

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for 2022-2026 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | Palmers Cross Primary School        |
| Number of pupils in school  | 226                                 |
| Proportion (%) of pupil premium eligible pupils   | 33% (75)                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2024<br>2024-2025<br>2025-2026 |
| Date this statement was published   | November 2023                       |
| Date on which it will be reviewed   | September 2024                      |
| Statement authorised by   | Louise Dollery, Executive Leader    |
| Pupil premium lead  | Dan Nicholls, Headteacher           |
| Governor / Trustee lead   | Katie Parsons                       |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation in 2023-24  | £109,125 |
| Pupil premium funding allocation in 2024-25  |          |
| Pupil premium funding allocation in 2025-26  |          |
| Recovery premium funding allocation in 2023-24   | £15,586  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)   | £0       |
| <b>Total budget for 2023-24</b><br><b>Total budget for 2024-25</b><br><b>Total budget for 2025-26</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £124,711 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our school's intent for pupil premium is aligned with our vision statement. Achieving the potential of our pupils is our fundamental aim. We will be relentless in our drive to ensure that this is delivered. We will challenge the view that education alone cannot break the cycle of deprivation, low aspiration, and underachievement. We want to ensure everyone in our Trust has the personal resolve and support to succeed.

### **Achieving the intended outcomes:**

- Improving the quality of teaching - ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is effective.
- To ensure Teaching Assistant support is provided to each class – ensuring support for small groups and 1-1 where needed.
- Provide teacher and HLTA-led intervention across school to the highest priority groups to ensure accelerated progress is made by disadvantaged pupils.
- Provide a part time behaviour and emotional support worker(s) to ensure children's mental health is supported within school, to help them achieve.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Palmers Cross Primary is an inclusive school, and our intention is to provide an inspirational and inclusive teaching and learning environment with excellent teaching and learning. Our aims are to address the main barriers our pupils face through rigorous tracking, careful planning and targeted support and intervention, provide all our pupils the access and opportunities to achieve academic success.

Our school understands the barriers and challenges that our school community faces and how these are displayed. Common barriers to learning for disadvantaged pupils at Palmers Cross can be weak communication and language skills, lack of confidence and self-esteem, behavioural difficulties, and attendance and punctuality issues. The activity school have outlined within this statement is also intended to support their needs regardless of whether pupils are disadvantaged or not. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school legitimately identified as being socially disadvantaged.

### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To narrow the gap in attendance between disadvantaged and non-disadvantaged pupils.
- To support our pupil's health and well-being to enable them to access learning at an appropriate level.

**At Palmers Cross we aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.

Our school will continually evaluate our strategy to ensure that we are responsive to challenges and individual needs.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Oral and speaking skills of pupils in Early Years are below age-related expectations.</b><br>Baseline evidence has shown that a higher number of disadvantaged pupils are below ARE in communication and language when they enter school. Some pupils also require specialist speech and language interventions. |
| 2                | <b>The percentage of PP pupils achieving ARE in writing is below that of non-PP pupils in KS1 and KS2. Disadvantaged pupils are mostly outperformed by their peers in reading, writing and maths by the end of KS2.</b>   |

|   |  |
|---|--|
|   | Evidence from school data in KS1 and end of KS2 which highlights PP pupils are outperformed by their peers who are not eligible for PP in writing. This has an overall impact on the percentage of PP pupils achieving combined by the end of KS1 and KS2 compared to non-PP pupils.   |
| 3 | <b>Attendance and punctuality are not always seen as a high priority.</b><br>Due to this attendance is lower than that of non-disadvantaged pupils. The percentage of persistent absence percentage is higher for PP pupils compared to non-pp pupils. This overview time has a negative impact on progress of disadvantaged pupils.   |
| 4 | <b>An increasing percentage of pupils need additional social, emotional and behavioural support.</b><br>School behaviour logs, observations and meetings support this challenge. School supports an increasing number of families through Early Help, referrals to Reflections, working closely with strengthening families hub and emotional and behavioural support in school. |
| 5 | <b>Pupils receive limited opportunities outside of the school environment that will improve their wider understanding and cultural capital.</b><br>Pupil observations, surveys and responses to trips suggest that PP pupils have limited experiences to improve their cultural capital outside of their school learning environment.  |

