



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   | Allington Primary School               |
| Number of pupils in school  | 468                                    |
| Proportion (%) of pupil premium eligible pupils   | 7.9<br>%                               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-22<br>2022-23<br>2023-24          |
| Date this statement was published   | September 2023                         |
| Date on which it will be reviewed   | September 2024                         |
| Statement authorised by   | C. Howson, Head Teacher                |
| Pupil premium lead  | E. Burton-Grange,<br>Inclusion Manager |
| Governor / Trustee lead   | L. Duckett, Governor for<br>Inclusion  |

## Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £ 37,830  |
| Recovery premium funding allocation this academic year  | £ 0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 37, 830 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Allington Primary School, our aim is to use Pupil Premium funding to improve and sustain higher attainment for disadvantaged pupils, thus leading to the closing of the attainment gap between them and their non-disadvantaged peers.

During the period of this strategy plan, we will be focusing Pupil Premium funding on the challenges we have identified as negatively impacting on our disadvantaged pupils' attainment: reduced exposure to high-quality reading and enrichment opportunities, lateness and attendance, poor communication and language skills and social, emotional and mental health issues.

Our approach draws on common challenges disadvantaged pupils may face, but also takes into account challenges that have been identified as specifically impacting disadvantaged pupils at Allington.

To ensure our strategy is effective, we will:

- Adopt a whole-school approach, which is linked to our School Development Plan, where all staff will take responsibility for promoting high standards of achievement for disadvantaged pupils.
- Ensure early identification of challenges impacting on disadvantaged pupils' ability to engage with school life, and implement personalised strategies to help them overcome these.
- Regularly review the effectiveness of our Pupil Premium Strategy and make changes to provision where necessary and appropriate.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Reduced exposure to high quality literacy materials outside of school.</p> <p><i>Internal assessment data from 2022-23 shows that although the attainment gap between our disadvantaged and non-disadvantaged pupils has closed (82.3% vs 86.3% respectively), a significant writing gap continues to persist, with 77.3% of disadvantaged pupils achieving ARE+ in Writing, compared with 85.4% of non-disadvantaged children.</i></p>   |
| 2                | <p>Reduced exposure to enrichment opportunities outside of school.</p> <p><i>Our observations and discussions with children and families indicate that disadvantaged children have reduced access to cultural opportunities which are impacting on their understanding of the curriculum and contributing to the attainment gap. This has been backed up by national findings which have ultimately led to an increased focus on improving 'cultural capital' within the curriculum.</i></p> |

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|---|--|
| 3 | <p>Increased likelihood of lateness and poor attendance.</p> <p><i>In 2022-23, there was a 1.0% attendance gap between disadvantaged and non-disadvantaged pupils, with 26.32% of our disadvantaged pupils presenting as persistent absentees (an attendance of 90% or less) compared with 8.16% of non-disadvantaged pupils.</i></p> <p><i>Lateness is being closely monitored in 2022-23; at present, disadvantaged children are twice as likely to be late than non-disadvantaged pupils.</i></p> |
| 4 | <p>Increased likelihood of underdeveloped oral language and reduced vocabulary, as well poorer communication skills in general.</p> <p><i>At present, 10.0% of the school are receiving intervention focused on oral language, communication or vocabulary. Of these, 13.0% are targeted at disadvantaged pupils.</i></p>  |
| 5 | <p>Increased likelihood of social, emotional and mental health issues as a result of home life challenges.</p> <p><i>At present, 12.8% of the school are receiving interventions focused on social, emotional and mental health needs. Of these, 13.3.% are targeted at disadvantaged pupils.</i></p>  |
| 6 | <p>Increasing number of disadvantaged children presenting with additional needs which require adapted curriculum support.</p> <p><i>At present, 27.8% of disadvantaged pupils have additional needs which require adapted curricula and tailored support. Of these pupils, 20.0% require a completely bespoke curriculum.</i></p>  |

## 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 continue to refine and embed our approach to the teaching of reading and writing throughout the school         | <p>There will be a consistent approach to phonics teaching across EYFS/KS1, which will extend into Year 3 for the lowest readers.</p> <p>Children will have access to high-quality reading and learning materials which align with their phonics teaching in class and will support their phonic knowledge development.</p> <p>Children from disadvantaged backgrounds will make good progress in reading and writing, supporting them to close the gap between them and their peers.</p> |
| To provide opportunities through whole-class teaching and through targeted intervention for language development. | Language screening will be routinely used throughout the school to support intervention planning, demonstrate progress with   |

