

Pupil premium strategy statement – Airmyn Park Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	31.12.2022
Date on which it will be reviewed	31.12.2024
Statement authorised by	Natalie Dodds
Pupil premium lead	Natalie Dodds
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13095
Recovery premium funding allocation this academic year	£0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£13095

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Airmyn Park Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 and to support mental health and wellbeing.

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 all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved alongside progress for disadvantaged children.

Alongside high-quality teaching, pupils are taught strategies that support development and acquire the skills required to grow as learners for life. Enabling them to succeed during their time at Airmyn Park Primary School, and beyond.

We ensure that all teaching staff are involved in collection and analysis of school data, so that needs are identified, and support put in place quickly. All staff are aware of who the disadvantaged children are and take time to identify any barriers to their learning so they can put early support in place to support the needs. Termly pupil progress meetings take place to analyse and track progress.

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

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional challenges for many pupils. Some as a result of lack of interaction during the pandemic.
2	Lack of resilience and self-motivation in core subjects.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to be trained to appropriately use assessments to identify gaps and underachievement as well as showing progress</i>	Staff to use assessments to identify gaps in learning and support teacher judgement.	2, 3
<i>Continued CPD for all teachers and support staff to ensure high quality teaching to improve knowledge, skills and achievement of all pupils.</i>	Staff to access CPD to enrich their teaching and supporting of children's development. Effective professional development plays a crucial role in improving classroom practice and therefore pupil outcomes.	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Provide subject leaders with adequate time to carry out duties related to the role	Appropriate leadership of subjects will ensure dedicated time is allocated to improve teaching and learning along with the development of the curriculum.	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>ELSA programmes to be delivered to those identified children with priority to disadvantaged children.</p>	<p>EEF research into social and emotional learning establishes the importance of reinforcing behaviours into whole school initiatives which will be one main aim of the ELSA role. EF research recommends planning and monitoring SEL support to improve Social and Emotional learning</p>	<p>1, 2</p>
<p>Intervention support targeted at disadvantaged pupils who require additional support or extension activities.</p>	<p>Disadvantaged pupils have been identified as having gaps in learning or requiring stretching to help them reach a higher standard. Targeted support will enable this to happen effectively.</p>	<p>1, 2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Provide equal access to extracurricular activities, residential and educational visits. Implement a range of lunchtime extra-curricular clubs for all ages.</p>	<p>Research states that children should have access to a wide range of activities within and beyond the curriculum to enhance their cultural capital. Experiences outside the school building are important to all pupils, especially disadvantaged pupils to develop their understanding of the world. To fund part or all of these experiences will help the pupils to build self-esteem, knowledge, confidence and independence.</p>	<p>1, 3</p>
<p>Further embed peer mentoring across the school. Peers will support with social activities and give academic support.</p>	<p>EEF evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	<p>1, 3</p>

Total budgeted cost: £ 13095

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/2023 suggested that the performance of disadvantaged pupils in some areas was lower than in the previous years for key areas of the curriculum. Some of the children are working above the national expectations in some curriculum areas, this is being supported by additional groups and time spent with the teacher in class. Pupils are receiving support to develop their skills and raise achievement. Time is provided for feedback and opportunities to provide time to reflect on learning.

Over time, we have realised that there is a significant need to support children with their social and emotional needs. Incidents would occur on the playground and then these would impact learning time in the classrooms. Opportunities to support children's social skills have been implemented in school through the use of lunch clubs and further support during unstructured times. Providing support to the children during these times has seen a reduction in some less desirable behaviours. We continue to support the mental health and wellbeing of our pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Social and emotional aspects are still being developed through the use of ELSA in school. Disadvantaged pupils need this dedicated support to enable them to express their emotions.

Through the use of further Talk for Writing training for teaching staff, there has been a greater use of the methodology in classes. This use of rich vocabulary in classrooms and the expectation that children use this language in their writing is improving children's understanding of vocabulary. Each half term, information on each classes learning areas are shared with parents, providing them with the knowledge to develop the language at home and further support the children.