

## Pupil Premium strategy statement 2022 - 2023

The Pupil Premium is additional funding allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities, which exist between children from disadvantaged backgrounds and their peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The percentage of our pupils eligible for Pupil Premium (9%) is significantly lower than the national average (22.5%) for primary schools in England.

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy and Recovery premium funding, and how we intend to spend them in this academic year, and the effect that both had within our school last year.

### School overview

Detail	Data
School name	William Patten Primary School
Number of pupils in school	432
Proportion (%) of Pupil Premium eligible pupils	9% (50 pupils)
Academic year/years that our current Pupil Premium strategy plan covers	2022 – 23
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Karen Law, Head teacher
Pupil Premium lead	Sian Davies, Deputy Head teacher
Governor / Trustee lead	Carol Lees, Chair of Governors

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£56,785
Recovery premium funding allocation this academic year	£6,960
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

## Part A: Pupil Premium strategy plan

### Statement of intent

At William Patten, we have high expectations for all pupils and believe that, with high quality teaching, an exciting and engaging curriculum, excellent pastoral support, precise and targeted interventions, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

It is our intent to erase the gap between disadvantaged pupils and their non-disadvantaged peers. All members of staff and the Governing Body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

The curriculum at William Patten is designed to provide a broad, balanced and exciting education, which provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum is cohesive and robust and prepares children for the next stage of their learning.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our current strategy supports these aims by providing quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour and well-being. Leaders also use the funding to create opportunities for children to develop resilience, perseverance and self-esteem through quality, targeted and bespoke pastoral care for children and families and through the deployment of external agencies, for example, Place2be and music tuition, as well as selection for special events or projects.

We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and Governing Body throughout the year. This allows us to be confident that pupils are being given targeted support to narrow the gap between them and their non-disadvantaged peers. We recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to their progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference.

## Challenges

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

Challenge number	
1	Pupil Premium children have slightly lower levels of attendance than their peers 2021 – 2022 - 93.8% compared to 94.8%, but a much higher level of persistent absentees (19% compared to 10% July 2022).
2	Writing and Maths outcomes for disadvantaged children at the end of KS1 and KS2 are lower than their non-disadvantaged peers.
3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology.
4	The proportion of disadvantaged children has steadily fallen as the demographic has changed. The school is less diverse than it was. This has impacted on families' sense of belonging and concerns around diversity and representation.
5	Parents engagement and involvement in supporting their children at home

## 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
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> <li>Attendance policy updated and shared with families, resulting in fewer term time absence requests.</li> <li>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils</li> <li>Monitoring of attendance by Headteacher, regular and more effective communication with families will result in an increase Pupil Premium pupils' attendance and a decrease in persistent absence</li> </ul>
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in writing and Maths. The gap is narrowed in the progress and attainment of disadvantaged and non-disadvantaged children in writing and Maths.	<ul style="list-style-type: none"> <li>Children achieve in line with or exceed the national average in KS1 and KS2 writing and Maths</li> <li>All pupils are exposed to carefully planned sequence of vocabulary learning throughout all areas of the curriculum.</li> <li>Targeted pupils receive additional, high quality language, vocabulary and Maths intervention and support.</li> <li>Consistent implementation of excellent practice and high expectations across the school for reading and writing</li> <li>Targeted pupils have access to out of school and catch up intervention programmes</li> </ul>

<p>Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school.</p>	<ul style="list-style-type: none"> <li>• Teachers are highly skilled in imparting curriculum knowledge and use KW strategies to ensure children retain and apply key knowledge from across the curriculum.</li> <li>• A significant proportion of children achieve the expected standard across foundation subjects.</li> <li>• The gap between disadvantaged and other children is closing rapidly.</li> <li>• All disadvantaged children have access to at least one club and have had the offer to play a musical instrument.</li> <li>• The school provision map will evidence a higher number of opportunities for disadvantaged children to participate in projects and events through careful targeting.</li> <li>• Increased numbers of children apply for and are successful for School Council and the Eco Team.</li> </ul>
<p>Engagement is targeted towards disadvantaged families and is holistic. Communication is clear and effective, with honest feedback sought.</p>	<ul style="list-style-type: none"> <li>• Attendance at structured events such as Parents' Evening is high.</li> <li>• Parents will be prioritised to accompany on trips and attend other events and the numbers of parents volunteering increases.</li> <li>• Attendance at workshops (RWI, how to help your child in Maths etc.) is high</li> <li>• Curriculum and enrichment has visible diversity and upon annual review is further enhanced.</li> <li>• Feedback from parent surveys is positive</li> </ul>
<p>Parents are engaged and involved in supporting their children at home</p>	<ul style="list-style-type: none"> <li>• Family learning and parent workshop programme established and targeted to engage and support parents to support learning at home.</li> <li>• Parents are engaged in the development of their child's language and vocabulary development</li> <li>• Targeted children attend out of school interventions and homework clubs</li> </ul>

