

Audley Primary School Pupil Premium Strategy 2023-2024

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	Audley Primary School
Number of pupils in school	763 (YR – 6)
Proportion (%) of pupil premium eligible pupils	53% (401 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024 (Year 3 2023-2024)
Date this statement was published	5.10.22
Date on which it will be reviewed	18.9.23
Statement authorised by	Joanne Harris
Pupil premium lead	Anna Williams
Governor / Trustee lead	David Peters

Pupil premium strategy statement

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£583,455
Recovery premium funding allocation this academic year	£58,145
Funding for children who are looked after by the Local Authority	£5,060
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	£646,660

Pupil premium strategy statement

Cohort Context

Characteristic	Number in group	Percentage of group
Boys	202	50.3%
Girls	199	49.6%
SEND support	128	31.9%
EHC plan	8	1.99%
EAL	138	34.4%
LAC	2	0.5%

Year group	Number in group	Percentage of group
Reception	16	16%
Y1	62	60.2%
Y2	45	48.3%
Y3	63	56.3%
Y4	77	63.1%
Y5	70	60.8%
Y6	68	57.6%

Pupil premium strategy statement

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) and Recovery premium funding by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

- Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:
- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Closing the attainment gap due to loosed learning and early diagnoses/ intervention during the Pandemic
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Social and economic factors, including readiness to learn
3	Poor emotional and social skills on entry to school
4	Poor language and communication skills of pupil

Pupil premium strategy statement

5	Attainment of entry is well below the national expectations
6	Safeguarding and emotional barriers to learning
7	Gaps in skills and knowledge, including those due to the impact of COVID-19
8	SEND (including SEMH) or other learning difficulties
9	Pupils with English as a second language are not fluent in the acquisition of English.
10	School population has high mobility
11	Long term absence of staff

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 outcomes for all pupils' premium pupils in English and Mathematics across the school.	Targeted interventions the gap is narrowed Pupil premium pupils are given support to narrow the gap in English and Mathematics across the school
Continue the improvement in the quality of teaching	Quality teaching to be consistently good across the school and all pupils making strong progress
Improve attendance of PP pupils to be close to national expectations	Pupil premium pupils regularly attend Pupil premium pupils are punctual for school Less pupil premium pupils are persistently absent
Improve pupil the oracy of pupils through speech and language support	Pupils to speak fluently and interact with their peers
Improve enrichment and enhanced opportunities e.g. clubs, visits, visitors, trips	Pupils to have a broad and exciting curriculum and can take part in life changing experiences beyond the classroom
Provide support for children with SEMH needs and are at risk of permanent or fixed term exclusions	Learning mentor and family support worker to support vulnerable pupils and families

Pupil premium strategy statement

Close the attainment gap between PP and their peers in conjunction with the National Tutoring Fund	Pupils to have small group tutoring to allow them to make accelerated progress against their next steps for learning
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Pupil premium strategy statement

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: £315,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint Assistant head in each phase to improve quality first teaching support across the curriculum	<p>EEF:</p> <p>Individualised instruction +4 months</p> <p>Feedback +8 months</p> <p>Great Teaching Toolkit</p> <ol style="list-style-type: none"> 1. Understanding content 2. Creating a supportive environment 3. Maximising opportunities to learn 4. Activating hard thinking <p>Uncommon School – Get Better Faster – Instructional Coaching, 2016</p> <p>“At Uncommon Schools, we are national leaders in educator training and development for one reason: we believe our students deserve our best, so we strive to get better every day. As a teacher, leader, or team member at Uncommon, you will receive high-quality one-on-one coaching, support, and professional development from a team that believes in your success. In every role and at every level, team members have a manager who invests in their professional growth. For teachers, we offer a continuous cycle of classroom observations and feedback with instructional coaches. We teach with our classroom doors open and welcome the support and feedback of our colleagues.”</p>	3, 5, 7, 8, 11
To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged.	<p>EEF:</p> <p>Reading comp. Strategies +6 months</p> <p>Feedback +8 months</p> <p>QFT in phonics +4 months</p>	2, 3, 4, 5, 6, 7, 8, 9

