

Pupil premium strategy statement – Academic Years 2021-24

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	Plains Farm Academy
Number of pupils in school	163 including nursery
Proportion (%) of pupil premium eligible pupils	48.5% (79 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L. Cassidy – Head teacher
Pupil premium lead	A. Hunter – Deputy Head Teacher
Governor / Trustee lead	S. Ruffell Link governor for disadvantaged Steve Ruffell/Annette Parr Trustee Leads

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,945
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£126,545

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Plains Farm Academy is to provide all children with the opportunity to achieve their full potential regardless of race, gender, cultural heritage or previous experience. We use various strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all children having full access to the wider curriculum experiences. This ensures we develop well rounded individuals who achieve their ambitions and thrive in life.

Potential barriers to learning for disadvantaged pupils may include:

- Less effective support at home – particularly during school closures and periods of self-isolation where remote learning was accessed
- Lower than average language and communication skills
- Lack of confidence and low self-esteem
- Struggling with managing behaviours
- Attendance and punctuality issues

There may also be further complex family situations that can impact upon children and prevent them from reaching their full potential. The challenges faced by our children are varied and there is no “one size fits all” plan for support. We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. We reserve the right to allocate the PP funding to support any pupil the school has legitimately identified as being socially disadvantaged.

At Plains Farm Academy, our intention is:

- To eliminate the attainment gap between disadvantaged and non-disadvantaged children
- For all disadvantaged children in school to meet or exceed nationally expected progress measures
- For all disadvantaged children to access the rich extra-curricular provision on offer
- Be well-rounded, confident individuals who achieve their ambitions and flourish in life

We aim to do this through:

- Frequent monitoring of data and children's outcomes to ensure accurate and timely identification of pupils in need of support
- Ensuring that teaching and learning opportunities meet the needs of all and that where children have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff
- Ensuring all vulnerable children have access to breakfast club, have appropriate equipment, uniform provision and after school interventions
- Support to increase the attendance of vulnerable children

- Breakfast provided for all disadvantaged children on a morning and access to fruit throughout the school day
- Ensuring that vulnerable children have access to high quality pastoral and mental health support via Fun Friends, Friends for Life programme and Chatty Tuesdays
- Pupil Premium funding will be allocated following an analysis of each class which will identify specific groups or individuals.

Achieving these objectives:

The range of provisions available at Plains Farm Academy, include but are not limited to a recovery curriculum teaching assistant appointed in September 2021, delivering teacher planned literacy and maths intervention for three days per week across all key stages.

- Providing laptops to support with access to homework and remote learning where required.
- Allocating high quality teaching assistants to support with wellbeing
- Teachers and teaching assistants delivering interventions after school
- Weekly monitoring of children's books by leaders
- Breakfast club and after school club provided daily to vulnerable children
- Tracking and attendance monitoring by an external company, Attendance 100
- Frequent contact and support with parents and children regarding uniform, extra-curricular activities and trips

Challenges

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

Challenge number	Detail of challenge
1	Low communication, language and literacy – children enter EYFS below age related expectations - 100% of Nursery and Reception disadvantaged cohorts entered below ARE. Proven impact of NELI intervention adopted by the school in summer 2021 to continue with EYFS and identified Y1 pupils.
2	Impact of COVID-19 and school closures - very few disadvantaged children accessed remote learning or attended school during national lockdown. Lockdown also impacted upon children's first-hand experiences. For disadvantaged children, the gap was widened further in reading, writing and maths in the majority of classes
3	Observations and planning and work scrutiny demonstrate a need to further improve subject knowledge in the teaching of writing across key stage 1 and 2. During lockdown 2021, children focused less well on writing outcomes when working remotely from home and summer 2021 data indicated that the majority of disadvantaged children

	underperformed most in writing compared to non-disadvantaged children.
4	3 disadvantaged pupils were supported through CYPS or CAHMS and 17 pupils were supported through LAC, early Help, CP or CIN plans. The need for early help and CAMHS/CYPS involvement has increased upon return to school.
5	2023 Exit Data, showed that 44% of disadvantaged pupils were working below expected standard in reading, 44% working below in writing and 38% working below in maths.
6	Attendance for 2022-23 for disadvantaged pupils was 89.6% a slight decrease from 2021-22 at 90.4%. 55.7% of disadvantaged children were identified as persistent absentees in 2021-2022 with an overall attendance of below 90%. In 2022-23 this has fallen to 39.2% of PP considered as persistently absent.