## 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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy specialist Maths teachers in Year 3 and adapt Year 3 curriculum to narrow the gap for Year 3 Pupil Premium children in Maths and writing.	Subject specialists with deep subject and pedagogical knowledge need to be given the support and authority to lead and influence teaching and learning in order to effect whole school change. Schools should promote a positive culture of continuous professional development, which continually deepens the subject, and pedagogical knowledge of staff. <a href="https://www.nfer.ac.uk/publications/pmsz01/pmsz01.pdf">https://www.nfer.ac.uk/publications/pmsz01/pmsz01.pdf</a>	2
Maths in Year 5 and 6 split in to two distinct groups Group 1 HA / MA Group 2 MA / LA with the latter group having increased TA support.	The EEF asserts that this allows for better targeting of different ability ranges within the class. Evidence finds it narrows gaps and extends where needed to ensure accelerated progress for all groups leading to higher attainment and progress than expected levels.	2
To develop WRM in conjunction with NCETM PD materials, incorporating stem sentences and additional representations as part of lesson design in Years 1 – 6.	Implement updated WRM scheme and distribute changes summary to all staff. The school will run a Sustaining Mastery Workgroup throughout the year, which will provide training and modelling of this specific approach (NCETM representations alongside mastery scheme slides and consultation of related teacher guide); one teacher from each year group to take part in the workgroup session for their year group – lesson study and analysis. In addition: Demonstrate the incorporation of NCETM representations into WRM teaching slides – for the same small step - during model lessons for each year group throughout the autumn term. Demonstrate the use of stem sentences in model lessons. As a follow up to each lesson demonstration, (or after staff training) request that each year group sends lesson slides from 1 lesson of each termly topic; these to show how each year group is incorporating related NCETM representations and stem sentences – in accordance with the NCETM teacher guide  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a>	2
To develop opportunities for extended writing in years 1-6.	To create a bespoke whole school approach that continues the KS1 2022 summer model	2

	<p>KS1 and Y6 Teachers use TAF statements, to mark extended writing. Teachers modify Hamilton Planning to realise one piece of extended writing per two weeks.</p> <p><a href="https://clpe.org.uk/system/files/Writing%20in%20Primary%20Schools_0.pdf">https://clpe.org.uk/system/files/Writing%20in%20Primary%20Schools_0.pdf</a></p>	
<p>To introduce Growth Mindset as a way of ensuring that the children develop resilience and set high expectations for themselves.</p>	<p>Shared responsibility across staff teams and inclusive approach Consistency of shared language across school to support children's and adults' development of GM Adults' and pupils' expectations raised across all areas of learning in school Impact on progress across all pupil groups</p> <p><a href="https://pubmed.ncbi.nlm.nih.gov/9686450/">https://pubmed.ncbi.nlm.nih.gov/9686450/</a></p>	2,3,4

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ 1 additional TA to support disadvantaged children in KS1 through a systematic programme of interventions based on RWI and Maths	<p>Research has shown that pupils' learning has been affected by school closures (EEF, 2021), suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut. There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. Effective support from support staff and support the development of independent learning skills, which are associated with improved learning outcomes.</p>	2
National Tutoring Programme for children in Years 3 with a focus on Maths	<p>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-on</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Literacy Pirates After School programme for Year 5 and 6 - extra support and practice their reading and writing skills	<p>Additional opportunities for pupils to read books at differentiated levels in addition to core texts during their reading lessons will improve confidence and self-confidence. Pupil Premium Funded pupils who take part in the programme make an average of 16 months' progress</p>	2

	in their reading age compared to just four months' progress over the same period of time without the programme. <a href="http://literacypirates.org/impact/">http://literacypirates.org/impact/</a>	
Jump Into A Book' Reading programme for Year 5	Developing a love of reading can be more important for a child's educational success than their family's socioeconomic background. Organisation for Economic Co-operation and Development (OECD) 2002	2