## 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 the language skills and vocabulary of disadvantaged pupils.                        | Increase the percentage of disadvantaged pupils achieving GLD in CLL by the end of reception.<br>Percentage of disadvantaged pupils pass their phonics screening and will be in line with NA.<br>Wild Tribe sessions are well established in Early Years to provide further opportunities for CLL. |
| Improved writing attainment for disadvantaged pupils by the end of KS1 and KS2.            | Percentage increase of disadvantaged pupils achieving ARE in writing.<br>PP and non-PP gap decreases.<br>Increased Percentages of PP pupils making accelerated progress in writing.<br>Increased percentage of PP pupils achieving combined by end of KS2.   |
| Continue to improve reading attainment for disadvantaged pupils by the end of KS1 and KS2. | Increased percentage of disadvantaged pupils achieving ARE in reading.<br>PP and non-PP gap decreases.   |

|   |  |
|---|--|
|   | <p>Well established Floppy's Phonics programme improving early reading.</p> <p>PP pupils pass phonics screening in line with non-PP and national average.</p> <p>PP pupils improve their reading ages in line or if not better than non-pp pupils through standardised reading tests.</p> <p>Increased percentage of PP pupils achieving combined by end of KS2.</p> |
| Continue to improve progress for disadvantaged pupils in maths.   | <p>Increased percentage of PP pupils achieving ARE in maths.</p> <p>PP and non-PP gap decreases.</p> <p>Increased percentage of PP pupils achieving well in multiplication tables test at the end of year 4.</p> <p>Embedding mastery approach evident in lessons.</p> <p>Increased percentage of PP pupils achieving combined by end of KS2.</p>                    |
| Improve attendance and decrease persistent absence for disadvantaged pupils.  | <p>Gap between PP and non-pp reduces.</p> <p>Percentage of persistent absence of PP pupils reduces.</p> <p>Overall school attendance increases.</p> <p>Overall school attendance is above national average.</p>  |
| Provision for pupils to access support for social, emotional and behavioural needs increases.                                       | <p>PP pupils speaking confidently and positively about their mental health and well-being.</p> <p>Pupil voice and parent / carers questionnaires show pupils feeling safe in their school environment.</p> <p>Parents are effectively supported through Early Help plans.</p> <p>Decrease number of behavioural incidents involving PP pupils.</p>                   |
| Pupils (especially disadvantaged pupils) have wider opportunities to broaden their cultural capital through curriculum experiences. | <p>Extra-curricular clubs are well attended by PP pupils.</p> <p>Parental engagement increases to events, meetings, and workshops throughout the year.</p> <p>Curriculum planning shows a clear plan for pupil engagement.</p> <p>Educational visits or in school experiences are carefully planned in all year groups.</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: £30,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Leaders and teachers participating in Maths Mastery programme (in conjunction with Maths Hub) and EYFS maths training</p> <ul style="list-style-type: none"> <li>• Leaders and teachers released</li> <li>• Manipulatives resources purchased</li> </ul> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Identifies key recommendations that include developing practitioners' understanding, integrating mathematics through the day and using manipulatives and representations <u>and seizing opportunities to reinforce mathematical vocabulary.</u></p> <p>NCETM (National Centre for Excellence in the Teaching of Mathematics):<br/><a href="https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/">https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/</a></p> <p>EEF identified that the impact of a maths mastery approach was +2 months<br/><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary?utm_source=/projects-and-evaluation/projects/mathematics-mastery-primary&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mastery">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary?utm_source=/projects-and-evaluation/projects/mathematics-mastery-primary&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mastery</a></p> | 1                             |
| <p><b>ECT programme &amp; mentor release time</b></p> <p>All ECT's to receive bespoke support from EHLT programme to ensure high quality delivery of curriculum across school.</p>  | <p>EEF recommend high quality CPD, notably during the ECF.<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>  | 1,2,3,5                       |

