

ASM Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Antrobus St Mark's CE Primary School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	17 th November 2022
Date on which it will be reviewed	17 th November 2024
Statement authorised by	R Perry
Pupil premium lead	M Hathaway
Governor / Trustee lead	A Bolshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10400
Recovery premium funding allocation this academic year	£1160
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	£11560

Part A: Pupil premium strategy plan

Statement of intent

For children entitled to free school meals, children in care and children of parents in the armed forces, the school receives the pupil premium grant. Children who are on roll at the annual census who have been entitled to free school meals in the last 6 years will also gain extra funding.

The Pupil Premium provides funding for pupils:

- Those who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1300 per child)
- Those who have been continuously looked after for the past six months (£1900 per child)
- Children whose parents are currently serving in the armed forces (£300 per child)

School vision

Our aim is to empower all of our pupils to achieve their optimum potential in a safe, happy and individually focused school environment. We believe this creates pupils who are confident and well-balanced, and therefore best-placed to thrive. We strive for equity for PP children and aim to:

- Narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- Narrow the gap for those pupils in receipt of EYPP (Early Years Pupil Premium)
- Ensure early identification of additional needs and to promote early and effective intervention programmes.
- Ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- Use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

In order to achieve this, it is our intention to ensure:

- We provide a rich and varied whole school curriculum that increases pupils' aspirations and understanding of the value of education and their place within it.

- There is robust assessment of our disadvantaged children for academic and non-academic outcomes.
- Following assessments, school leaders will identify who needs which intervention to close any emerging gaps.
- All children in receipt of PP funding will have the same exposure to quality first teaching practices in addition to targeted academic support and wider strategies to develop their cultural capital.
- School leaders build a culture of clear and sustainable implementation, ensuring the deployment of key staff are working with priority children.
- Monitor attendance and persistent absence to ensure attendance of the disadvantage is in line or better than non-disadvantaged pupils.
- Making evidenced informed decisions on what to implement and by whom.
- We will regularly monitor the impact of additional interventions and strategies used – ensuring we adapt any strategies and processes.

The Key principals which underpin this strategy plan are:

- Children can only achieve their potential with consistently high-quality teaching and a curriculum which is meaningful, providing with the skills they need to succeed and to move onto the next stage in their education.
- Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. By ensuring children in receipt of PPG can access all aspects of the curriculum, including enrichment activities (extra-curricular visits, clubs, music tuition, sports events etc), means they have the same opportunities as all other pupils.
- If children are not in school they cannot make progress and the gaps in learning, and social and emotional development, will inevitably widen. Children develop a work ethic and build resilience through regular attendance at school. If they do not attend regularly then there are implications for applying these skills and values in the workplace.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths, reading and writing.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities in particular during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
3	We have identified that financial pressures cause additional stress within the home for disadvantaged families (lack of digital devices, unable to pay for school visits, uniform etc)

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
Pupil premium children achieve outcomes that are in line with non-pupil premium children.	There will be little disparity in the attainment of pupils' outcomes in the following areas: GLD in Reception Year 1 Phonics Screening End of KS1 judgements Multiplication checker in Year 4 KS2 SATS 23-24
All pupil premium children below ARE make accelerated progress in all areas	Accelerated progress in reading and writing. Read write Inc. Fresh Start KS2 Reading and Writing outcomes in 2023/24 show an increase
Quality first teaching Creative approach to ensure 'sticky knowledge.'	Maths - White Rose English – Pathways to write

	Staff will have taught thematically across the curriculum evident in planning and books.
Opportunities for enrichment and wider curriculum	Forest Schools Day trips After school clubs Residential with financial support.
Targeted intervention support	ELSA Small group intervention support CPD in Trauma informed Practice

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.

