

## Pupil premium strategy statement ~ Paddock Wood Primary Academy 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Paddock Wood Primary Academy
Number of pupils in school	590
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Mrs Libby Fidock
Governor / Trustee lead	Anne Barritte

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 169,885
Recovery premium funding allocation this academic year	£ 15,515
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	£185,400

# Part A: Pupil premium strategy plan

## Statement of intent

At Paddock Wood Primary Academy, we strive to develop students who are internationally-minded, through: collaboration, communication, inquiry, respect and creativity. Nurturing a passion for life-long academic learning through a broad and balanced curriculum is a priority; through agency we will develop individuals to reach their potential academically, emotionally, socially and physically. Our children will become an integral part of their community, understanding their place on a local and global platform; they will take responsibility for the small steps they take throughout their lives, which will create impact on a broader level. We will help them to aspire to be ambitious, for themselves, their families, their friends and for their community as a whole.

At Paddock Wood Primary Academy we recognise that disadvantaged children often face more challenges socially and academically and therefore our pupil premium strategy aims to counteract these challenges and narrow the gaps that these children face. High-effective quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Limited exposure to high quality texts and reading as a whole which limits a child's ability to progress in line with their peers and widen the vocabulary gap.
2	Home support and the necessary skills mean that our families are unable to provide on-going support for our children.
3	Our disadvantaged children lack cultural capital experiences which limits their ability to reference wider world ideas for their imagination and curiosity.
4	Attendance for some pupils which means they don't have the regular and consistent contact with school which will ensure they make progress.

## 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
To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium and those who are not (less than -10% in all areas) across the school.	Combined attainment at the end of Key Stage to be no less than 65%.
To narrow the gap in attainment at 'higher standard' between pupils in receipt of the Pupil Premium and those who are not (less than -15% in all areas) across the school.	All year groups will have children who achieve the higher standard in combined attainment.
To narrow the gap in progress between pupils in receipt of Pupil Premium and those who are not by the end of Key Stage 2.	Children in receipt of Pupil Premium will make accelerated progress in order to narrow the gap with their peers.
To ensure all children in receipt of Pupil Premium feel safe, happy and are ready to learn each day through support and wider strategies of engagement.	The majority of children in receipt of Pupil Premium will attend school regularly (above 90%) Children will show positive behaviours for learning and will demonstrate engagement in lessons through questioning. Children will be able to discuss what makes them feel happy at school and who keeps them safe.

## 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: £ 46,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Maths</b> Times Table Rockstars Mathletics Numbots	The implementation of Times Table Rockstar, Numbots and Mathletics has allowed children to engage with Maths both at home and school and learning is targeted so we can close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months. <a href="#">Digital Technology   Toolkit Strand   EEF</a>	2
<b>Writing</b> Clicker 8 Feedback and Marking approaches to be used to help with the development of writing. The use of Clicker 8 will allow all children to develop their use of vocabulary particularly within their writing.	These strategies will be based around the needs of the children in our school, one key strategy is feedback which adds up to 6 months progression to a child's learning. We also have a higher % of children with Speech and Language, so the use of Clicker 8 will ensure this is well supported across the curriculum and particularly in regards to writing <a href="#">Improving Literacy KS2   Recommendations   EEF.</a>	1 & 2

<p><b>Writing / Reading Literacy Shed</b></p> <p>Assessment for Reading to be developed for all year groups to help identify gaps for intervention and next steps. Lexile levels to be used to strengthen this.</p> <p>Increased access to a wider range of texts and support for staff to help with engagement.</p>	<p>The use of lexile scores will give a consistent approach and will help identify both those children that require further intervention.</p> <p><a href="#">Improving Literacy KS2   Recommendations   EEF.</a></p> <p><a href="#">Teaching and Learning   Reading comprehension   EEF</a></p>	<p>1 &amp; 2</p>
<p><b>Reading</b></p> <p>New reading resources</p> <p>Improved reading areas</p>	<p>Providing children with a range of engaging texts to develop a love of reading and learning. The use of Lexile levels will support and evidence progress for all children.</p> <p><a href="#">Improving Literacy KS2   Recommendations   EEF.</a></p>	<p>1</p>
<p><b>Recruitment / Staffing</b></p> <p>Small group interventions for reading/writing/maths</p> <p>Appointment of a Reading Lead teacher to oversee progress and attainment.</p>	<p>Utilising 4 TAs across the school - to support small intervention groups - has been shown to add up to 4 months impact on learning.</p> <p><a href="#">Teaching and Learning   Teaching Assistant Interventions   EEF</a></p>	<p>1 &amp; 2</p>