Pupil premium strategy statement

	<p>Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided by formative feedback in a supportive professional learning environment."</p> <p>Deans for Impact, 2018 (taken from Ambition Institute ECF) "Expert teachers have well-developed mental models of that things should look like in the classroom. This ranges from how the pupils should enter the classroom to what an explanation of a complex idea should look like. Noice teachers need to be shown what things should look like, and then have it broken down and explained."</p> <p>Renaissance Learning – gov.uk pupil progress 2020/21 "In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)"</p>	
Ambitious targets are set for all pupils and progress is tracked throughout the year.	Tracking pupil data throughout the year, at key points such as teacher judgements or following summative tests, allows timely interventions to be made.	1, 2, 5, 7, 8, 9, 10, 11

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

Budgeted cost: £186,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 small group tuition	<p>EEF:</p> <p>Small group tuition +4months</p> <p>Within class attainment groups +2 months</p> <p>Reducing class size +2 months</p>	5, 7, 9, 10

Pupil premium strategy statement

	<p>Metacognition and self regulation +7 months</p> <p>Quality first teaching in small groups of pupil premium pupils. This includes core subjects and the wider curriculum where core skills will be applied and practiced.</p>	
Targeted support for phonics, early reading and S&L in the EYFS	<p>EEF:</p> <p>Early years interventions +5 months</p> <p>Oral language and communication interventions +5 months</p>	4, 5, 7, 8, 9, 10
S&L therapist employed for 1 days per week (SL is abbreviation for Speech and Language Therapist)	<p>S&L is the basis of all learning, without these skills children cannot access the curriculum. Improving S&L skills impacts on all academic outcomes, as well as developing self-esteem, confident and resilience. It is also safeguarding pupils by giving them a means of expressing themselves, their wishes and their feelings.</p> <p>S&L support also provides training for teaching staff so they can complete assessments and implement intervention throughout the working week.</p>	4, 5, 7, 8, 9, 10
Provision for pupils on the inclusion register and in receipt of pupil premium is monitored. Appropriate CPD is offered to teachers and teaching assistants	59% of the pupils on the Inclusion register are in receipt of pupil premium funding. Targeted interventions, with close monitoring, will improve the outcomes for these pupils. CPD on inclusion strategies, delivered by experts, will allow these strategies to be embedded into the usual classroom practise. This in turn raising outcomes, alongside independent learning skills and resilience, so that pupils are ready for the next stage in their learning.	2, 3, 4, 5, 6, 7, 8, 9, 10
Pupils with significant needs are support in small group interventions outside of the classroom	All children have the right to access education, small group interventions for pupils with specific needs allow children to work towards personalised targets, using appropriate resources and with specialist staff planning the next steps in their learning journey.	2, 3, 4, 5, 6, 7, 8, 9, 10

Pupil premium strategy statement

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

Budgeted cost: £145,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance worker and strategies to improve attendance	A high proportion of persistent absentees are in receipt of pupils premium funding. An attendance worker to support these families is a vital resource. The attendance worker tracks attendance and punctuality, work informally and formally with family to encourage good attendance, completes relevant paperwork and reports weekly to the SLT. Our attendance worker is part of our pastoral team and works closely alongside DSLs so able to highlight cause for concerns promptly and offer Early Help. Supporting families with attendance has a direct link to improved outcomes for pupils.	1, 2, 3, 6, 7, 10
Family support	As a result of the pandemic, the number of families requiring additional support, for all areas of their lives has dramatically increased. A number of children arrive at school each day unable to begin learning, without the support of the pastoral manager. As a DSL our pastoral manager also attends meetings and makes referrals relating to safeguarding. Supporting pupils and carers with pastoral issues improves outcome for pupils.	1, 2, 3, 6, 10
Learning mentor	Our complex and diverse community results in a range of behaviours, needing additional support. Pupils do not always arrive at school ready to learn. A lack of self-regulation results in disrupted learning for themselves and others around them. Our learning	2, 3, 6, 8, 10

Pupil premium strategy statement

	<p>mentor supports pupils to help rationalise emotions and learn techniques for self-regulation. Teaching staff make referrals for pupils who would benefit from emotional support so they can access their learning successfully. Support is also provided for parent who are struggling to manage pupils behaviour at home. Supporting pupils, parents and staff with challenging behaviours has a direct link to improved outcomes for all pupils.</p>	
<p>Strategies to raise aspiration, confidence, and resilience, including: Music lessons, celebration days (STEM, Eid, The Arts), trips/ visitors/ residential</p>	<p>EEF: Outdoor and adventurous activities +4 months Arts appreciation +2 months</p> <p>Engagement in additionality results in pupils who are more engaged in school life, willing to take on more responsibility, have better resilience and perseverance and overall are more prepared for the next stages in their life.</p>	<p>1, 2, 3, 5, 7, 10</p>

Total budgeted cost: £646,660

Pupil premium strategy statement

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.

