

Pupil premium strategy statement – Puss Bank School & Nursery

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 2023-24
School name	Puss Bank School & Nursery
Number of pupils in school	415 (49 in Nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021/22 to 2024/25 (updated for 2023/24)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Kathy Nichol (Headteacher)
Pupil premium lead	Rachel Hammond (Deputy Head)
Governor / Trustee lead	Mick Warren

Funding overview

Detail	Amount – 2023 - 2024
Pupil premium funding allocation this academic year	£95,540
Recovery premium funding allocation this academic year	£3079
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	£98,619

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

3 Year Plan – updated 2023 - 2024

Three Year Plan

At AET, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects

Our priorities are to ensure that we do this are:

AIM 1: To close the gap in attainment between pupil premium children and our non-disadvantaged children.

AIM 2: To ensure that pupil premium children with SEND make good or better progress from starting points.

AIM 3: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge – 2022 – 2023 – Key –	Additional Challenges - 2023 – 2024
	<p>Challenge has broadly remained the same and needs to continue to be worked upon</p> <p>Some of the challenge overcome but other challenges arisen – record in the right-hand column.</p> <p>Challenge has been broadly overcome – new challenge arisen which is recorded in right hand column.</p>	

1	<p>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.</p>	<p>This challenge continues as new children attend the nursery and school.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>In 2022/23 Year 1 75% of PP children achieved the phonics, compared to 73% whole school. This is still a challenge in Year 2.</p>	<p>In 2023/24 Year 1 43% of PP children achieved the phonics, compared to 76% whole school. This is a greater gap than in the previous year. This is still a challenge in Year 2.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have continued to markedly increased since the start of the pandemic. Pupils require additional support with social and emotional needs, with a proportion of whom are disadvantaged. They receive small group interventions.</p>	<p>These challenges continue.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils. With a significant number of pupils with PA.</p> <p>18% of disadvantaged pupils have been 'persistently absent' compared to 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>During 2022/2023 19% of disadvantaged pupils have been 'persistently absent' compared to 13% of their peers. This is a greater gap than in the previous year.</p>
5	<p>Analysis of our identified vulnerable pupils continues to show that neglect is the most frequent area of concern.</p> <p>Some pupils are then not ready to learn and are not equipped with the personal and social skills to organise themselves and their learning.</p> <p>Reduced enrichment experiences and cultural capital result in lower starting points and weaker progress for some children and especially affects many pupils from disadvantaged backgrounds.</p>	<p>These challenges continue. Also, there are some families struggling with the current cost of living crisis.</p>
6	<p>The curriculum as a progression model could not be fully implemented due to Covid disruption; therefore, there is a cultural capital deficit in all year groups.</p>	<p>This is continuing to close but continues to be a challenge. Also, there are some families who are reluctant for their children to be able to take part in some activities such as residential.</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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Maintain high levels of attendance	Ensure attendance of disadvantaged pupils is above 96%
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved parental engagement results in improved attainment and the school securing the right support for pupils more quickly.	Improved parental engagement evidenced by: <ul style="list-style-type: none"> • Records on CPOMS • Parent input on documentation for SSFs and Needs Assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant reduction in violent outbursts and disputes in the playground.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance for all pupils 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 7% lower than their peers.
All pupils feel safe and have the experiences and knowledge to improve their academic achievement and develop independence.	<p>Improved outcomes for pupils, especially pupils from disadvantaged backgrounds demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Outcomes of the research project with the EEF. • KS2 SATs.

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: £9,000

Activity Used last year but did not work and will not use this year. Some elements worked and others didn't – review in far right column. Used last year and worked well – continue to use this year. No highlight means new activity / research etc. for 2023-2024.	Evidence that supports this approach	Challenge number(s) addressed	Review or new activities
Whole school plan for reading including the implementation of SSP Little Wandle and Parental Engagement.	Ofsted Review of Reading EEF Teaching Toolkit Parental Engagement EEF Teaching Toolkit Phonics EEF Toolkit Reading Comprehension Strategies EEF Guidance Report Parental Engagement	1,2	All staff continued to receive Little Wandle training updates, and new staff received training.
Trauma Informed Practice & Zones of Regulation	EEF (+4 months) Social and Emotional Learning	3,5	All staff received training refreshers as required on Trauma Informed Practice and it is used by all staff. All staff received training on Zones of Regulation this year, and this is used by all staff.
New behaviour policy and systems and new 'Puss Bank Promises' linked to rewards and consequences	EEF (+4 months) Social and Emotional Learning	3,5	All staff received training refreshers as required on Trauma Informed Practice

			and it is used by all staff. All staff received training on Zones of Regulation this year, and this is used by all staff.
Designing and evaluating the impact of a knowledge rich sequential curriculum as a Progression Model through effective system leadership.	Evidence and reading from the revised Ofsted Inspection Framework. Ofsted Reviews of History, Geography, Music, RE, Science	1,6	All staff received training through the Trust and in-house. This continues this year.
ELSA	EEF (+4 months) Social and Emotional Learning	3,5	New last year, continues this year.
Continued use of Word Aware to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral Language Interventions EEF	1,2	
Engagement in training and support based on developing oracy skills from both the Aspire trust and outside expertise.	The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their thoughts and communicate effectively (EEF)	1,2	

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review or new activity
<p>Used last year but did not work and will not use this year.</p> <p>Some elements worked and others didn't – review in far right column.</p> <p>Used last year and worked well – continue to use this year.</p> <p>No highlight means new activity / research etc. for 2022-2023.</p>			

