



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	Englefield CE Primary
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Hilary Latimer
Pupil premium lead	Hilary Latimer
Governor / Trustee lead	James Meade

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,170
Recovery premium funding allocation this academic year	£2000
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	£16,170

Part A: Pupil premium strategy plan

Statement of intent

Englefield CE Primary is committed to ensuring all our pupils, whatever their circumstances, flourish and achieve their full potential so they go on to be positive, active and well-rounded adults in society. Our Christian vision states that 'every child is special in God's eyes' and we use this to inform our planning and decision-making to provide each child with the educational experiences, enrichment and support they need.

Challenges

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

Challenge number	Detail of challenge
1	Home circumstances and parental expectations affect attitude to learning and independence
2	Maths anxiety
3	Fine motor skills
4	Spelling
5	Overcoming anxiety and developing listening skills and focus
6	EAL

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
Parents have a more realistic view of the level at which their child should be performing.	Pupils have appropriate skills and show greater independence and confidence to tackle age-related learning tasks.
Pupils understand how they learn best and how they can support their own learning.	Pupils will demonstrate more independence and self-help skills both in class and when learning at home.
Pupils enjoy maths lesson and approach maths problems with confidence and increased resilience.	Pupils will demonstrate accelerated progress and move closer to age-related expectations.

Pupils can complete all age-appropriate tasks that involve a fine motor skill.	Pupils can write, manipulate materials and use scissors correctly and effectively.
Pupils can make their writing understood in and out of context.	Pupils will develop a spelling conscience and will use correct or plausible spellings.
Pupils successfully complete learning tasks following instruction.	Pupils show reduced anxiety in school and are able to access most classroom activities. They focus during teaching sessions, ask appropriate questions and concentrate on the tasks through to completion.
Pupils with EAL show expected levels of progress in the core subjects.	Pupils have a level of English to enable them to confidently access the curriculum and make expected progress.

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: £685

Activity	Evidence that supports this approach
<i>Monitoring and follow-up support to ensure quality first teaching of maths in all classes</i>	<i>EEF guide to pupil premium – tiered approach – high quality teaching. Sutton Trust- quality first teaching has direct impact on student outcomes.</i>
<i>TA to support SNAP on 2 Maths</i>	<i>EEF – teacher assistant interventions (+4)</i>
<i>Training of TAs in developing fine motor skills.</i>	<i>EEF – teacher assistant interventions (+4)</i>
<i>TAs to develop their use of STAR and STRAW, including gathering start and end data to determine impact.</i>	<i>EEF – teacher assistant interventions (+4)</i>
<i>Targeted questioning and 'check-ins' to ensure focus is maintained and instructions understood.</i>	<i>EEF – individualised instruction (+4)</i>
<i>Training of TAs in</i> <ul style="list-style-type: none"> <i>SEND courses for individual needs e.g. Managing Autism in the Classroom</i> 	<i>EEF – teacher assistant interventions (+4)</i>

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

Budgeted cost: £9504.75

Activity	Evidence that supports this approach
<i>Targeted pre-teaching of maths content.</i>	<i>EEF – small group tuition (+4)</i>
<i>SNAP on 2 Maths small group intervention</i>	<i>EEF – small group tuition (+4)</i>
<i>Focused marking and feedback</i>	<i>EEF – feedback (+6)</i>
<i>Plus 1 intervention for key pupils</i>	<i>EEF - mastery learning (+5)</i>
<i>Fine motor skill support – handwriting, cutting, tweezer work etc.</i>	<i>EEF – individualised instruction (+4)</i>
<i>Toe by Toe intervention for key pupils</i>	<i>EEF - mastery learning (+5)</i>
<i>Targeted intervention books (all core subjects)</i>	<i>EEF – individualised instruction (+4)</i>
<i>Use ‘Socially Speaking’ in small groups to develop listening skills and turn-taking.</i>	<i>EEF – small group tuition (+4)</i> <i>EEF – social and emotional learning (+4)</i>
Purchase Flash Academy for our EAL and low-level English users to make progress in basic use of English, thus enabling better access to the full curriculum.	<i>EEF – reading comprehension strategies (+6)</i> <i>EEF – individualised instruction (+4)</i>
Purchase Widgit Online to enable visual timetables and individualised resources.	<i>EEF – individualised instruction (+4)</i>

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

Budgeted cost: £3121.30

Activity	Evidence that supports this approach
<i>Additional communication between class teacher and parents to explain expectations and give a timescale to complete pupil learning tasks.</i>	<i>EEF – parental engagement (+4)</i>
<i>Enrichment Fridays – one Friday pm per month – pupils are offered a choice of different enrichment activities provided by teachers, support staff, parents and/or visitors.</i>	<i>EEF – Arts Participation (+3)</i>
<i>Teachers address learning behaviour with whole class. In-class mentoring by TAs – growth mind set, emotional regulation.</i>	<i>EEF – metacognition and self-regulation (+7)</i>
<i>Classes provide extra-curricular spelling clubs for targeted pupils</i>	<i>EEF - small group tuition (+4)</i>
<i>Funded place at a paid school club for KS2 PPG pupils e.g. iRock</i>	<i>EEF – Arts Participation (+3)</i>

Total budgeted cost: £13,311.05

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.

- Training and support in SNAP on 2 Maths has enabled ten pupils to show increased confidence in maths. Six of these also made good progress in their standardised scores using the PUMA Test.
- Termly (min) meetings with the parents of under-performing pupils has led to greater engagement by parents and increased support at home in the majority of affected families.
- All pupils eligible for the PPG made expected progress in the core subjects with the exception of a child with additional needs who made slightly less than expected progress in writing.
- Two pupils eligible for the PPG made better than expected progress in reading.
- Two PPG pupils continued to receive school-led tutoring which greatly increased their confidence and participation in class.
- Whole school data showed 88% ARE in maths at KS1 with 53% GD.
- Teachers report far greater engagement in maths lessons, particularly through the use of concrete materials combined with the White Rose workbooks.
- Handwriting has continued to improve across the school through daily practice and individual tuition where necessary.
- STAR continues to enable vulnerable pupils to increase their enjoyment of and confidence in reading which in turn has started to impact on the quality of their ideas in writing.
- Writing continues to be the area where our PPG and other vulnerable pupils show lower attainment – we will look for alternative means of developing provision in this area of the curriculum in 2023-24.
- We have continued to use Nessy Reading and Spelling for our vulnerable pupils, particularly those with dyslexic indicators. The programme greatly enhances the pupils' enjoyment and confidence.
- Socially Speaking has provided targeted pupils with strategies for coping in different situations, including the classroom. We have seen marked improvement in resilience and participation from some of these pupils.
- Our EAL pupils have continued to be supported in their English language development through the use of Racing to English
- Two pupils benefited from subsidised places on school residential trips, enabling them to enjoy all the benefits that this kind of opportunity provides.