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

Budgeted cost: £ 77,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech and Language interventions.</b></p> <p>EYFS speech and language programme and allocated to an HLTA to run this.</p> <p>Use of Widget to support speech and language / communication.</p> <p>EAL support - Language Nut, pre-teaching of key words and technical language.</p>	<p>EEF notes a 5 month impact on learning for oral language interventions. It also adds that Early Years interventions, although expensive, have an impact of 5 months progression.</p> <p><a href="#">Teaching and Learning   Oral Language interventions   EEF</a></p>	<p>1</p>
<p><b>1:1 Phonics</b></p>	<p>Phonics is the foundation of the reading framework and is an essential element of ensuring children are able to access a broad and balanced curriculum. Phonic interventions are proven to have an impact of 4 months on learning.</p> <p><a href="#">Teaching and Learning   Phonics   EEF</a></p>	<p>1</p>
<p><b>Tutoring 1:6 in KS2</b></p> <p>Additional Teacher hours to support gaps in</p>	<p>Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.</p>	<p>1 &amp; 2</p>

Reading, Writing and Maths within KS2.	<a href="#">Teaching and Learning   Small group tuition   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 61,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pastoral / Inclusion Team</b> Pastoral / Inclusion Team to support both the needs of children with SEN but also those	Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported. <a href="#">Teaching and Learning   Parental engagement   EEF</a>	4
<b>SEN Assistant</b> Additional capacity to support both the pastoral and inclusion team.	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months  <a href="#">Teaching and learning   Teaching Assistant interventions   EEF</a>  Utilising both TAs to support small intervention groups - has been shown to add up to 4 months impact on learning. <a href="#">Teaching and Learning   Teaching Assistant Interventions   EEF</a>	4
<b>ELSA</b> Run by an HLTA	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.  <a href="#">Teaching and Learning   Metacognition and self-regulation   EEF</a> <a href="#">Teaching and Learning   Social and emotional learning   EEF</a>	4
<b>Nurture Group Network Training</b>	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.  <a href="#">Teaching and Learning   Metacognition and self-regulation   EEF</a> <a href="#">Teaching and Learning   Social and emotional learning   EEF</a>	4
<b>Uniform</b>	Where needed uniform will be supplied so that no child is disadvantaged or perceived as different to their peers.	3
<b>Cultural Capital</b> Funding of trips, experiences and clubs e.g. music concerts	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them	3
<b>School Clubs</b> A range of clubs are available, with spaces particularly targeted to	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them. This includes	3

children in receipt of Pupil Premium.	sports participation which is shown by the EEF to have a 1 month impact on learning. <a href="#">Teaching and Learning   Physical activity   EEF</a>	
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**Total budgeted cost: £ 185,400 for 2022-2023**

## 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 2021 to 2022 academic year.

Aim	Target	Target date	Reviewed *unvalidated data
Progress in Reading	To achieve 85% ARE in Reading	June 2022	Achieved 75% ARE*
Progress in Writing	To achieve 85% ARE in Writing	June 2022	Achieved 81% ARE*
Progress in Mathematics	To achieve 85% ARE in Maths	June 2022	Achieved 76% ARE *
Phonics	Increased the % of PPG students reaching the expected standard for phonics in June 2022.	June 2022	87% of the PPG Y1 pupils reached the expected standard. This is an increase of 16% from 20-21
General Comment	<p>Phonics interventions have ensured that 83% of pupils achieved the expected standard in phonics in June despite the impact of covid. Where possible TA hours were extended across the school to ensure admin tasks could take place out of school hours when the children weren't in the building. This enabled more time to be dedicated to 1:1 reading which improved fluency for these children.</p> <p>This year our dedicated inclusion team ensured that sensory boxes, colour monsters and sensory circuits were able to be run specifically to meet the needs of these pupils.</p> <p>ELSA interventions were significantly in demand this academic year due to the impact of covid. We saw a significant rise in a need for this within our Y5 and Y6 cohorts and will invest further next academic year.</p> <p>This year we have developed our extra curricular and cultural capital opportunities, with a target of 100% of children with PPG attending at least one of these. Whilst we didn't quite see 100% we did track this termly and proactively achieved 98% of pupils in receipt of Pupil Premium attended at least one of these across the academic year.</p>		

### Externally provided programmes

Programme	Provider
Times Table Rockstars / Numbots	Maths Circle
Mathletics	3P Learning
Phonics International	Debbie Hepplewhite



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*