

Pimperne Primary School

Pupil Premium Strategy Statement

2023-2024

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
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	1/9/2023
Date on which it will be reviewed	July 2025
Statement authorised by	J Torrance (Chair of Governors)
Pupil premium Lead	Mrs S Groves
Governor Lead	Mr B. Barr / Mr M. Raine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£19,615
Recovery premium funding allocation this academic year	£2,115
HM Forces Allocation	£5,360
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£27,090



Pimperne Primary School

Part A: Pupil Premium Strategy Plan

Statement of intent

We would like every child to enter school each day ready to learn, but we recognise that some children and families require support to achieve this. We focus on building relationships between school, the child and the family so that we can identify and break down barriers to learning and wellbeing. We recognise that for a child to be ready to learn we must work in partnership with both families and support agencies from the local community.

Our focus will be on each and every child to receive quality first teaching and precision in identifying gaps, this includes on-entry gaps in Early Years. Teaching will be adaptive and opportunities to close the attainment gap will be tirelessly sought by all staff within the school. We will identify gaps early in the child's time at our school and provide a curriculum that will meet their needs.

Our intention to provide a broad, balanced and ambitious curriculum alongside our vision statement that 'As each one does their part, we grow in love'. Our school curriculum and provision drives our commitment to not only enrich the cultural capital of each child, but the emotional intelligence and resilience in life and learning skills, so that each child may grow holistically.

Our Pupil Premium Strategy Plan is to provide a quality first teach approach in order that all children receive our planned school curriculum offer, as a minimum expectation. Our school has a high level of SEND yet low PP.

We feel it is essential to ensure adults are able to support teaching, learning and necessary interventions and therefore each class has the well-qualified support of a teaching assistant. Our teaching assistants work very closely with the class teacher and most are qualified to lead teaching, in order that either the teacher or assistant may lead small group/1:1 support and intervention, to ensure that PP children make at least good progress across the curriculum.

Interventions include: Phonics, Learn to Move, ELSA, TIS, Hamish & Milo, Maths, English, Speech and Language, including NELI and WELCOMM, SATs support and School Based Tutoring. Interventions are reviewed every half term, to ensure that the intervention is having an impact and revised according to the needs of the children and progress made. Internal tracking of PP, using both formative and summative assessment ensures an ability to determine next steps.



Challenges

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

Challenge number	Detail of challenge
1	<p>Social and Communication</p> <p>Covid impact noticeable as children/ cohorts enter EYFS.</p> <p>Attainment gap between Pupil Premium and Non-Pupil Premium Children, particularly in Early Years and Key Stage 1. Impact on pupil's social and emotional regulation in addition to communication and language is most severely affected.</p> <p>Changes to the focus of much of the EYFS structure has been adapted to support language and social skills so that these may be built in a teaching space and modelled by those adults around them.</p> <p>In particular, a significant impact on writing including physical stamina, length of time that focus may be sustained for, lack of interest or self-belief that the quantity and quality can be achieved. Some eligible pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement.</p>
2	<p>SEMH / Anxiety</p> <p>Some eligible pupils have entered school with families reporting anxieties / disengagement from relationships /poor concentration and self-regulatory skills / attachment concerns or low self-confidence/low self-esteem and this creates an extra challenge for the children to tackle a curriculum that requires a high level of resilience. Challenges are observed in the children's ability to act within a sociably acceptable boundary, respond to peers or adults appropriately, recognise their own feelings and be able to self-regulate. Some of this may stem from an over-reliance on adults, some children having been exposed to constant 1:1 with adults. (SEMH – Social, Emotional, Mental Health)</p>
3	<p>Attendance</p> <p>Attendance for Pupil Premium children is not stable and can be lower than non-pupil premium children, making it more difficult to address gaps in learning.</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
PP children to have full access to the curriculum through quality first teaching. All PP children making good progress across all areas of the curriculum.	All PP children making good progress across all areas of the curriculum.
PP children given the opportunity to receive small group/1:1 intervention and tutoring support to allow them to stay on-track, ensuring good progress	Children back on-track and showing that they are making good progress across all areas of the curriculum.
Improve the range of experiences which PP children would otherwise be unable to experience, educational visits, music lessons, after school clubs, etc.	All PP have support to access to experiences. Improved attendance.
To provide PP children with the emotional and social support they need to thrive, e.g. ELSA / TIS / MHST and access to external agencies, such as Dorset Family Matters to further support SEMH needs	All PP children supported and making progress with their emotional health and wellbeing.
To support families in providing basics for their child to attend school, e.g. uniform assistance, access to having milk and Early Help support. Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc	All PP children's families provided with uniform support. All PP children offered milk. Improved attendance for PP children. Parental Support advertised to families, including partnership with local Health and Family Partnership Services. Families accessing Parent Support Worker for further information of support services available eg Foodbank, Financial advice and information. Offer to partake of Holiday Activity Clubs.