A: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Sessions with qualified Forest School teacher.	The evidence in the toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important role in the wider school experience, regardless of any impact on academic outcomes. (Sutton Trust EEF PP toolkit.)	1, 2
Training and deployment of staff member to deliver ELSA programme	The average impact of successful SEL interventions is an additional four months' progress over the course of a year...Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (Sutton Trust EEF PP toolkit)	2

Pastoral support from Family Support Worker for vulnerable children and families- key support needed to ensure attendance and readiness to learn is maintained.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.	2
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B: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up input for Maths.	Maths on The Move Intervention to support catch up and recovery.	1
Maths Homework Journals provided for PP children		1
Intervention for KS2 reading catch up	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	1
Intervention for KS1 maths catch up	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. There is also evidence that working with teaching assistants can lead to	1

	improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.	
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C: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
B Tales and arts enrichment activities	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF PP Toolkit	3
Art Therapy Sessions	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF PP Toolkit	2, 3
Holiday Camps at school	Studies indicate that attendance and drop out are key challenges for voluntary, out-of-term time provision, particularly for disadvantaged pupils. To overcome these issues, schools should aim to identify any potential barriers (such as food or transport costs, clashes with planned holidays or religious events) early on, such as through communication with parents/carers to improve engagement. Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them	2, 3
After School Clubs at school	In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional	1, 2, 3

	personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.	
School Visits including residentials	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	2, 3

Total budgeted cost: £ 10000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

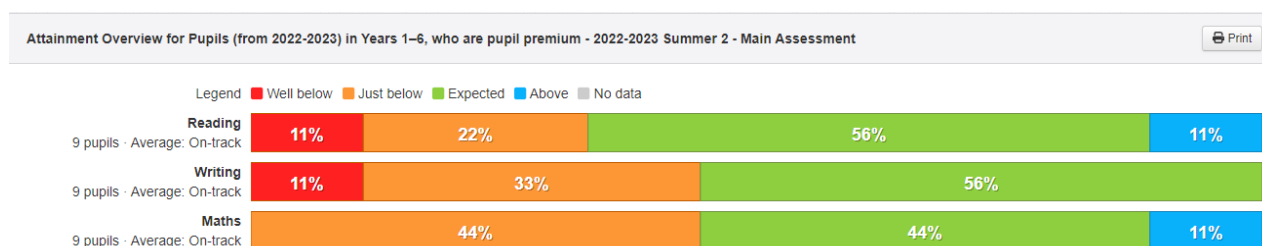
This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

- **IMPACT OF 2022/23 Pupil Premium Strategy**

Outcome 1

Pupil premium children achieve outcomes that are in line with non-pupil premium children.

Summary of attainment of PP children at the end of academic year 2022-2023



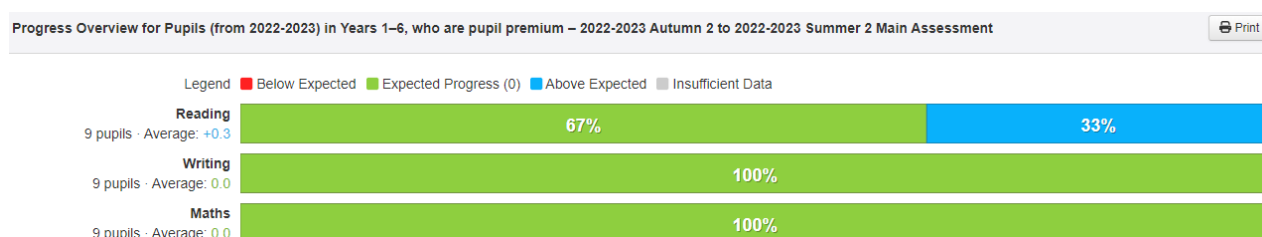
Next Steps:

- Continue to focus on this outcome in order to increase percentages of PP children achieving at least Age Related Expectations. Outcome to roll over into Academic Year 2023 - 2024

Outcome 2

All pupil premium children below ARE make accelerated progress in all areas

Summary of progress of PP children over the academic year 2022 – 2023



Next Steps:

- The above shows that PP children all make expected progress but there is not much evidence of accelerated progress. Outcome to roll over into Academic Year 2023 – 2024

Outcomes 3 – 5

While progress against these outcomes is less quantifiable through the use of hard data, it is demonstrable that PP children all benefit from high quality teaching with a focus on retaining learning, as well as opportunities for enrichment activities and targeted intervention support as and when needed.

The current member of staff responsible for the PP strategy has inherited this strategy from a previous member of staff. Going forward, these outcomes will be more closely linked to attainment and progress data and attendance of after school clubs, school visits including residential, access to Family Support Worker and ELSA support will be used to monitor and evaluate the impact of this strategy.

The plan is due to be rewritten in 2025.

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

Programme	Provider
	NA

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA