

# Senacre Wood Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year

## School overview

Detail	Data
School name	Senacre Wood Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (Current year 2023-24)
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emily Sweeney, Headteacher
Pupil premium lead	Emily Sweeney, Headteacher
Governor lead	Joanne Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,201
Recovery premium funding allocation this academic year	£15,353
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,554

# Part A: Pupil premium strategy plan

## Statement of intent

At Senacre Wood Primary School, we make decisions about allocating Pupil Premium funding through school context, school data as well as research conducted by EEF. We use this information to support the decisions we make, which centre around the impact of the strategies and their value for money.

Barriers for disadvantaged pupils are commonly support at home, attendance, wider experiences, Speech, Language and Communication Skills, confidence and resilience. These then impact on academic attainment, progress and wider achievement. Every child brings individual strengths and difficulties to their schooling so it is important to remember that not one strategy is suitable for all.

Our intent is to:

- ✓ To ensure our disadvantaged pupils make good or better progress in all areas of the curriculum
- ✓ To ensure disadvantaged pupils are identified early and assessment of barriers is actioned on entry
- ✓ To ensure opportunities are given for all disadvantaged pupils to reach age-related expectations
- ✓ To support the emotional and social development of all pupils
- ✓ To enrich the experiences of all pupils through a varied and rich curriculum and wider school experiences.
- ✓ To ensure all pupils have good attendance.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is 5% lower than that of the whole school. (End of 2022 attendance data)
2	20% of our pupil premium children have an additional special educational need
3	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children, therefore knowledge of the world and vocabulary acquisition is limited.
4	Over 75% of our PP children have experienced social, emotional or behavioural difficulties and their families have needed support from Social

	Services, Early Help, External Counselling Services or the School Attendance and Absence Team.
5	<p>Our internal data 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 KS2.</p>

## 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) For attendance of our PP children to be 96%+ or in line with whole school.	<ul style="list-style-type: none"> <li>• Employment of a full time FLO who will be attendance officer.</li> <li>• Children who are absent are emailed daily to the head teacher and FLO so children who have historic attendance concerns are immediately flagged and action taken.</li> <li>• Children with attendance below 90% will be targeted by our FLO, in accordance to our attendance policy.</li> </ul>
2) Robust pupil progress meetings with all stakeholders to discuss pupils with SEND who are also in receipt of pp funding.	<ul style="list-style-type: none"> <li>• Pupil progress meetings notes detail purposeful discussions and next steps for pupils with SEND who are in receipt of PP funding.</li> <li>• Termly provision maps detail planned, targeted intervention to be written with SMART outcomes to ensure provision is short, intense and does not narrow curriculum.</li> <li>• Prioritise outside agency support.</li> </ul>
3) Pupils will have access to a range of enrichment activities in school as part of the curriculum and financial disadvantage will not affect take-up for after school clubs.	<ul style="list-style-type: none"> <li>• Subsidise schools trips and events, including swimming.</li> <li>• Highlight local clubs and events to parents.</li> </ul>
4) Pupils have elevated academic and social confidence measured through their Well-Being profiles	<ul style="list-style-type: none"> <li>• Emotional well-being scale demonstrates an increase in self-awareness, confidence and social skills.</li> </ul>
5) Pupils will have access to high quality teaching of vocabulary across the curriculum to ensure PP pupils are able to	<ul style="list-style-type: none"> <li>• 100% of PP children to have made at least 4 jumps of progress in Reading, Writing and Maths</li> </ul>

access their learning in the same way as their peers	
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## 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: £41,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a specialist music teacher	Children to have access to expert and high level music teaching allowing their cultural capital to develop through exposure to a range of musicians and musical periods. The EEF has commented that access to high quality arts provision has “wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported.” The EEF also reported, “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.”	1,3,4
Teacher employed 3 days a week to support focus children in Year 2 and Year 6 as well as focus groups across the school.	HA PP children are not always achieving the Greater Depth standard at the end of KS1 and KS2. The EEF toolkit suggests 1:1 tuition or small group tuition has a higher impact (+5months) on improving attainment and progress.	1,4,5

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

Budgeted cost: £ 18,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1,2,4,5

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 tutoring will be disadvantaged, including those who are high attainers.	attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Volunteer readers	Proven accelerated progress in Reading.	1,2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1,2,4,5
1:1 pupil progress meetings with teachers and SLT	There is a collective responsibility for PP children's progress in order for the children to make accelerated progress. The meetings will provide focused professional dialogue regarding the children's barriers to learning and any strategies needed to meet their educational and emotional needs.	1,2,3,4,5

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

Budgeted cost: £ 60,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full time FLO	Assist in enabling PP pupils to have full access to educational opportunities and overcome barriers to learning and participation, such as poverty, lack of materials, parental support and engagement, referrals to supportive agencies. Research has shown that parental engagement with children's education has a great impact in academic progressions. The EEF suggest +3 months in progression with increased parental engagement. FLO to undertake emotional and mental wellbeing support role in additional hours. FLO to monitor the attendance of pupils	1,3,4

Play Therapy (£4200)	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases engagement in class.	1,2,4,5
Lego Therapy	The EEF suggests social and emotional interventions have an identifiable and significant impact on attitudes to learning and social relationships in school, and attainment itself.	1,2,4,5
Educational Psychologist (£2000)	To provide us with expert advice and strategies to support behaviour and engagement levels of identified children	1,2,4,5
Free breakfast Club for PP children	Children who are nutritionally provided for develop better and are able to concentrate better .Promoting healthy lifestyle and wellbeing. Proven impact improving punctuality and attendance. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=break">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=break</a>	1,4,5
Free Milk for PP children in KS1	Children who are nutritionally provided for develop better and are able to concentrate better. Promoting healthy lifestyle and wellbeing.	1,4,5
Contribution towards PE kits, water bottles and clothing.	Correct clothing and equipment helps children to access activities and to feel comfortable at school (leading to better attendance).	1,3,4
Enrichment Experiences: -GLP - Artsmark - Sports fixtures - Whole school experience weeks	First hand experiences give opportunities to apply learning in different contexts to make learning purposeful. Providing memorable learning experiences that the child can draw on for learning.	1,3,4
Young Carers Award	17% of our PP children have been identified as Young Carers. The Young Carers in Schools Programme ensures that students don't miss out on an education because they are young carers. Young carers are responsible for emotional, practical or physical care for a parent, sibling or other family member who has a physical disability, mental health issue or substance misuse issue. The programme helps the school to improve outcomes for young carers.	1,3,4
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 120,554**

## 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.

**1) For attendance of our PP children to be 96%+ or in line with whole school.**

Whole school attendance 95%

Pupil Premium attendance 90%

The gap between PP and Non PP is 5%. Overall the attendance for the whole school and Pupil Premium children is low.

**2) Robust pupil progress meetings with all stakeholders to discuss pupils with SEND who are also in receipt of pp funding.**

Pupil Progress meeting minutes clearly show robust discussions of all Pupil Premium children. SENCO in attendance at all minutes to discuss SEN provisions in each class.

**3) Pupils will have access to a range of enrichment activities in school as part of the curriculum and financial disadvantage will not affect take-up for after school clubs.**

100% of disadvantaged pupils wanting to attend trips and residential were subsidised where needed and able to attend

100% of disadvantaged had access to free second-hand uniform where required

**4) Pupils have elevated academic and social confidence measured through their Well-Being profiles**

Well-being profiles

**5) Pupils will have access to high quality teaching of vocabulary across the curriculum to ensure PP pupils are able to access their learning in the same way as their peers**

## EYFS

GLD		
Year R	30	77
Girls	16	88
Boys	14	64
Difference (Girls and Boys)		24
Pupil Premium	12	75
Non Pupil Premium	18	78
PP Non SEN	9	78
Difference (PP and non)		-3

## Year 1 phonics screening

% of children	
Pupil Premium (10)	80%
Non Pupil Premium (20)	85%

## Year 2 phonics retakes

% of children	
Pupil Premium (5)	80%
Non Pupil Premium (15)	80%

## Year 2 SATS

	Y2- July						Y2- July						Y2- July				
	Below Y1	Year 2	2S	2M	GDS		Below Y1	Year 2	2S	2M	GDS		Below Y1	Year 2	2S	2M	GDS
<b>Reading- Comprehension</b>						<b>Writing</b>						<b>Maths- Number</b>					
Pupil Premium (SJS)(ALL)	8	0	88	75	0	Pupil Premium (SJS)(ALL)	8	0	88	75	0	Pupil Premium (SJS)(ALL)	8	0	88	88	13
Non Pupil Premium (SJS)(ALL)	23	4	91	78	17	Non Pupil Premium (SJS)(ALL)	23	4	87	65	9	Non Pupil Premium (SJS)(ALL)	23	4	96	83	13
Pupil Premium but not SEN	6	0	100	83	0	Pupil Premium but not SEN	6	0	100	100	0	Pupil Premium but not SEN	6	0	100	100	17

Reading	Y2 July				Writing	Y2 July				Maths	Y2 July			
	5+	6+	6+	7+		5+	6+	6+	7+		5+	6+	6+	7+
Pupil Premium (SJS)(ALL)	8	50	0	0	Pupil Premium (SJS)(ALL)	8	88	38	0	Pupil Premium (SJS)(ALL)	8	88	50	0
Non Pupil Premium (SJS)(ALL)	21	67	14	0	Non Pupil Premium (SJS)(ALL)	21	67	29	5	Non Pupil Premium (SJS)(ALL)	21	86	24	5
Pupil Premium but not SEN	7	57	0	0	Pupil Premium but not SEN	7	100	29	0	Pupil Premium but not SEN	7	100	43	0

## Year 4 Multiplication Check

	Full Marks	Average
Pupil Premium (9)	44%	19.9
Non Pupil Premium (21)	57	23.5
Pupil Premium but not SEN (8)	50	21.8
Difference (PP and Non)	-13	-3.6



## Year 6 SATS

	FSM
<b>R/W/M % Expected Standard+</b>	11.1
<b>R/W/M % Higher Standard</b>	0.0
Reading % Expected Standard+	44.4
Reading % High Score (110+)	11.1
Writing % Expected Standard+	33.3
Writing % Greater Depth	0.0
GPS % Expected Standard+	44.4
GPS % High Score (110+)	0.0
Maths % Expected Standard+	22.2
Maths % High Score (110+)	0.0