Intended outcomes for 23-24	Success criteria 2023-2024 cohorts
Reading 75% of disadvantaged ARE+ Y2 25% at GDS Y2 100% of disadvantaged ARE+ Y6 33% at GDS Y6	Y2 – 4 pupils in total (Funded) Y6 – 8 pupils in total (Funded)
Writing 75% of disadvantaged ARE+ at Y2 25% at GDS 67% of disadvantaged ARE+ at Y6 and 100% EGPS 33% at GDS and 33% EGPS	Y2 – 4 pupils in total (Funded) Y6 – 8 pupils in total (Funded)
Maths 75% of disadvantaged ARE+ at Y2 25% at GDS 100% of disadvantaged ARE+ at Y6 33% at GDS	Y2 – 4 pupils in total (Funded) Y6 – 8 pupils in total (Funded)
Multiplication Tables Check (MTC)	Y4 – 6 pupils in total (Funded)
Phonics – Year 1 100% of disadvantaged to meet expected standard	Y1 – 5 pupils in total (Funded)

Activity in this academic year 2023-2024

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing costs for Teaching Assistants (Part salary costs for TAs)	Children making progress across the curriculum. Evidence includes before and after lesson assessments with children being supported by TAs.	1 2 3



	Evidence from the EEF tells us that the children who benefit most from consistently good Quality First Teaching are the children who we are supporting in this strategy. All staff have received training this academic year and we have drawn up a joint understanding of what this looks like at Pimperne focussing in particular on the EEF publications on the role of the TA.	
Developing intervention for 'keeping up' in 'Rocket Phonics' phonics scheme and associated resources to ensure consistently high-quality teaching across KS1 & KS2, allowing all to succeed. A tailored curriculum in EYFS, led by the phonics and English lead will ensure that the most vulnerable learners keep up from the start.	We have taken on board the recommendations in the 'Reading Framework' and as a school understand the importance of getting phonics right, right from the start. We have implemented the 'Rocket Phonics' approach which is already showing an improvement in skills and knowledge. This year we will monitor closely to ensure fidelity to the scheme	1 2
ELSA/TIS supervision and support (Part salary cost for the ELSA/TIS staff as well as supervision costs)	Children making progress with their emotional and social wellbeing. Evidence includes before and after ELSA/TIS assessments	2 3



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

Budgeted cost: £8,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Based Keep up groups for all PP children. Dorset Reading Partners 1:1 Support	1:1 and small group interventions planned weekly. Liaison between teacher and tutor regarding progress and gaps identified.	1 2
Teacher / TA led Pre/Post teaching	Evidence from the EEF has shown that pre-teaching is an effective method of improving attainment. This has been seen also within our school.	1 2
1:1 and small group support for individual PP children. Interventions include: Phonics, Speech and language, Maths, English and SEMH programmes.	Interventions are assessed using before and after assessments, to ensure they are having an impact. Liaison and record keeping between all teaching staff. Small Group Reading Club led by a teacher, weekly / lunchtimes.	1

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

Budgeted cost: £7,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits to ensure that PP children have the same opportunity as non-PP children to attend educational visits	Supporting the attendance of PP children at the visits.	1 2 3
Milk To ensure that the R/KS1 children	PP children have the same opportunity to take-up milk.	2 3



can have milk during the school day.		
School uniform to support families of PP children with the cost of school uniform	PP children wearing the same school uniform as non-PP children.	2 3
Music lessons	PP children to be able to take part in music lessons if they wish to.	2 3
Swimming lessons	PP children to have opportunity to develop life skills in swimming.	2 3
Breakfast club, After School Club and Extra Curricular Clubs	PP children offered funded or part-funded place to ensure attendance, punctuality and having some breakfast before the school day. Children offered ASC places to support working parents. Extra-Curriculum clubs support diverse range of experiences matching interests for PP children.	3
Additional specific tutoring / precision teaching small groups KS2	1:1 and small group interventions planned weekly. Liaison between teacher and tutor regarding progress and gaps identified.	1 2