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 raise the standards of achievement for disadvantaged children achieving age related expectations in RWM across key stage 1 and 2, bringing it in line/exceeding national expectations and/or in line with progress of individual child's starting point/s	PP children's tracking data will show ARE and/or progress from relative starting points year on year
To raise the standards of achievement for disadvantaged children in Maths in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Maths tracking data will show ARE and/or progress from relative starting points year on year
To raise the standards of achievement for disadvantaged children in Reading in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Reading tracking data will show ARE and/or progress from relative starting points year on year
To raise the standards of achievement for disadvantaged children in Writing in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's Writing tracking data will show ARE and/or progress from relative starting points year on year
Disadvantaged children's attendance is in-line with national expectation	Ensure attendance of disadvantaged pupils is above 95%

Improve oral language skills for children in Early Years and Year 1	PP children in Early Years are able to express their needs fluently and be 'Year 1' ready
Where children are not fully supported at home, to ensure they eat breakfast, given an opportunity to complete homework with support and regularly heard read.	No child will be disadvantaged through financial hardship or lack of parental support
To support children's mental health and wellbeing in all areas impacting positively on emotional intelligence and resilience therefore improving readiness for learning.	The resilience and motivation of children eligible for PP in learning situations will be improved. Attainment and progress for these (and other) children is improved.

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: £82,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to effectively implement writing programme through whole school CPD *to implement Literacy Shed Resources throughout KS1 and LKS2 English Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions. TLR to monitor impact of approach. English Lead to liaise with Leads from across the Trust to evaluate effectiveness. Resubscribe to Literacy Shed Plus as a tool to support early writing steps. Writing Lead to continue to monitor Read to Write across KS2.	Recommendations 4 and 5 in the new EEF guidance document on improving literacy in KS2 describes features of the programme chosen. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,3

Introduce and implement the Mastering Number Programme for EYFS and KS1. Maths Hub CPD for Lead and Lead Teachers – resources provided from Great North Maths Hub. Follow up CPD from Maths Lead, Trust Lead. Whole school CPD Maths Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions. TLR to monitor impact of approach. Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness. Renewal of White Rose License Renewal of deepening understanding	<i>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</i> EEF +5 Mastery Approach to Learning <i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i> <u>Improving Mathematics in Key Stage 2</u>	2
Develop and refine Whole Class Guided Reading Model across KS2 to support the development of comprehension strategies.	<i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</i> <i>'Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction'</i>	2

Bespoke CPD provided by SLT to implement Reading Curriculum. Monitoring of newly implemented programme by SLT and MLT.	<u>Reading comprehension strategies EEF</u> (educationendowmentfoundation.org.uk)	
Embed the teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups TLRs will attend Teacher Research groups with Mastery specialist to develop own teaching of maths to disseminate to staff across school. TLRs and Lead staff to trial approaches in classes and cater to needs of school and children. TLRs and Mastery Specialist will provide CPD bespoke to school to further develop teaching for mastery.	EEF <u>Improving Mathematics in the Early Years and Key Stage 1 EEF</u> (educationendowmentfoundation.org.uk) EEF +5 Mastery Approach to Learning <i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i> <u>Improving Mathematics in Key Stage 2</u>	2,3
Retention of support staff to supplement teachers enabling disadvantaged pupils to receive high quality teaching. HLTA 4x days Y6 TA 5x days Y5	Evidence from 'The Deployment and Impact of Support Staff (DISS) Project,' summarised effective TA deployment, training and use in one clear principle – 'use TAs to supplement what teachers do, not replace them'	2,3

Use of the Phonics leader to deliver effective CPD and further develop her coaching programme with all staff teaching RWI phonics programme throughout school alongside the RWI development days.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
---	---	-----