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|  | <p>language development and assist with referrals to external professionals.</p> <p>Informed by baseline assessments, early teaching in the EYFS will have a focus on improving language and communication skills of disadvantaged children.</p> <p>Targeted, personalised intervention will be in place for children with identified language needs.</p> <p>Referrals for children with language and communication needs will be timely, to enable them to access appropriate external support.</p> |
| To strengthen home-school partnerships in order to improve children's overall wellbeing, attendance and educational achievement  | <p>Parents and children will have a designated point of contact for support.</p> <p>Home-school partnerships will be strong and trusting relationships will be built.</p> <p>Families will be well-supported, with both internal and external support strategies.</p> <p>Vulnerable pupils will have good emotional well-being and will make progress with their targets.</p>  |
| To review and embed the attendance policy, focusing on improving the attendance of persistent absentees and school avoiders by supporting parents and improving children's resilience. | <p>The number of persistent absentees will reduce over the course of the academic year.</p> <p>School avoiders will be supported to reduce their anxiety and improve their attendance.</p> <p>Parents will be supported to improve their children's punctuality and attendance.</p> <p>Children will be in school more consistently, resulting in overall improved well-being and academic achievement.</p>  |
| To further improve support for children with complex social, emotional and mental health needs.  | <p>Two members of staff, including a member of the Senior Leadership Team will embark on NurtureUK training.</p> <p>A plan for a whole-school approach to positive mental health and wellbeing will be in place.</p> <p>Working alongside mental health provision in the local area, the school will provide mental health support which fills existing gaps, thus ensuring good mental health for all.</p>  |

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|  | <p>Staff will be trained to recognise and support difficulties children may have as a result of attachment issues or trauma, to support children's overall wellbeing and development.</p> <p>Staff will be trained to deliver high-quality social skills interventions, with clear start and end points, to support children's social development.</p> |
| To ensure that all children have access to high-quality teaching and appropriately adapted curriculums to support progress and attainment. | <p>Teachers will feel confident adapting the curriculum to meet the needs of most learners within the mainstream classroom.</p> <p>Teachers will feel confident planning bespoke curricula for those pupils with severe and complex needs.</p> <p>All pupils will make good progress towards their individual targets.</p>                             |

## 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: £3,100

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Train new EYFS and KS1 teaching and support staff in Read, Write Inc. | <p><a href="#">The EEF Toolkit</a> – 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</p> <p>The EEF Toolkit states that 'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.'</p> <p><a href="#">Department for Education</a> – The Reading Framework (July 2021)</p> | 1                             |

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|---|--|---|
|   | This document outlines the importance of teaching reading using a Systematic Synthetic Phonics programme.  |   |
| Train staff in TEACCH to support curriculum adaptation and bespoke curriculum planning.   | <p><a href="#">The EEF Toolkit</a> – ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p><a href="#">Ofsted</a> – ‘... Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.’</p> | 6 |
| Renew the Now Press Play subscription to continue to enhance children’s learning experience.  | <p><a href="#">Department for Education</a> – Teaching a Broad and Balanced Curriculum for Education Recovery (June 2021)</p> <p>The Government continues to focus on the teaching of a broad and balanced to help children, including those disadvantaged children hit hardest by the effects of Covid-19, to catch up.</p>   | 2 |
| Purchase high-quality low reading age, high interest age texts, including non-fiction texts to support all children’s access to high quality reading materials. | <a href="#">National Literacy Trust</a> – ‘Not only do fewer disadvantaged pupils say that they have a book of their own at home than their advantaged peers, but those who do have books of their own report fewer books than their more advantaged peers (39.8 vs. 52.6)’  | 1 |