Assessment Data

EYFS						
	Pupils eligible for pupil premium	All pupil	National average	Data from previous years		
				2019-20	2020-21	2021-22
Good level of development (GLD) 2022-23	48%	60%	74%	71%	51%	56%

Year 1 Phonics Screening Check						
Pupils for premium 2022-23	eligible pupil	All pupil	National average	Data from previous years		
				2019-20	2020-21	2021-22
82%		81%	80%	53%	71%	54%

Year 2 Phonics Screening Check						
Pupils eligible for pupil premium 2022-23	All pupil	National average	Data from previous years			
			2019-20	2020-21	2021-22	
86%	90%	91%	-	-	68%	

Pupil premium strategy statement

End of KS1						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
	All pupils	All pupils	National average	2019-20	2020-21	2021-22
% achieving expected standard or above in reading, writing and maths 2022-23	32%	51%	56%	-	-	35%

Year 4 Multiplication Table Check					
Pupils eligible for pupil premium 2022-23	All pupil	National average	Data from previous years		
			2019-20	2020-21	2021-22
6%	11%	27%	-	-	4%

End of KS2						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
	All pupil	All pupil	National average	2019-20	2020-21	2021-22
% achieving expected standard or above in reading, writing and maths 2022-23	33%	59%	59%	-	-	44%

End of KS2		
Look at:	Strengths	Weaknesses
Attendance data (summer 2022)	<ul style="list-style-type: none"> An attendance operative was coordinated to carry out daily door knocks on pupils in receipt of PPG who were 	Persistence absence for PPG pupils remains higher than national averages with a significant number of PPG pupils take

Pupil premium strategy statement

	<p>severely persistently absent.</p> <ul style="list-style-type: none"> Attendance of pupils in receipt of PPG was monitored and actioned fortnightly to encourage pupils to attend regularly. Breakfast club encourages pupils to attend regularly and has had significant impact on PPG attendance throughout the year. 	<p>extended holiday during term time.</p>
Behaviour data	<ul style="list-style-type: none"> Pastoral team support pupils and parents so that the children in their care can access education. A learning mentor supports pupils with SEMH which enables these pupils to access their learning and thrive throughout the day. AHT support pupils who are struggling to regulate their emotions and allow them to return to learning quickly and effectively. Support from Beacon School Support ensured all staff were trained to support pupils to be successful in class. Those pupils who were suspended for a fix term were not suspected further. 	<p>PPG pupils with significant SEMH concerns are struggling to access external support e.g. COBS/ CAMHS/ STIK</p> <p>Pressure on the NHS, post-pandemic, means that some pupils cannot access external support in a timely manor.</p>

Pupil premium strategy statement

Safeguarding referrals	<ul style="list-style-type: none"> • The pastoral team ensures the safeguarding and wellbeing of pupil is a high priority and as a result pupils are accessing Early Help interventions. • The pastoral lead and family support worker engages with families to provide additional support to enable their children to fully access learning. • External safeguarding training allows all staff to understand the contextual safeguarding concerns in the local area to ensure pupils are safeguarding within the wider community. 	<p>Referrals to social services are disproportionately made for pupils in receipt of PPG.</p> <p>Pupils in receipt of PPG at Audley are more likely to have contact with outside agencies, than pupils not in receipt of PPG.</p>
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Long-term plan (3-year timescale):

1. To ensure outcomes for PPG pupils are in line with national outcomes at the end of each key stage, and that there are no gaps between disadvantaged pupils and the whole school cohort.
2. To ensure equality of opportunity for all pupils and to support pupils in overcoming barriers to education
3. To ensure that all pupils attend school regularly and punctually, so that they can thrive in their learning

Pupil premium strategy statement

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
Ark - Senior Leaders coaching course	Ambition
Accelerated Reader	
Music Service	Birmingham Music Service
Speech and Language Therapist	West Midlands SALT
Wellcom Programme	
SEMH and behaviour Support	Beacon School Support