

Pupil premium strategy statement

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	Old Bexley CE Primary
Number of pupils in school	758
Proportion (%) of pupil premium eligible pupils	60 Pupils 7.92%
Academic year/years that our current pupil premium strategy plan covers	Year 1 - 2021/2022 Year 2 - 2022/2023 Year 3 - 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jill Ivil, Head Teacher
Pupil premium lead	Jill Ivil Head Teacher Gemma England Deputy Head Teacher
Governor / Trustee lead	Mr S Khan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73, 915
Recovery premium funding allocation this academic year	£10,596
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	£84,511

Part A: Pupil premium strategy plan

Statement of intent

At Old Bexley CE Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, **flourish in their learning**, making good progress and achieve high attainments across all subject areas, including progress for those who are already high attainers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, and to **live life in all its fullness**.

We consider the challenges faced by vulnerable pupils, including those who are young carers or who have a social worker, **valuing each child as a unique and made in the image of God**. The activity we have outlined in this statement is also intended to support their needs, and to **guide them to produce the Fruit of the Spirit: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-Control**, regardless of whether they are disadvantaged or not.

We believe quality-first teaching is at the heart of our approach and, as such, we value high quality CPD for our staff to ensure they deliver an education of the highest standards, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the PP attainment gap and at the same time will also benefit the non-PP pupils in our schools. Implicit in the intended outcomes detailed below, is the intention that non-pupil premium pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including PP pupils.

Our approach will be responsive to common challenges and individual needs, based around our robust diagnostic assessment and pupil progress reviews, which happen throughout the year. The approaches we have put in place complement each other to help pupils excel. To ensure they are effective we will:

- Ensure PP pupils are challenged in the work that they are set
- Use effective early intervention strategies at the point need is identified
- Adopt a whole school tiered approach in which all staff take responsibility for Pupil Premium pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest PP pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	<p>Internal and external (PIXL) assessments indicate that reading and maths attainment and progress among PP pupils is significantly below that of non- PP pupils.</p> <p>On entry to Reception, in the last 3 years, PP pupils arrive around 20% lower in many areas of the Early Years curriculum but particularly in speaking and early reading skills.</p>
3	<p>Our assessments and observations indicate that the education and well-being of many of our PP pupils are still being impacted by the partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, particularly in reading and maths.</p>
4	<p>Our assessments (including our mental health audits), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family circumstances, anxiety in pupils and a lack of enrichment opportunities and socializing during school closure. These challenges particularly affect PP pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 84 pupils (26 of whom are disadvantaged) currently have additional support with social and emotional needs and are receiving small group or 1:1 interventions</p>
5	<p>Our attendance data from last year (2020/21) indicates that attendance among PP pupils was 3.13% lower than PP pupils.</p> <p>A significant number of PP pupils have been 'persistently absent' compared to their peers during the same period. Our assessments and observations indicate that absenteeism is negatively impacting PP pupils' progress.</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
Improved phonic knowledge KS1.	KS1 reading outcomes in 2023/24 show that more than 66% (2 out of 3 pupils) of PP pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 50% (5 out of 10 pupils) of PP pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 50% (5 out of 10 pupils) of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils.	<p>Sustained high levels of wellbeing from 2021/22 to 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in referrals for support
To achieve and sustain improved attendance for all pupils, particularly our PP pupils.	<p>Sustained high attendance from 2021/22 to 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: £1,830.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase more resources for the DfE validated Systematic Phonic Programme “Little Wandle” to secure stronger phonics teaching for all pupils.</p> <p>Purchase resources and books to support the programme (ks2)</p> <p>To fund training and release time for teachers and teaching assistants.</p>	<p>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</p>	1

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

Budgeted cost: £27,024.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions targeted at PP pupils who require further phonics support.	<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>	1
Using the NTP to provide additional reading, writing and	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2 & 3

<p>maths tuition sessions targeted at PP pupils.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £53,411.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 4 & 5
<p>TA pastoral & wellbeing support for pupils and 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:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4 & 5

Total budgeted cost: £82,266.79

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 2021 to 2022 academic year.

End of Key Stage 1 and 2 SATS results for PP children

YEAR 2 READING 10 CHILDREN

ON TRACK EXP	33% (13%)
ON TRACK GD	(0%)
EXP PROGRESS+	
ACC PROGRESS	
TERMS +/-	-2.33

YEAR 2 MATHS

PPREMIUM

ON TRACK EXP	33% (25%)
ON TRACK GD	0% (0%)
EXP PROGRESS+	
ACC PROGRESS	
TERMS +/-	-3.00

YEAR 6 READING

	9 CHILDREN
ON TRACK EXP	33%
ON TRACK GD	0%
EXP PROGRESS+	67%
ACC PROGRESS	0%
PROGRESS INDICATOR	-2.0

YEAR 6 MATHS

	9 CHILDREN
ON TRACK EXP	33%
ON TRACK GD	11%
EXP PROGRESS+	78%
ACC PROGRESS	11%
PROGRESS INDICATOR	-1.1

Attendance 2021-2022

Whole school : 93.68%
Pupil Premium – 90.55%

Persistent absence (85% or lower)

40 pupils whole school 5.09% (9 of those were PP pupils)

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

Programme	Provider
Power of Reading	CLPE
Science Ninjas	CLEAPS
Bfree Empowerment	Bfree

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- Therapy Dog
- Outdoor Learning
- Vast range of clubs for all interests