

# Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Croughton All Saints
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Smith Headteacher
Pupil premium lead	Sarah Smith Headteacher
Governor / Trustee lead	Jill Greener, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5820
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3471
<b>Total budget for this academic year</b>	<b>£10791</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality 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.

We also focus on ensuring children are holistically cared for and have targeted on social and emotional well-being for our disadvantaged pupils. We aim to provide support by:

- Ensuring that teaching and learning opportunities meet the needs of all children.
- Allocating pupil premium funding so it has a positive impact on identified individuals.
- Making appropriate SEMH provision for our vulnerable groups.

Our provision includes:

- Offering a place in wrap-around care
- Additional learning support in class and small intervention groups
- Support payments for wider opportunities, eg music, sport and educational visits

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gaps in English and Maths.
2	Pupils emotional well-being.
3	Providing equal opportunities for wider learning.

## 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
Improve progress in English and Maths	All PP children will make progress from their starting points
Improve pupil well-being and growth mind-set	All pupils will be happy and confident in school. Anxiety will not be a barrier to learning or friendships. Pupils will develop resilience and ability to bounce back
PP children will engage with extra-curricular activities	PP children enjoy attending activities and clubs outside of the school day

## 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, CPD, recruitment and retention

Budgeted cost: **£4880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of Accelerated Reader	Accelerated Reading system and diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction for reading.  Parental engagement will raise the profile of reading for pleasure in school and at home.	1
Purchase further Read Write Inc resources and teacher training and release time to ensure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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):	2

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

Budgeted cost: **£4808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	1

disadvantaged pupils who require further phonics support.	particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	
Teaching assistant two mornings a week to support pupil engagement in learning, personalizing curriculum to match needs.	Intervention targeted at specific needs can be an effective method to support low attaining pupils or those falling behind.	1 & 2
Teaching assistants carries out diagnostic reading assessments and supports class reading.	Intervention targeted at specific needs can be an effective method to support low attaining pupils or those falling behind.	1

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

Budgeted cost: **£1103**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trip and residential financial support Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2 & 3
Music tuition and sporting opportunities	Self esteem improves. Concentration and perseverance develop. Children's skills nurtured and harnessed	2 & 3

<p>Outside agency support for targeted children who need additional support due to SEMH and anxiety issues.</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>	
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## 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.

In 2022 / 2023 our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been a key driver for supporting our Pupil Premium children. Work we carried out to support these areas have meant greater levels of attendance, greater engagement and greater overall happiness, measured both in soft data form but also hard data with pupil questionnaires, attendance figures and discussion, with opportunities and experiences provided for these children to take part in. In some cases, for those who this was relevant for, the educational provisions implemented has had positive impact too and has led to encouraging and raised progress and attainment. Many of these successful avenues of support which are tailored and personalised to each child will continue into 23/24 year. As well as this we shall review and revise any provision in place to ensure it is providing the best possible support and outcomes.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupil who attended had TA support 100% of the day linking to both SEN and service need. Part of their remit is pastoral support to ensure pupil wellbeing is a priority. Meet and greet is essential for the specific pupil every day to enable a smooth transition into class.
What was the impact of that spending on service pupil premium eligible pupils?	Transition into school is as smooth as possible and children integrate into the British way of life. Gaps in learning due to no previous pre-school experience are quickly identified and where necessary, additional assessments and personalised plans are put in place.