|  |  |                  |
|--|--|------------------|
| <p><b>Pupil Premium leader</b> - half termly monitoring of PP pupils.</p>  | <p>EEF Pupil premium guidance outline the importance of 'monitoring and evaluating the PP strategy' to ensure it is effective.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</a></p>  | <p>1,2,3,4,5</p> |
| <p>Core subject leader release time. Plan, monitor and lead curriculum subjects.</p>   | <p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. See 'Schools guide to implementation'</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1671185816">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1671185816</a></p>   | <p>1,2,5</p>     |
| <p>Subject Leaders to be released to plan and monitor their curriculum subjects, ensuring children identified as Pupil Premium form a reflective percentage of children taking part in discussions. Monitoring to inform planning next steps by Leaders.</p> | <p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433</a></p>   | <p>1,2,4</p>     |
| <p>Purchase high-quality Wider Curriculum subscriptions (Dimensions, 1Decision, Purple Mash, Ten Town, TT Rockstars and Twinkl to support teachers with progressive, subject-specific resources, linked to homework opportunities provided.</p>              | <p>High quality resources aim to give teachers more time to dedicate to planning the craft of their lessons and how best to deliver lessons to suit the needs of their pupils.</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning (+5months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> | <p>1,2,4</p>     |

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



Budgeted cost: £75,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| EYFS staff will work with in school SALT specialist to screen children.   | 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: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> (+6months)  | 1                             |
| EYFS timetable and routine will be amended to include further opportunities for oral language.  |  | 1                             |
| Pupils identified for additional phonic support from baseline data. Identified pupils assessed to identify targets and next steps. Sessions and assessments to be recorded for evidence. Half termly progress meetings to discuss pupils' progress and identify next steps. | 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: <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> (+5 months)   | 1                             |
| Employment of a HLTA - Support to implement Speech & Language interventions.  | EEF + 6 months Oral language interventions<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  | 1                             |
| Teaching Assistants (proportion funded by pupil premium funding) Teaching assistants deliver targeted interventions, small group & individual support for reading, writing and maths (including phonics & spelling).  | EEF + 5 months for TAs delivering small group interventions & support.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  | 1,2,3                         |
| 1:1 emotional support intervention with selected pupils displaying emotional needs.   | More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. (+4 months)<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20support">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20support</a> | 3                             |

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

Budgeted cost: £25,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Toast provided daily to all pupils.<br>(Available to all pupils across school)   | EEF + 2 months providing free breakfast before reading, writing & maths.<br><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a>   | 1,2,3                         |
| Educational Welfare Officer & School Attendance Lead<br>Funding for release time for attendance lead and EWO time once a week. | DFE's 'Working together to improve attendance' document offers guidance for attendance that is implemented by the attendance lead alongside the EWO.<br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109967/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109967/Working_together_to_improve_school_attendance.pdf</a> | 4                             |
| Subsidise trips for PP pupils<br>Support with funding cost of educational visits.  | 'Council for Learning Outside of the Classroom' outline a substantial body of evidence between learning in natural environments and health & wellbeing benefits.<br><a href="https://www.lotc.org.uk/wp-content/uploads/2023/02/Summary-of-Evidence-LOtC-in-Natural-Environments-Nov-2022.pdf">https://www.lotc.org.uk/wp-content/uploads/2023/02/Summary-of-Evidence-LOtC-in-Natural-Environments-Nov-2022.pdf</a>   | 3,5                           |
| EYFS and KS1 parent workshop for phonics.  | Phonics approaches have strong evidence base that indicates positive impact on the accuracy of word reading particularly for disadvantaged pupils.<br><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> (+5months)  | 4                             |
| Work with Local Authority to join Reflections programme.   | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. EEF Toolkit shows that Targeted Interventions can be up to 6 months progress.<br><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>   | 3                             |
| Senior leaders, PSHEe leader and school nurses to meet to refine and evolve curriculum.  | As above  | 3                             |

|  |   |              |
|--|---|--------------|
| <p>Extra-curricular opportunities planned across the year to provide access to all visits and experiences.</p>   | <p>As above</p>   | <p>1,2,3</p> |
| <p>Home visits and information gathering on new pupils through updated welcome packs, parent meetings, stay and play, open mornings and SEND early support meetings.</p> | <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.<br/> <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>4</p>     |
| <p>Regular parent meetings to discuss progress, well-being, and behaviour.</p>   | <p>As above</p>   | <p>4</p>     |

## 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.

Over the year 2022-23, school has made good progress towards achieving its objectives set out in the PP strategy plan. Originally set as a three-year plan, the current plan has achieved some of its objectives and others have changed. Therefore, a new three year plan will be written, starting in 2023-24.

