p>Staff to attend high quality training sessions including CUSP and other external training</p> <p>Staff to attend SEND training (quality first teaching, Autism Awareness) and this is followed up by SEND lead through quality assurance activities.</p>	<p>The EEF Guide to Pupil Premium states that <i>‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has particularly positive effect on children eligible for pupil premium.’</i></p>	<p>1, 2</p>
<p>Continue to develop leadership knowledge and understanding of all leaders, including subject leaders to ensure the curriculum is progressive, coherent and ambitious so children know more and remember more through:</p> <ul style="list-style-type: none"> <li>• Subject leadership pupil book study (cover needed).</li> <li>• Subject leaders develop knowledge and understanding of best practice for SEND children and share with all staff.</li> <li>• Subject leads attending internal and external training.</li> <li>• Coaching and mentoring of subject leads (RC, ET and external).</li> <li>• Professional Learning Communities (St Benet’s).</li> </ul>		<p>1, 2</p>

<ul style="list-style-type: none"> <li>Curriculum Lead additional time out of class (cover needed)</li> </ul>		
<p>Provide professional development and resources for all staff to lead a systematic, synthetic phonics programme (Read, Write Inc) – RWI online.</p> <p>Provide weekly coaching for all staff to ensure fidelity to the programme.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <p>Phonics = +5 months</p>	1 AND 2
<p>Implement CUSP curriculum with a focus on tier 3 vocabulary.</p> <p>Train staff in how to explicitly teach vocabulary.</p>		4

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

Budgeted cost: **£17,063**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants provide bespoke SEND support to children on the SEND register including oral interventions e.g. Wellcomm and SEMH interventions (Thrive and drawing and talking).	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>✓ Small group tuition = +4 months</li> <li>✓ Teaching assistant small group interventions = +4 months</li> <li>✓ Oral language interventions = +6 months</li> </ul>	2
Ensure Pupil Premium children are targeted for daily additional 1:1 Read, Write Inc tutoring (bottom 20%).	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>✓ Small group tuition = +4 months</li> </ul>	1, 3 and 5
Identified EYFS children to receive speech and language intervention with a Teaching Assistant 3 x per week for 10 minutes	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>✓ Small group tuition = +4 months</li> </ul> <p>Oral language interventions = +6 months</p>	1, 3 and 5

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

Budgeted cost: **£7877**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Thrive across the school to support individuals, groups and class Social, Emotional and Mental Health support.</p> <p>Pastoral to lead wellbeing initiatives across school and for small groups and individuals who are identified as requiring additional support (including Thrive and Drawing and Talking.</p> <p>Train two thrive practitioners.</p> <p>All staff to receive Thrive Whole school training and Restorative Approaches training.</p> <p>Establish and set up The Hive (a Thrive based room).</p> <p>£900</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: SEMH interventions = +4 months</p>	<p>2, 3</p>
<p>Timely support is provided to those families who are most in need so that children can swiftly receive the support required. Pastoral timetabled to provide Early Help support and address urgent concerns (e.g. attendance, lateness, behaviour).</p> <p>Pastoral communicates with external agencies to support pupils, staff and families.</p> <p>£6977</p>	<p>Education endowment fund: Intensive support for families in crises - +4 months</p>	<p>2, 3</p>

**Total budgeted cost: £34,436**

## 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.

Desired Outcomes	Impact
<p>Progress in reading (including phonics), writing and mathematics improves and is in line with national data. Gaps between Pupil Premium children and non-Pupil Premium children are reduced.</p>	<ul style="list-style-type: none"> <li>✓ Due to high levels of staff absence, resulting in interim staffing arrangements, meant that statutory data was below average at Key stage 1 and 2 due to inconsistent levels of teaching. New leadership was also introduced into the school from June 2023 enabling clear oversight over staffing and outcomes for all pupils.</li> <li>✓ A synthetic, systematic phonics scheme was purchased with matched resources. All staff were trained to teach using this approach in 2022 and, due to the implementation of Read, Write Inc and an Early Reading Lead implementing fidelity to the programme, 94% of Year 1 pupils passed the phonics screening check.</li> </ul>
<p>Pupil Premium children with SEND make good progress from their starting points.</p>	<ul style="list-style-type: none"> <li>✓ An interim SEND lead was appointed January 23-August 23. An experienced SEND lead has been appointed this in September 23. Their work has ensured more accurate identification of SEND needs in the school which in turn ensures our interventions and provision are more clearly focussed on the right children.</li> </ul>
<p>Improved pupil social, emotional and mental health; behaviour positively impacts children's attainment, progress and (for some) attendance.</p>	<ul style="list-style-type: none"> <li>✓ Two members of staff completed Thrive training. However, one resigned from the position limiting the desired impact on pupils. To counter this, another member of staff is currently being trained and due to complete this January 24.</li> <li>✓ A Thrive room has been allocated which is earmarked for use once training is complete.</li> <li>✓ As such, a greater impact of this work is expected in 2023/4.</li> </ul>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>✓ CUSP curriculum has been purchased and is being implemented which includes teacher training on explicit vocabulary instruction. Now staffing is more settled, we will be monitoring the impact of this more closely in 23/24.</li> </ul>