<ul style="list-style-type: none"> • Intervention programmes for targeted children for phonics and early reading skills • Individual programmes of reading support for identified children - BR@P • Phonics sessions for all children in Y2 and then move to targeted sessions for children who need this • Helicopter Stories and RLP • Effectively identify the gaps in pupil knowledge through teacher assessments and data analysis - this will be discussed at termly PPM's • Teacher led interventions to focus on misconceptions from the taught sessions 	<p>EEF (+4 Months) Small Group Tuition</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (*4 months) Teaching Assistant Interventions</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has on average a +4 month progress impact.</p>	1,2,6	Continue all interventions with teaching assistants
<ul style="list-style-type: none"> • Identified children to attend additional before and after school individual and small group sessions with teachers and teaching assistants from school • Ongoing assessments to prioritise next steps, with communication between teaching assistant and teacher. 	<p>EEF (+4 Months) Small Group Tuition</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2	Continue with this action – focus on Year 6.
<ul style="list-style-type: none"> • Little Wandle Reading Sessions for all children whose phonics are not age appropriate. 	<p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction <u>Making Best Use of Teaching Assistants EEF</u></p>	2	Continue with this action.

<ul style="list-style-type: none"> Inference training 	<p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction Making Best Use of Teaching Assistants EEF</p>	2	Continue with this action.
<ul style="list-style-type: none"> Precision Teaching 	<p>Recommendation 5: Use TAs to deliver high quality one-to-one and small group support using structured interventions Making Best Use of Teaching Assistants EEF</p>	2,3	Continue with this action.
<ul style="list-style-type: none"> Pre-teaching and same day interventions and targeted 1:1 session additional to lessons to consolidate, reinforce learning (before school sessions for targeted pupils) 	<p>Recommendation 2: Use TAs to add value to what teachers do, not replace them</p> <p>Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions Making Best Use of Teaching Assistants EEF</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision – Extending School Time - EEF</p>	2,3	Continue with this action.
<ul style="list-style-type: none"> Additional phonics sessions targeted at disadvantaged pupils who require further phonics support as well as use of Rapid Catch Up programme in LKS2. 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2	Continue with this action.
<ul style="list-style-type: none"> Targeted 1:1 intervention with TAs based on individual needs 	<p>Recommendation 5: TAs to deliver high quality one-to-one and small group support using structured interventions Making Best Use of Teaching Assistants EEF</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF</p>	1,2,3	Continue with this action.

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

Budgeted cost: £51,000

Activity Used last year but did not work and will not use this year. Some elements worked and others didn't – review in far right column. Used last year and worked well – continue to use this year. No highlight means new activity / research etc. for 2022-2023.	Evidence that supports this approach	Challenge number(s) addressed	Renew or new challenge
<ul style="list-style-type: none"> Children's University 		6	Children's University had an impact but ratio of workload: impact is low.
<ul style="list-style-type: none"> Learning mentor support for vulnerable children and families across school, including parenting and supporting SEMH Learning mentor to support core families and improve school attendance The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support. <ul style="list-style-type: none"> Coffee Mornings MDA readers All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement. Subsidised trips and residentials. Free breakfast club open to identified vulnerable pupils. 	EEF (+3 Months) – Parental Engagement We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading the involvement of parents in their children's learning activities; more intensive programmes for families in crisis. 	3,4,5	Continue all actions apart from MDA readers – due to finances.

<ul style="list-style-type: none"> • SEMH support through play therapist, mental health practitioner, ELSA and learning mentor. • 1:1 play therapy sessions • SEMH interventions - bespoke and focusing on CBT, self-esteem and resilience, bereavement, anxiety and worries • Mental Health First Aiders available for pupils • Pupil mental health ambassadors. 	<p>EF (+4 Months) Social and Emotional Learning</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>3,5</p>	<p>Continue all actions.</p>
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Total budgeted cost: £99,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – 2022 – 2023 review period

Teaching Strategies

- All teachers received training Little Wandle updates, Metacognition and Zones of Regulation throughout 2022-23
- Small steps of progress pedagogy seen in each class
- Staff confidence in delivering Little Wandle across Foundation Stage and KS1 has continued to grow and all staff are now trained in the programme
- Staff continued to implement the metacognitive strategies
- Staff engaged well with Trust year group moderation and practice was improved as a result

Targeted Support

- The staffing was deployed effectively during the year and progress was seen in end of year assessments for the majority of classes
- Intervention programmes for targeted children for phonics and early reading skills were led by a qualified teacher and teaching assistants
- Individual programmes of reading support for identified children - BR@P – supported children in KS2
- Phonics sessions took place for all children in Y2 and then move to targeted sessions for children who needed this
- Helicopter Stories and RLP were used to support children in Reception
- Gaps in pupil knowledge were effectively identified through teacher assessments and data analysis - this was discussed at termly PPM's and actions put into place
- Teacher led interventions focused on misconceptions from the taught sessions
- Identified children attend additional before and after school individual and small group sessions

Wider Approaches

- The learning mentor has supported vulnerable children and families across school, including parenting and supporting SEMH
- The learning mentor has supported core families to improve school attendance
- The parental engagement of families increased through early intervention, close working with all agencies and additional in-school support, coffee mornings and MDA readers
- All children who were eligible for the pupil premium were supported to engage in a wide range of enrichment opportunities and financial support was provided to ensure engagement.

- Subsidised trips and residentials for disadvantaged pupils
- Free breakfast club was open to identified vulnerable pupils
- SEMH support was provided through play therapist, mental health practitioner and learning mentor.
- SEMH interventions were run for identified children. These were bespoke and focused on CBT, self-esteem and resilience, bereavement, anxiety and worries
- Mental Health First Aiders were available for pupils
- There were pupil mental health ambassadors