

Pupil premium strategy statement – Notley Green Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	401
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 2023/2024 , 2024/2025, 2025/2026	
Date this statement was published	11.9.23
Date on which it will be reviewed	31.8.24
Statement authorised by	Emma Saward
Pupil premium lead	Jenni Colebrook
Governor / Trustee lead	Lucy Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,245
Recovery premium funding allocation this academic year	£5945
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><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></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£63,190

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Notley Green Primary School, our ultimate objective is to overcome barriers to learning and close any gaps between pupil premium and non-pupil premium pupils ensuring that all children get the best possible provision leading to the best possible educational and wider outcomes. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective, including incremental progress for those who are already high attainers using research backed strategies for the benefit of all of our pupils. We acknowledge that we have a moral purpose to prepare children to be able to navigate an unknown and complex future and meet the challenges that accompany it: we work tirelessly to achieve this for all of our pupils.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. This may include, for example, young carers or pupils with a social worker.

At the heart of our approach is high quality teaching, for every child, in every classroom, every day. We have used the work of Marc Rowland: Addressing Educational Disadvantaged in Schools and Colleges: The Essex Way (2021). Focusing on key elements from the book: relationships; metacognition and self-regulated learning; social, emotional and mental health and language development and comprehension as a starting point for our Pupil Premium Strategies. This work builds upon current national foci in understanding how schools address the impact of socioeconomic disadvantage on learning. The study is clear that a school's strategy for addressing disadvantage should focus 'on the impact of socioeconomic disadvantage on learning' (Rowland, 2021, p. 14).

When making decisions about using Pupil Premium funding, it is vital for us to consider the context of our school, the barriers and challenges our pupils face and alongside other professionals; research into closing gaps. Common barriers to learning for our

disadvantaged children can include difficulties at home that lead to poor speech and language and communication skills, minimal cultural experience and poor self-belief. There may also be complicated family situations which can prohibit children from reaching their full potential. Every disadvantaged child is different and unique but we aim to ensure that the whole school community work together to support these children. This includes but is not limited to, analysing data, supporting families, identifying strengths and weaknesses, delivering interventions, wellbeing check-ins. This list is not exhaustive and is ever-changing based on the needs of our pupils.

Our current pupil premium strategy is divided into 3 sections: Teaching, Targeted Academic Support and Wider Strategies to include social, emotional and mental health. and works towards ensuring our ultimate objectives are met:

Teaching

- NPQ courses for middle and senior leaders.
- Evidence based strategies embedded: Metacognition, Co-operative learning
- Professional development opportunities for all staff.
- Regular subject leader updates.
- Tailored CPD cycle implemented.
- CPD for LSAs.
- PSHE Curriculum developed with initiatives such as zones of regulation, E-safety and anxiety.
- Make it stick principles – interleaving learning, low-stake testing (quizzes), use of knowledge organisers.
- Rosenshine's principles – 10 steps to effective teaching and learning.
- Quality first teaching.
- Metacognition and self-regulation embedded through marking and feedback

Targeted Academic Support:

- Extra class texts to enable PP children to have the opportunity to use individual copies in lessons.
- Precision teaching for small groups and individuals
- Daily reading opportunities for all pupils to include: 1:1 with an adult, small groups, choral reading, guided reading, class reading
- Review the deployment of LSA's to effectively run daily targeted interventions • Introduction of focused phonics interventions in KS2
- Zones of regulation groups

- Regular 1:1 learning conferences with a classroom adult to encourage and offer emotional/academic support. Speech and language, oral language interventions for those who need it
- 1:1 tutoring, using the school led tutoring grant and recovery premium

Wider Strategies:

- Speech and language therapist
- Play therapist
- Attendance officer
- Therapy Dog (for ESWS)
- Opportunities for music tuition
- A mentor (trusted adult)
- Daily meet and greet at the gate by SLT and at the classroom door
- Visitors from the wider community, e.g local faith leaders to promote diversity and cohesion and local professionals to raise aspirations through a 'mini' careers fair aimed at upper school.
- Improve parental engagement
- An opportunity for a place in an after-school club to enrich cultural capital
- Links with local arts hubs where those in receipt of pupil premium attend live music/musical performances.
- Forest school, sensory garden and allotment provision for all children
- Regular pupil voice (in form of School Council and subject specific feedback)
- Specific cultural capital events
- Enrichment clubs
- A responsibility within the classroom or across school to raise self-esteem

The key principles of our strategy plan are to: ***'Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.'*** Marc Rowland, Unity Schools Partnership

