

Pupil premium strategy statement -Austhorpe Primary School 2021-2024.

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	Austhorpe Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	12%
Academic years that our current pupil premium strategy plan covers.	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Amanda Lightfoot
Pupil premium lead	Amanda Lightfoot
Governor / Trustee lead	Pete Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,510
Recovery premium funding allocation this academic year	£0
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	£60,510

Part A: Pupil premium strategy plan

Statement of intent

At Austhorpe Primary School we are committed to providing the ideal nurturing and learning environment to ensure that all children regardless of their starting points make excellent progress, in all areas of the Curriculum. Our school ethos is to SHINE. (Success, Healthy & Happy, Inclusive Nurturing & Enrichment).

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well in all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those children who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have social worker, are Looked After, or Adopted from Care or indeed are put at a disadvantage due to poverty, or social, emotional & mental health issues. We endeavour to create level starting points where disadvantaged pupils come to school ready to learn. For example, they will be given the correct equipment (books, stationary PE/swimming kit, uniform). We also ensure they can access peripatetic music lessons, residential and school visits. An allocation of spaces will be provided at before and after school club (Rise & SHINE) to ensure children have adequate care. Our team understand the importance of a nurturing environment and personal development and ensure that pastorally our children are well-supported. Supporting with bereavement, medical issues, family splits or friendship issues -as well as leading healthy lifestyles.

High Quality Teaching is at the heart of our approach. Running parallel, is excellent attendance and punctuality. Developing basic skills, in reading, writing and maths is achieved through pre and post learning intervention groups. Our support team are well versed in small-group and 1-2-1 teaching. Reading is at the centre of our Curriculum offer -we continue to invest in our systematic, synthetic phonics scheme (Read, Write, Inc) in both training and resources, also additional books and resources across the rest of school, including access to technology. In the academic year 2023-2024 -we have invested heavily in Social, Emotional and Mental health support. This has included training and additional staff to build capacity for our children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality – ensure all Pupil Premium/Pupil Premium Plus children achieve excellent punctuality and are in school for the start of the day, so there is no lost learning. Pupil Premium attendance should be equal to that of non-disadvantaged pupils c.96% (TNCP objective)</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 10-20% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Undeveloped Oral Language skills and vocabulary gap -particularly in the Early Years, moving into KS1& KS2. Ensure that all children are able to speak in full sentences and have an Are Related understanding of Speaking & Listening skills. 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.</p>
3	<p>Parental Engagement & Skill -ensure all Pupil Premium and Pupil Premium Plus parents/carers attend Parent Consultations, Parent information evenings and are supportive with reading and homework. Internal and external (where available) assessments indicate that among disadvantaged pupils' attainment is significantly below that of non-disadvantaged pupils.</p>
4	<p>Social & Emotional Issues also, pupil well-being -our nurturing environment ensures that all pupils feel well-equipped and able to learn. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic</p>

5	<p>Diminish the difference between academic outcomes for Pupil Premium versus non-pupil premium children.</p> <p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
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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
1. Attendance and Punctuality	<p>Ensure that Pupil Premium and Pupil Premium Plus children have the same levels of attendance and punctuality as non-pupil premium children.</p> <p>c.96% (Temple Newsam Learning Partnership objective -monitored through Arbor.)</p>
2. Undeveloped Oral Language skills and vocabulary gap -particularly in the Early Years, moving into KS1.	<p>Speech Language and Communication (EYFS) returns to pre-pandemic levels (GLD c.90%)</p>
3. Parental Engagement & Skill	<p>Ensure that Pupil Premium & Pupil Premium Plus, parents/carers attend Parent Consultations & Further information evenings e.g. Reading, SATs, Remote Education etc -monitored through Arbor & on-line forms.</p>
4. Social & Emotional Issues also, pupil wellbeing	<p>Reducing incidences of SEMH issues logged via CPOMS & Learning Mentor Interventions over time, after initial referral.</p>
5. Diminish the difference between academic outcomes for Pupil Premium versus non-pupil Premium children.	<p>Pupil Outcomes for Pupil Premium & Pupil Premium Plus children are equal to nonpupil premium children, in all areas of the Curriculum. (Age Related & Greater Depth)</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.

Teaching (for example, CPD)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff, Restorative Practices Behaviour Management -in light of the new staffing structure.	There is Extensive evidence that both targeted and universal approaches to Restorative Practices can have positive overall effects to improving attendance and punctuality.	1,3,4
SEMH Learning, and to further develop our school ethos regarding pupil voice.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Team Teach Refresher Training	There is Extensive evidence that both targeted and universal approaches to Team Teach de-escalation can have positive overall effects to improving attendance and punctuality. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Read Write Inc Training, Talk 4 Writing CPD & Resources	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:	2,5

Talking House Speech and Language training for our Learning Mentor & EYFS Team, including interventions. Talk4 Writing Training. This programme will improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring - Mrs Adamson -to provide a blend of small group and 1-2-1 tuition. Particularly,	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:	2,5

as case studies and data indicate that these children have been most impacted by the pandemic, A significant proportion of pupils who receive tutoring will be disadvantaged, including those who are More Able (MAPs)	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Learning Support Assistant Interventions (Reading, Writing & Maths) to provide a blend of small group and 1-2-1 tuition. Particularly, as case studies and data indicate that these children have been most impacted by the pandemic, A significant proportion of pupils who receive tutoring will be disadvantaged.	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	2,4,5
Read, Write Inc Interventions/catch up Additional phonics sessions targeted at 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	2,4,5
Lunchtime Clubs e.g. Library/homework/PE	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,4,5

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Addiotnal Learning Mentor & LSA pastoral support & training SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,3,4</p>
<p>Temple Newsam Community Partnership SLA -which includes parenting classes, attendance management and SEMH support.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>1,3,4</p>
<p>Personal Development - use of Rise & SHINE wrap around care spaces to ensure children are well looked after, for extended school hours.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,3,4</p>

<p>Sports Leader to ensure that lunchtime and after school clubs are attended by both disadvantaged and no-disadvantaged children, which supports health lifestyles.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,3,4</p>
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Total budgeted cost: £ 61,000

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.

	GLD	PSC	Key Stage One			Key Stage Two		
			Reading	Writing	Maths	Reading	Writing	Maths
Non-Pupil Premium	72%	95%	82%	75%	79%	90%	75%	75%
Pupil Premium	72%	80%	100%	50%	100%	50%	70%	60%

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
Read, Write Inc.	Ruth Miskin
Nessy	Nessy Learning Ltd.
Reading Plus (Years 5 & 6)	Taylor Associates

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 (2022-2023)?	£750 Small group interventions and 1-2-1 catch up with a Teaching Assistant
What was the impact of that spending on service pupil premium eligible pupils?	Ensuring there is a reducing gap in Curriculum knowledge, particularly for English and Mathematics.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activities. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We have commissioned a pupil premium review to get an external perspective. This was sourced from an Alliance school and through our School improvement Director and HMI.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