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

Budgeted cost: £ 14,100

| Activity                          | Evidence that supports this approach   | Challenge number(s) addressed |
|-----------------------------------|--|-------------------------------|
| Renew Speech Link & Language Link | <p><a href="#">The EEF Toolkit</a> – ‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</p> <p>The EEF Toolkit states that oral language interventions have ‘a high impact on pupil outcomes of 6 months additional progress’ and that ‘approaches that focus on speaking, listening</p> | 4                             |

|  |  |   |
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|  | and a combination of the two all show positive impacts on attainment’.   |   |
| Specific TA to deliver personalised expressive and receptive language interventions.   | <p><a href="#">The EEF Toolkit</a> - ‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</p> <p>The EEF Toolkit states that oral language interventions have ‘a high impact on pupil outcomes of 6 months additional progress.’ It also states that ‘language interventions with frequent sessions that are delivered over a sustained period may have a larger impact, overall’ and ‘approaches that are delivered one-to-one also have larger impacts’.</p>   | 4 |
| Purchase high-quality literacy materials for all PP children   | <a href="#">National Literacy Trust</a> – ‘Not only do fewer disadvantaged pupils say that they have a book of their own at home than their advantaged peers, but those who do have books of their own report fewer books than their more advantaged peers (39.8 vs. 52.6)’  | 1 |
| Purchase additional Read, Write Inc. resources to support children needing a more personalised approach or additional home learning. | <p><a href="#">The EEF Toolkit</a> – ‘It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’</p> <p>The EEF Toolkit states that ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.’</p> <p><a href="#">Department for Education</a> – The Reading Framework (July 2021)</p> <p>The Reading Framework (July 2021) states that ‘To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.’</p> | 1 |
| 1:1 or small group tuition for lower attaining pupils, with a particular focus on writing and maths.                                 | <a href="#">The EEF Toolkit</a> – ‘Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.’   |   |

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

Budgeted cost: £ 20,630

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embed the role of Family Liaison Officer to improve parental engagement and attendance.  | <p><a href="#">The EEF Toolkit</a> – ‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.’</p> <p>The EEF Toolkit states that ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p> | 3, 5                          |
| Provide training to all members of staff on attachment difficulties and early trauma.  | <a href="#">PAC-UK</a> – ‘Children and young people who have experienced early life trauma can experience a range of challenges in school. The Department for Education is increasingly recognising the long term impact of trauma and loss. Education providers can use Pupil Premium Plus to purchase any of our specialist education services.’  | 5                             |
| Two members of staff to embark on NurtureUK training and begin the processes of establishing a whole-school approach to mental health and wellbeing. | <p><a href="#">Department for Education</a> - Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p> <p><a href="#">NurtureUK</a> – A project completed in 2019 evaluating the success of the National Nurturing Schools Project and the use of the Boxall Profile ‘provided strong evidence that the approach was effective and could trigger a large number of positive outcomes for children, teaching staff and across the whole school...Importantly, we observed that the SEMH needs and wellbeing of children significantly improved over the course of the</p>  | 5                             |



|   |   |      |
|---|---|------|
|   | academic year, as a result of schools identifying and responding to the needs.'   |      |
| Access to professional services to support additional needs i.e. play therapist, educational psychologist | <a href="#">Mental Health Foundation</a> – 'A growing body of evidence...has shown there is a strong socioeconomic gradient in mental health, with people of lower socioeconomic status having a higher likelihood of developing and experiencing mental health problems.'  | 5    |
| Subsidise trips, extra-curricular activities and uniform for PP children in need of support.              | <p><a href="#">Sandringham Research School</a> – 'subtle interactions and relationships are more important than big interventions...Part of this needs to be creating a sense of belonging, by enabling pupil premium students to access clubs and extra-curricular.'</p> <p><a href="#">Department for Education</a> – Teaching a Broad and Balanced Curriculum for Education Recovery (June 2021)</p> <p>The Government continues to focus on the teaching of a broad and balanced to help children, including those disadvantaged children hit hardest by the effects of Covid-19, to catch up. This includes wider school experiences such as school trips and external visitors.</p> | 2, 5 |
| Subsidise breakfast and after-school club for PP children in need.  | <a href="#">The EEF Toolkit</a> - '...a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1... Breakfast club schools also saw an improvement in pupil behaviour and attendance.'  | 3, 5 |
| Provide free school milk for children.  | <a href="#">Department for Education</a> – The DfE have offered a free or subsidised milk scheme for many years, designed to boost basic nutrition for the most vulnerable pupils.  | 5    |
| Contingency fund for acute issues.  | Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.  | All  |

**Total budgeted cost: £37,830**

## 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 2022-2023 academic year.

#### Academic Data

Progress of disadvantaged children in all subjects in 2022-23 was comparable to that of non-disadvantaged children. This is particularly true for Reading, where there was only a -0.5% difference in progress of disadvantaged and non-disadvantaged children; given that improving reading outcomes has been a focus of our PP strategy for the last two years, this is a strong indication that the strategy and associated spending has had good impact.