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

Budgeted cost: £9,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the Zones of Regulation across the school as the way towards developing a metacognitive pathway to build awareness of children's feelings / internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.	<a href="https://www.zonesofregulation.com/learn-more-about-the-zones.html">https://www.zonesofregulation.com/learn-more-about-the-zones.html</a>	2,3
Free music tuition – saxophone, clarinet, violin, brass or keyboard.	The Arts Council found that the challenges facing families of low-socio-economic status in supporting their children's musical activities are considerable. The cost of tuition and participating in extracurricular ensembles may be more than they can afford. They may also face challenges in transporting their children to activities. Short term music projects have shown that music can provide opportunities for vulnerable young people to acquire a range of transferable skills and enhance their confidence and aspirations	3,4,5
Additional extracurricular activities. Places are free or subsidised.	Extra-curricular activities can help to improve pupil attainment, attitudes and skills, such as motivation, confidence and team-working. Focus on physical and mental well-being of children from disadvantaged backgrounds who are targeted for clubs.	3,4,5
Free or subsidised trips e.g. School residential journey	To enable children from low-income families to go on the school residential trip in Year 6.	3,4,5



<p>Transition support for pupils moving to Y7</p>	<p>“Evidence suggests the children who decline most at the transition between primary and secondary schools are those from disadvantaged backgrounds and/or pupils with SEN. The research evidence, thankfully, offers areas of promise to mitigate the gaps that grow at transition” Alex Quigley</p>	<p>3,4,5</p>
<p>Targeted parents’ workshops - RWI and Maths and 1:1 support and resources for parents to help their child at home</p>	<p>Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range, the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p>	<p>5</p>
<p>Adopt new system for absence communications. The messages were developed and tested by Bristol City Council in 2020 in partnership with the Behavioural Insights Team (BIT) and have been updated in 2022 for the current context.</p>	<p>Informing parents about their child’s attendance has been shown to work in multiple contexts: <a href="#">A recent study with Bristol City Council</a> found that messaging parents of children with attendance below 95% increased good attendance rates by 4 percentage points. This approach also increased attendance during the early stages of the pandemic. <a href="#">A US study</a><sup>1</sup> with 28,000 students, found that messages about the number of days a child had missed reduced absenteeism by an average of 1.1 days a year, and reduced persistent absenteeism by 10%.</p>	<p>1,5</p>

**Total budgeted cost: £ 63, 745**

<sup>1</sup> Rogers, T., Feller, A. Reducing student absences at scale by targeting parents’ misbeliefs. Nat Hum Behav 2, 335–342 (2018). <https://doi.org/10.1038/s41562-018-0328-1>



## 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.

88% of Pupil Premium children in KS1 achieved the expected standard in reading, significantly above the national average. 50% achieved the expected standard in writing and 37% in Maths

In KS2, 75% Pupil Premium children achieved the expected outcome in reading and writing in comparison with the overall national figures of 74% and 69%. 62% achieved the expected outcome in Maths in comparison with the national overall of 71%.

62% of Pupil Premium children achieved the expected outcome in RWM in comparison with the national overall figure of 59%.

Progress for KS2 Pupil Premium children was 2.1, in comparison with the national non-FSM progress measure of 0.4.

100 % Year 1 Pupil Premium children passed the PSC (Summer 2022).

95% of Pupil Premium children met the expected standard in all foundation subjects (July 2022)

Attendance increased from 92% to 93.8% over the course of the year.

Pupil Premium children have all been offered the opportunity to play a musical instrument and over 65% took up the offer.

All Year 6 children attended the Kench Hill residential journey, with two places fully funded by the school and three part funded.

### 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
N / A	