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

Budgeted cost: £15,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based interventions to be implemented termly, following each assessment cycle. All interventions will be focused around reading, writing, maths and social, emotional and mental health.	Small group intervention based upon autumn term assessment. EEF Research in to Reduced Class Sizes . The lower class numbers also allow for children to receive more individualised feedback which, according to research, has a high impact on attainment. EEF – Feedback Research Evidence .	1,2,3
Staff to attend CPD and implement Blast Literacy Additional training for 2x TAs and 1x Teachers 1-day training Delivered 5 x 1 ½ hours per day.	School have found that due to the impact of Covid 19, children are entering school with poor communication and language skills. EEF +6 Oral language interventions <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i> <i>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</i> Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent</i>	1

	<i>impact on attainment of approximately 3-4 months' progress.</i>	
Chatty Tuesdays for identified children in school. Training for HLTA 2x days per week 1x day to plan 1x day to deliver on a 1:1 basis	<i>'Children's emotional well-being is just as important as their physical health. Good mental health helps them develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.'</i> https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/children-and-young-people	6, 5, 4

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £28,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance 100 works closely with families and offers both challenge (referring to the LA where necessary) as well as support	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	6
Wider Mental Health Training for staff:	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)	6,5,4
Fun friends and Friends for Life ran for identified children Training for 3x members of staff	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):	6,5,4
Relax Kids 2x 1:1 session 1x small group session	'Relax Kids enhances young people's capacity to be successful. A lot of the features from the Relax Kids programme really help young people to ground themselves learn how to deal with adversity and they will be more resilient and able to survive with these techniques. There will always	6, 5, 4

	be times where it is tough and they will be more resilient and resourceful if they have these techniques.'	
Educational Psychologist:	To ensure quality First Teaching all staff make good use of advice and undertake guidance from the Educational Psychologist team. <u>As above EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk</u>	1, 2, 3, 4, 5, 6
Enrichment of the curriculum enhanced by off-site visits and visitors to school (including wider school experiences. Pantomime visit etc)	Research seems to point to benefits for children who get experiences outside the classroom, most highlight how difficult this is to measure. We need to provide children with first hand experiences in order to inspire, connect and appreciate the wider opportunities available. This is especially true for our disadvantaged pupils. <u>Research into the value of outdoor education and visits.</u>	3,2

Total budgeted cost: £126,545

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

On the whole, disadvantaged children made progress in terms of attainment from their starting points in September 2022. This was a result of a combination of utilising the PP spend and targeted interventions for pupils in all year groups who come from a disadvantaged background.

Reading:

% PPM chn on track to achieve Average + in reading		
	Aut 23	Sum 24
Y3	38%	64%
Y4	53%	67%
Y5	54%	67%
Y6	36%*	59%

Writing:

% of chn achieved EXS+		
	Aut 23	Sum 24
Y1	56%	56%
Y2	38%	12%
Y3	35%	37%
Y4	36%	46%
Y5	29%	43%
Y6	41%	71%

Maths:

% PPM chn who achieved EXS+ in July 24		
	Aut 23	Summer 24
Y1	31%	73%
Y2	50%	27%*
Y3	46%	57%
Y4	40%	60%
Y5	58% *	67%
Y6	21%	59%

Where children have not made as much progress key children have been identified as targets to support increased attainment across the autumn term. These children will receive bespoke interventions and have been discussed during teacher handover sessions prior to this academic year.

Identified disadvantaged pupils received weekly bespoke support to address social and emotional needs. Pupils and parents say they valued the opportunity to talk to a key member of staff.

Disadvantaged children had their attendance closely monitored when they returned to school in the summer term and staff worked closely with parents of PA and alongside Attendance 100 to ensure they came into school regularly however disadvantaged attendance at the end of the year was 89.6% - a slight decrease on the previous year's figures.

The attendance of children who were considered persistently absent has continued to fall with 39.2% of PP children considered Persistently Absent. 68.8% of the Persistently Absent children were PP.

The emotional wellbeing of many children and families were supported throughout the year. All new staff completed iCAMHs training and the wellbeing of staff and children remained a key focus across the academic year. Wellbeing staff and child champions were identified and meetings were held weekly. Chatty Tuesdays continued and questionnaires indicated that children now feel less anxious in class and are more focused on their learning. It is clear from evaluations and discussions with parents and children that Chatty Tuesdays had a significant impact upon the mental health of our children. As a result of the work, some children were then referred on to appropriate services.

A number of educational visits were subsidised for PP children, including Pantomime visits and residential for Y6 children.