Attainment of disadvantaged children in all subjects in 2022-23 has improved compared with 2021-22, which again indicates that the strategy and associated spending is having impact, however their attainment continues to be lower than that of non-disadvantaged pupils. However, in Reading and Writing the gap has narrowed in 2022-23 compared with 2021-22 (Reading 5% vs 9% and Writing 9.1% vs 15.5%). The gap in Maths has widened slightly (5.4% vs 4.4%), so this will need to be considered in the strategy for 2023-24. Writing attainment for disadvantaged children is the weakest area, so this should be reflected in the 2023-24 strategy, particularly now that reading attainment has improved.

| Attainment<br>(YR-Y6) | PP           |              |              | Non-PP       |              |              |
|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                       | ARE +<br>Aut | ARE +<br>Spr | ARE +<br>Sum | ARE +<br>Aut | ARE +<br>Spr | ARE +<br>Sum |
| Reading               | 71.0%        | 81.4%        | 82.3%        | 74.9%        | 79.1%        | 87.3%        |
| Writing               | 46.7%        | 66.7%        | 77.3%        | 69.4%        | 84.0%        | 86.4%        |
| Maths                 | 74.4%        | 83.9%        | 86.0%        | 84.0%        | 89.1%        | 91.4%        |

| Progress<br>(Y1-Y5) | PP           |              |              | Non-PP       |              |              |
|---------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                     | Exp +<br>Aut | Exp +<br>Spr | Exp +<br>Sum | Exp +<br>Aut | Exp +<br>Spr | Exp +<br>Sum |
| Reading             | 66.0%        | 90.0%        | 90.5%        | 68.7%        | 79.6%        | 91.0%        |
| Writing             | 70.9%        | 90.7%        | 86.8%        | 68.4%        | 84.1%        | 96.0%        |
| Maths               | 54.6%        | 91.9%        | 89.3%        | 73.0%        | 84.0%        | 91.8%        |

#### Attendance Data

Data for 2022-23 shows that the attendance of disadvantaged pupils continues to fall short of the School's target of 97% in most year groups. However, persistent absence among disadvantaged pupils fell from 41.7% in 2021-22 to 26.3% in 2022-24 and the attendance gap between disadvantaged and non-disadvantaged pupils as fallen from 3.8% to 1%, indicating that the strategy and associated spending is starting to have impact. Promoting good

attendance of our disadvantaged pupils remains a focus. A particular focus needs to be on those year groups where the attendance is falling below 90% as this indicates an issue with persistent absenteeism. The 2023-24 strategy will consider this.

|           |       |
|-----------|-------|
| <b>YR</b> | 90.3% |
| <b>Y1</b> | 94.3% |
| <b>Y2</b> | 93.5% |
| <b>Y3</b> | 93.2% |
| <b>Y4</b> | 89.9% |
| <b>Y5</b> | 89.5% |
| <b>Y6</b> | 93.4% |

### **Monitoring Activities**

The Pupil Premium Strategy was monitored three times in 2022-23 and progress relating to each planned activity was evaluated. Due to the original strategy being a three-year plan, the majority of targets and planned activities have will remain the same. However, there was a significant focus on Reading in the 2021-22/2022-23 strategies which now appears to be having impact as we have seen strong progress of disadvantaged pupils in reading and a narrowed attainment gap in Reading between disadvantaged and non-disadvantaged pupils. As a result, the 2023-24 Pupil Premium Strategy may have a stronger focus on Writing and Maths. The Pupil Premium Strategy for 2023-24 will be reviewed at three points in the year – January, April and July.

## **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*

| <b>Programme</b>       | <b>Provider</b>        |
|------------------------|------------------------|
| Read, Write Inc.       | Ruth Miskin Training   |
| Literacy Shed Plus     | Education Shed         |
| Spelling Shed          | Number Stacks          |
| Times Table Rock Stars | Times Table Rock Stars |
| Purple Mash            | 2Simple                |
| Now Press Play         |                        |