Challenges

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

Challenge number	Detail of challenge
1	Poor language development Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Family Circumstances Discussions with families provide evidence that there is impact on children's ability to focus on learning with there are significant circumstances.
3	Limited Cultural Experiences Observations and discussion suggest that disadvantaged pupils may not have had as many rich, cultural experiences as non-disadvantaged pupils. This impacts their ability to make links to the wider world and make connections within the curriculum.
4	Parental Engagement Low participation from parents in home learning, meetings and consultations can hinder progress.
5	Social and Emotional Support Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils including anxiety, low levels of self-esteem, self-regulation and mental health. These challenges particularly affect disadvantaged pupils, including their attainment and well-being.
6	Poor Attendance Our attendance data from 22/23 indicates that attendance among disadvantaged pupils was lower than non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
For all disadvantaged pupils to attend school regularly (at least 96%) and on time	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve to be in-line with all pupils.
Disadvantaged learners are fully engaged and participating in the school's rich extracurricular offer.	All disadvantaged children attend all class trips. Monitoring of extra-curricular activity attendance to show that disadvantaged children attend extra-curricular clubs which may be academic or extra-curricular which will be funded by school. Disadvantaged children access to a range of cultural experiences, visitors and visits and curriculum resources
Parents of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	Parents attend all consultation evenings/ open days each academic year. They also attend any One Plan or SEND meetings or additional meetings planned by staff to support their child's development. Parent responses in surveys show engagement and that they are satisfied with the school and all it offers.
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 phonics check.	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R,W,M and Phonics. Those that have a SEND need will make at least expected progress from their individual starting points.

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: £ 54,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of an LSA to support delivery of Little Wandle phonics programme catch up sessions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1,4,5
Provision of LSA hours in reception classes in autumn term to support transition, social and emotional needs and self regulation strategies	The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. Self-regulation strategies EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6
Staff CPD	High quality staff CPD is essential to stay up to date with curriculum changes and new ideas and initiatives. This is followed up during staff meetings, twilights and INSET. Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk) Effective teacher CPD and CPD leadership: What... HISP Research School	1,3,4,5,6,

Provision of LSAs to intervene 'at the point of learning' to provide feedback.	<p>There is extensive evidence that effective feedback can have a high impact on pupil's attainment. This can include addressing misconceptions, providing additional practice and clarifying learning.</p> <p>When teachers use good verbal feedback strategies, it saves them time and boosts pupils' engagement UCL IOE Blog</p>	1,2,3,4,5,6,
--	---	--------------

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

Budgeted cost: £ 5,587

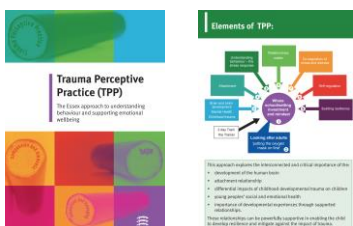
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of bespoke Speech and Language sessions to improve speech, listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>(Dialogic Talk, helicopter stories, vocabulary development)</p> <p>(£3610)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,3,4,5,6
<p>In- house tutoring (1:3 support programme)</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6

Pupil progress meetings discussing targeted disadvantaged children, teachers and SLT.	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1,2,3,4,5,6
Therapy Dog visits for key children	There is significant positive impact on child's wellbeing and learning behaviours after they have visited a therapy dog. <u>Dogs at school: a quantitative analysis of parental perceptions of canine-assisted activities in schools mediated by child anxiety score and use case International Journal of Child Care and Education Policy Full Text (springeropen.com)</u>	1,2,3,4,5,6
Structured interventions from LSA and HLTA for reading, writing, phonics and maths across school using a range of resources and following research from others	Pupils' who have gaps in their learning that need to be identified and effectively targeted	1,3,4,5,6
Use of a trained school counsellor (£1,977)	Pupils who have experienced significant trauma such as parental death, parental break ups or pertinent family circumstances. <u>School counselling in England campaign (bacp.co.uk)</u> <i>A recent study suggests that "a counsellor has a positive effect on young people's confidence, resilience, sense of self-worth, family</i>	1,2,4,5,6

	<i>relationships, friendships, school attendance and academic achievement”</i>	
--	--	--

