

Pupil premium strategy statement

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	Palace Wood Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	17% (70)
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	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	C Chidley
Pupil premium lead	C Chidley
Governor / Trustee lead	Michael Hicks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,628.14
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£102,628.14

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Research shows that children from all backgrounds are entitled to High-quality Teaching in all aspects of the curriculum and this has the biggest impact on their learning. High-quality teaching is at the heart of this strategy. It is important that all staff know what constitutes high-quality Teaching.

The EEF (Education Endowment Fund) highlighted the following: 'Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.' At Palace Wood, we empower our staff to lead their own research projects within our School Improvement plan with the primary aim to focus on the improvement of education for our children and closing the gap for our disadvantaged pupils. Working in partnership with not only colleagues within school but also with those in other settings to inform our decision-making to improving education for all.

Alongside this, our school improvement plans identify the need to develop our curriculum for all. This strategy is also integral to wider school plans. This document links directly to our school plan to show how we spend the allocated money to improve learning for all and in particularly our pupil premium children.

In the Sutton Trust 2018 document Potential for Success it states, 'Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.' At Palace Wood we aim to provide all pupils with a range of extra-curricular opportunities to enrich their lives in many ways.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing 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.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for groups of pupils, particularly in early years and KS1, and a lack of enrichment opportunities during school closure. Teacher referrals for support have markedly increased since the pandemic.
6	Our attendance data over the last 6 years indicates that attendance among disadvantaged pupils has been between 2-7% lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To improve attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none">The overall attendance rate being in line with, or above national data and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p>

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: £46,896.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessment s/ formative assessment package. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Insight & PiXL</p>	<p>Standardised 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3 & 4</p>
<p>Embedding dialogic activities across the school curriculum. Key vocabulary is highlighted on planning. These can support pupils to</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Voice 21</p>		
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Read Write Inclusive – additional resources and CPD</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our reading and writing teaching, and curriculum planning in line with DfE and EEF guidance.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Improve the quality of</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	5

<p>social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Focused and differentiated CPD adjacent to teaching and learning teams to disseminate skills.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2 & 3 & 4</p>

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

Budgeted cost: £42,813.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at non and disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Implementing catch up sessions to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive invites to these sessions will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Provide additional adult support in EYFS 0.6 week teacher and additional TA targeted at all pupils. Able to provide additional phonics support also.	The main aim is to increase high quality provision by improving pupil and adult interactions that are positive and purposeful. Also the development of language and early number concepts and self-regulation. More can be found here: Early Years EEF (educationendowmentfoundation.org.uk)	1 & 4
Provide additional adult support in year 1 for targeted academic and wellbeing support.	The main aim is to increase high quality provision by improving pupil and adult interactions that are positive and purposeful. More can be found here:	5

	Early Years EEF (educationendowmentfoundation.org.uk)	
<p>Targets maths support 6 hours per week to support gaps in learning and resolving misconceptions.</p>	<p>The main aim is to personalize feedback via individual instruction to accelerate progress and attainment for the needs of the individual learner.</p> <p> Feedback EEF (educationendowmentfoundation.org.uk) Individualised instruction EEF (educationendowmentfoundation.org.uk) </p>	4

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

Budgeted cost: £12,917.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and de-escalation approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Part fund an additional TA to provide nurture support based on the wellbeing survey completed. With an overall aim improve aspects of self towards positive behavior for learning.	Learning behaviours EEF (educationendowmentfoundation.org.uk) Improving learning behaviours can have impact on all aspects of learning	5
OPAL and targeted lunchtime support in library	Oral language interventions EEF (educationendowmentfoundation.org.uk)	5
Funded breakfast/afterschool places to support attendance.	To support attendance for our pupil premium pupils. Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	6
Partially funded school trips to support wellbeing and academic progression of pupils	To support the wellbeing of pupil premium pupils by funding trips. Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	4 & 5

Forest school training for a member of staff to support well-being of pupils outside of the classroom.	To support children with taking risk outside of the classroom. Using nature and outdoor learning to supports individuals' wellbeing.	5
Mentoring	Mentoring EEF (educationendowmentfoundation.org.uk)	4 & 6
Staff CPD to deliver ELSA and Hamish & Milo interventions for SEMH.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4, 5 & 6

Total budgeted cost: £102,628.14

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.

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>17% disadvantaged pupils achieved the expected standard of above in in KS1 writing outcomes – 2023 50% of non-disadvantaged pupils achieved the expected standard of above in in KS1 writing outcomes – 2023</p> <p>81% disadvantaged pupils achieved the expected standard of above in in KS2 writing outcomes – 2023 81% of non-disadvantaged pupils achieved the expected standard of above in in KS2 writing outcomes – 2023</p> <p>There are more opportunities for ‘talking’ when delivering learning via teachers. Children are also responding in full sentences compared to one-word answers.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>71% of disadvantaged pupils passed their phonic assessment – 2023 81% of non-disadvantaged pupils passed their phonic assessment – 2023</p> <p>17% disadvantaged pupils achieved the expected standard of above in in KS1 reading outcomes – 2023 50% of non-disadvantaged pupils achieved the expected standard of above in in KS1 reading outcomes – 2023</p> <p>69% of disadvantaged pupils achieved the expected standard of above in in KS2 reading outcomes – 2023 84% of non-disadvantaged pupils achieved the expected standard of above in in KS2 reading outcomes – 2023</p>
<p>To improve attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>2022/2023: All – 93.21% Disadvantage – 89.6%</p>

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
ELSA	Educational Psychologist via KCC
Hamish and Milo	Hamish and Milo LTD.