



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Ulcombe Primary School |
| Number of pupils in school | 64 |
| Proportion (%) of pupil premium eligible pupils | 49% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-24/2024-25/2025-26 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Emma Masters |
| Pupil premium lead | Emma Masters |
| Governor / Trustee lead | Annie Allum |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £ 52,380.00 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ N/A |

Part A: Pupil premium strategy plan

Statement of intent

Intent – Our Philosophy

Forty Nine percent of Ulcombe pupils are eligible for Pupil Premium, this means they *may* be disadvantaged to achieving the same outcomes as their peers. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is 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 current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is higher than the national average for primary schools.

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. overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows: Ensuring all students receive quality first teaching each lesson Closing the attainment gap between disadvantaged pupils and their peers Providing targeted academic support for students who are not making the expected progress Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Our Implementation Process

At Aspire we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our

approach is effective and we can cease or amend interventions that are not having the intended impact.

We will: Explore

Identify a key priority that we can address

Systematically explore appropriate programmes and practices

Examine the fit and feasibility with the school Prepare

Develop a clear, logical and well-specified plan

Assess the readiness of the school to deliver the plan

Make practical preparations

Deliver

Support staff and solve any problems using a flexible leadership approach

Reinforce initial training with follow-on support

Drive faithful adoption and intelligent adaption

Sustain

Plan for sustaining and scaling the intervention from the outset

Continually acknowledge, support and reward good implementation practices treat scale-up as a new implementation process

Our Review Process

Pupil premium progress is high on the agenda and written clearly into our Schools improvement/ federation improvement Plan. Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce lighttouch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The progress of pupil premium pupils is a standing item at subject meetings and regularly discussed at Leadership Level. The impact of all targeted pupil premium interventions are measured and reported to the Leadership Team throughout the year. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons

learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Executive Head Teachers are responsible for ensuring a pupil premium strategy is always in effect.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Mixed age classes and small year groups |
| 2 | Attendance and mobile nature of GRT pupils |
| 3 | Ongoing impact of the pandemic on reading and writing across the school |
| 4 | Balancing need for intervention and loss of time in other curriculum subjects |
| 5 | |

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 |
|--|--|
| <i>To ensure all pupils make at least expected progress over the key stage in reading, writing and maths</i> | All pupils make at least expected progress from year 2-6 in reading, writing and maths - ie exp - exp |
| To close gaps for year 1 following impact of pandemic | Accelerated progress for year 1 to close gaps between expected attainment from baseline and actual achieved in July 2024 |
| To improve outcomes in writing at year 2 and 6 annually | Targets set for years 2 and 6 writing met or exceeded |
| Close the gap in both outcomes and progress between PP and all pupils | Ensure PP achieve in line with non PP in terms of progress and attainment - see target setting |

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: £ 44,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| <i>Improving support and small group teaching - additional staff</i> | EEF - high impact | 1,2,3,4 |
| <i>Additional resources in maths</i> | EEF high impact, low cost - | 1,2,3,4 |
| <i>Nuture project and resources 3 x staff involved</i> | EEF - moderate impact | 1,2 |
| <i>Targeted teaching assistant interventions</i> | high impact for moderate cost | 1,2,3 |

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

Budgeted cost: £ 5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Targeted teaching assistant interventions</i> | EEF - moderate impact for moderate cost | 1,2,3 |
| <i>speech and language intervention - year R/1/2/3</i> | EEF - moderate impact for moderate cost | 1,2,3 |

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

Budgeted cost: £ 3,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| outdoor/ active learning in maths and English to reinforce concepts | EEF + 1 month of progress | 1,2,3 4 |
| <i>subsidies towards uniform, trips and activities</i> | EEF- moderate impact low cost | 1,2 |

Total budgeted cost: £43,500

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. **THERE IS NO DATA FOR 2021 - 2022 DUE TO COVID**

| |
|---|
| Impact |
| <u>Key stage 1 PP Expected +</u> |
| R 100% |
| W 33% |
| GPS 33% |
| M 33% |
| RWM 33% |
| GDS |
| R 0% |
| W 0% |
| GPS 0% |
| M 0% |
| RWM 0% |
| <u>Key stage 2 PP Expected +</u> |
| R 0% |
| W 0% |
| GPS 0% |
| M 0% |
| RWM 0% |
| GDS |
| R 0% |
| W 0% |
| GPS 0% |
| M 0% |
| RWM 0% |
| Progress % making expected progress from KS1 |
| R 0% |
| W 0% |
| GPS 0% |
| M 33% |
| RWM 0% |
| Progress % NOT making expected progress from KS1 |
| R 100% |

W 100%
GPS 100%
M 66%
RWM 100%

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 |
|------------------------------|-----------------|
| active maths and English | Teach Active |
| colourful semantics | |
| RWI | |
| OAA mapping cross curricular | |
| Freshstart | |
| | |