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Trauma Perceptive Practice to support understanding behaviour and improving wellbeing.	<p>Essex LA developed a universal training offer called Trauma Perceptive Practice (TPP) to support schools and settings in understanding behaviour and supporting emotional wellbeing. This was put together from current research, and evidence based practice.</p>  <p>The infographic for Trauma Perceptive Practice (TPP) is divided into two main sections. The top section, titled 'Contents of TPP', lists five components: Understanding Trauma, Understanding Behaviour, Understanding Relationships, Understanding Learning, and Understanding Wellbeing. The bottom section, titled 'The approach supports the following...', lists four goals: development of the human brain, development of resilience, development of social and emotional skills, and development of academic skills. It also mentions that the approach is based on research and evidence, and is designed to be used by all staff in schools and settings.</p>	2,4,5,6
Employment of a Learning Mentor to support children's self-esteem and encourage positive attitudes to learning (£500)	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Rationale and impact Social, emotional and mental wellbeing in primary and secondary education Guidance NICE</p>	1,2,3,4,5,6
Lunchtime support- to provide high quality games and support and activities to	<p>Poor behaviour at lunchtime can prohibit academic learning in afternoon.</p> <p>School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf (nuffieldfoundation.org)</p>	1,2,3,5,6

engage pupils.	RB59 Socialvalue break lunchtime schools Blatchford Baines.pdf (ucl.ac.uk)	
Attendance Officer (£2000)	A detailed report from March 2022 looked into impact of different initiatives to improve attendance. Having an attendance officer to keep track of attendance patterns, repeat absences and analysing the data ensures that key children and families can be supported quickly. Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	4,5,6
Subsidised visits and clubs and uniform. Including-Contingency fund for acute issues. (£500)	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. Money also provided to purchase uniform Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

Total budgeted cost: £ 63,190

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review 2022-2023

All PP pupils receive high quality first teaching at Notley Green Primary School.

Each teacher knows their pupils well and personalised learning ensures that academically, individual needs are met through a combination of: use of high quality texts in class, key topic vocabulary pre-taught and used in lessons, precision teaching, targeted interventions, guided groups and an ethos of challenge for all groups.

Pupils' emotional and well-being needs are always at the forefront of thinking at Notley Green Primary: classroom staff respect and value each pupil ensuring that children are relaxed, calm and ready to learn.

In English lessons, focus groups for writing are going particularly well with gaps from the previous 2 years rapidly closing; the overall quality of writing across the school is improving and stamina for writing extended pieces shows progression across both key stages.

Little Wandle phonics has seen very positive impact where results of the Year 1 phonics test saw improvement of over 20%. We look forward to the continued success.

In maths lessons, a strong focus on basic skills, four operations and reasoning for all in daily lessons is ensuring solid mathematical progression is evident across school; precision teaching is used to good effect to ensure gaps are spotted and addressed as soon as possible, whilst higher attainers are catered for through complex 'grapple' tasks.

The pedagogical impact on teaching following the Direct Instruction approach has led to a clearer understanding for all learners. Modelling with precision and clarity has enabled all learners to achieve with success.

Learning Mentor: Children working with our learning mentor report that they look forward to their sessions, she helps them to make their learning stick and motivates them to keep going when the learning is difficult. Class teachers reported improved learning behaviours, increased self-esteem as well as academic progression. Our learning mentor reported that due to the success of the strategies used, some children have been deemed to no longer require regular mentoring, opting instead for 'light touch' drop-ins which has enabled more pupils across school to benefit from regular learning mentor sessions.

--

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rock Stars	Maths Circle Limited
White Rose Maths Resources	White Rose Maths
My Maths	Oxford University Press
Century	Century Tech
Little Wandle	Little Wandle- Revised Letters and Sounds
Letter Join	Green and James
Testbase	Testbase
Nuffield Early Language Intervention	Nuffield Foundation

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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.

Supporting our disadvantaged pupils is always at the forefront of our thinking and planning. We use a range of strategies that are not dependent on Pupil Premium and in the majority of cases embedded, within the school culture.

These include:

- Regular discussion and planning time set aside during key CPD sessions enable staff to apply learning.
- Teachers and support staff work extremely hard to close gaps in children's learning as well as ensuring any missed learning due to lateness or absence is caught up on wherever possible.
- Weekly updates are sent out, including local support and resources for families as they become available.
- Children send a personal invitation to parents to attend One Plan meetings, as well as the official form that is sent to parents.
- Autumn and Spring termly learning conferences were held via Teams or in person. We will be likely to offer a mixed approach in future to ensure as high a parent turnout as possible.
- Termly 'tea and chat' with SLT
- Termly 'SEN tea and chat' with SENCo team
- End of year afternoon tea for volunteers within the school community
- Daily meet and greet from SLT on the gate for families
- Daily meet and greet for pupils from classroom adults upon entering class
- Regular 1:1 reading and book discussion with an adult wherever possible
- Zones of Regulation across school
- Bubble groups
- Engaging, well-stocked reading areas in every classroom and a well-stocked refurbished school library
- Staff are contactable via email and at the door as well as through notes in the communication book which ensures strong relationships are fostered and maintained throughout a child's learning journey at Notley Green.
- Computing skills and internet safety knowledge amongst pupils are increasing with greater consistency across year groups due to receive Chromebooks and iPads