Total budgeted cost: £27,090



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2022-2023

More PP children attended extra-curricular activities than in previous years.
 More PP children took up musical instruments / lessons than in previous years.
 100% of PP children took part in school trips / educational visits
 100% of PP children wore uniform more in line with their peers. Uniform is now consistently worn by all pupils. This has been a challenge in previous years due to costs.
 All PP children leaving (in Year 6) were able to swim 25m by the end of Year 6.
 Attendance of PP children has improved: 2022-2023 96.97%

Pastoral Work incl SEMH

The Pastoral Support Team was highly successful again this year. Referrals were made to early help, family counselling, animal therapy, parenting classes, family therapy, family workers, the MHST, staff counselling and supervision, housing, the foodbank, faithworks, children's clubs and activity days. Support was also given with mental health, medical health support referrals, family breakdowns and domestic abuse. Where necessary referrals were made through CHAD to provide support at a higher level. This has undoubtedly provided a safe living and learning environment for some of our most vulnerable learners and has placed the school firmly at the heart of the community.

Phonics – Year 1 – 50% of Pupil Premium pupils passed the phonics check

Phonics Recheck – Year 2 – 50% of Pupil Premium passed the phonics check

Key Stage 1 – Year 2 – 25% at ARE across Reading, Writing, Maths

Multiplication Tables Check – Year 4 – 0 out of 1 Disadvantaged pupil in 2022-2023 achieved 25/25 (Scored 19/25)

<i>National</i>		WORKING BELOW NATIONAL EXPECTATIONS	WORKING AT OR ABOVE NATIONAL EXPECTATIONS	WORKING ABOVE NATIONAL EXPECTATIONS
READING	SCHOOL	3%	97%	50%
	NATIONAL	27%	73%	
WRITING	SCHOOL	13%	87%	30%
	NATIONAL	29%	71%	
MATHS	SCHOOL	7%	93%	40%
	NATIONAL	27%	73%	
EGPS	SCHOOL	3%	97%	43%
	NATIONAL	28%	72%	

10% Pupil Premium pupils in the 22-23 Year 6 cohort.



End of KS2 data

READING		WRITING		MATHS	
ALL PUPILS	DIS	ALL PUPILS	DIS	ALL PUPILS	DIS
+5.4	+7.1	+3.8	-3.1	+5.5	+8.3

Individual needs of 1 child lowered 'writing' considerably. Progress had been made in child's ability to type and develop motor skills.

Pupil Premium Data for Year 6 cohort 22-23 (3 pupils)

	<i>Working Below the Expected Standard</i>	<i>Working Towards the Expected Standard</i>	<i>Expected</i>	<i>Greater Depth</i>
Reading	0%	0%	33%	67%
Writing	0%	33%	33%	33%
EGPS	0%	0%	33%	67%
Maths	0%	0%	67%	33%

Externally provided programmes

Included are the names of any non-DfE programmes that are used, that our pupil premium (or recovery premium) funded in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Maths Hub
Jigsaw PSHE	Jan Lever Group
Hamish & Milo	Hamish & Milo Wellbeing Resources Home - Wellbeing Resources & Emotions curriculum Hamish & Milo (hamishandmilo.org)
Friendship Terrace	Black Sheep Press
Rocket Phonics	
TTRS	Time Tables Rock Stars
Sumdog	



Nessy	
Spag.com	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
Included in the Pupil Premium Actions above. Focus of support is tailored to individuals (predominantly around SEMH).
The impact of that spending on service pupil premium eligible pupils
Anecdotal evidence from service families sharing gratitude and impact of the work of the school team for their child/children. .

Data for Forces / EAL / Low Prior Attainment for Year 6 cohort 22-23 (9 pupils) 30% of cohort

	<i>Working Below the Expected Standard</i>	<i>Working Towards the Expected Standard</i>	<i>Expected</i>	<i>Greater Depth</i>
Reading	0%	0%	67%	33%
Writing	0%	33%	44%	22%
EGPS	0%	11%	56%	33%
Maths	0%	22%	44%	33%