#### **Review of outcomes – September 2022**

***To improve pupils phonics knowledge and understanding in order to raise the pass rate percentage in year 1 and 2 phonics tests.***

100% (13 pupils) passed year one phonics screening

100% (11 pupils) passed year 2 phonics 4 of these pupils sat retake in summer 2022 and passed.

***To increase the percentage of pupils across school achieving expected standard for their year group in reading.***

On average 77% of our PP pupils achieved expected standard in reading by the end of July 2022.

***Improve progress of pupils achieving expected standard in writing.***

On average 61.5% of PP pupils achieved expected standard in writing by the end of July 2022

***To raise the attainment of pupils in maths to achieve expected standard by the end of key stage 2.***

70% (12/17) PP pupils achieved expected standard in maths by the end of key stage 2.

### **Improve attendance levels**

|        | Autumn 21 | Spring 22 | Summer 22 |
|--------|-----------|-----------|-----------|
| PP     | 89.4%     | 91.8%     | 92.3%     |
| Non-PP | 94.6%     | 94.6%     | 96.1%     |

### **Review of outcomes – September 2023**

#### ***1.To improve pupils phonics knowledge and understanding in order to raise the pass rate percentage in year 1 and 2 phonics.***

Year 1 phonics data showed that 75% of PP pupils passed their phonics screening compared to 80% Non-PP pupils.

Year 2 phonics data showed that 85% of PP pupils passed phonics screening compared to 80% of Non-PP pupils.

#### ***2.To increase the percentage of pupils across school achieving expected standard for their year group in reading.***

Reporting data end of summer 23.

EYFS - 78% of PP pupils achieved 4-5 Secure in reading compared to 78% Non-PP pupils.

Year 1 – 50% of PP pupils achieved year 1 secure compared to 85% of Non-PP pupils.

Year 2 – 73% of PP pupils achieved EXS in reading compared to 73% Non-PP pupils.

Year 3 – 54% of PP pupils achieved 3 secure in reading compared to 55% Non-PP pupils.

Year 4 – 78% of PP pupils achieved 4 secure in reading compared to 62% Non-PP pupils.

Year 5 – 60% of PP pupils achieved 5 secure in reading compared to 67% Non-PP pupils.

Year 6 – 71% of PP pupils achieved EXS in reading compared to 75% Non -PP pupils.

#### ***3. Improve progress of pupils achieving expected standard in writing.***

EYFS - 78% of PP pupils achieved 4-5 Secure in writing compared to 70% Non-PP pupils.

Year 1 – 50% of PP pupils achieved 1 secure in writing compared to 75% Non-PP pupils.

Year 2 – 73% of PP pupils achieved EXS in writing compared to 73% Non-PP pupils.

Year 3 – 23% of PP pupils achieved EXS in writing compared to 39% Non-PP pupils.

Year 4 – 67% of PP pupils achieved EXS in writing compared to 52% Non-PP pupils.  
Year 5 – 53% of PP pupils achieved EXS in writing compared to 53% Non-PP pupils.  
Year 6 – 71% of PP pupils achieved EXS in reading compared to 75% Non -PP pupils

**4.To raise the attainment of pupils in maths to achieve expected standard by the end of key stage 2.**

71% of PP pupils achieved EXS standard in maths at the end of KS2 compared to 81% of Non-PP pupils.

**5.Improve attendance levels**

|        | Autumn 22 | Spring 23 | Summer 23 |
|--------|-----------|-----------|-----------|
| PP     | 93%       | 95.5%     | 94.3%     |
| Non-PP | 96%       | 95.6%     | 95.6%     |

New PP strategy is implemented starting from September 2023. This will be the strategy for the next 3 years with reviews completed annually.

## Externally provided programmes

| <b>Programme</b>  | <b>Provider</b>          |
|-------------------|--------------------------|
| X Table Rockstars | TT Rockstars             |
| Purple Mash       | 2Simple                  |
| 1decision (PSHEe) | 1decision Ltd            |
| Charanga          | Charanga Ltd             |
| Dimensions        | Learning Means the World |
| Floppy's Phonics  | Oxford University Press  |
| Ten Town          | Ten Town Ltd             |

