

# 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	726
Proportion (%) of pupil premium eligible pupils	44 Pupils (6.06%)
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jill Ivil - Principal
Pupil premium lead	Jill Ivil - Principal Joanne Netherton - Vice Principal
Governor / Trustee lead	Mr S Khan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,586
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65, 591

# 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 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 and read less at home. This negatively impacts their development as readers as they move through the school. Our September 2023 data shows that 36% of our KS2 PP pupils have a reading age significantly below their age.
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 diagnostic assessments and observations indicate that the education and wellbeing 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 diagnostic 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 (still impacting from school closures) and a lack of enrichment opportunities and socializing due to the cost of living crisis. These challenges particularly affect PP pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic. 83 pupils (30 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 (2022/23) indicates that attendance among PP pupils was 4.68% lower than non-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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in referrals for support</li> </ul>
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"> <li>• 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%.</li> <li>• 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.</li> </ul>

## 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: £3,836.00**

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.(new members of staff as necessary)</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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p> <p>Phonic books £3,836.00</p>

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

**Budgeted cost: £23,865.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staff to provide in class support, working alongside the Class Teacher in reading, writing and maths tuition sessions targeted at PP pupils.</p>	<p>Support 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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 &amp; 3</p> <p>£5,005 (Penny L) and £9,500 (Bill)</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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p> <p>Bfree £8,360</p> <p>Swimming £1,000</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £37,890.00**

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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3, 4 &amp; 5</p> <p>Penny L £5,000</p> <p>Bowles £2,000</p> <p>Trips/Workshops £2,000</p> <p>Clubs £1,000</p> <p>Uniform £2,000</p>
<p>TA pastoral &amp; 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><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF(educationendowmentfoundation.org.uk)</a></p>	<p>3, 4 &amp; 5</p> <p>Bill £9,500</p> <p>Rachel H £14,040</p> <p>SEND Inclusion award £ 2,350.00</p>

**Total budgeted cost: £65,591.00**

## 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.

National end of year data 2022-2023 for KS1/2			
National average			
Key Stage 1	No in Cohort: 109    All Pupils		
% achieving the expected standard or above			
Reading	Writing	Maths	r/w/m combined
80%	68%	85%	63%
(69%)	(61%)	(72%)	(56%)
% achieving greater depth			
Reading	Writing	Maths	r/w/m combined
27%	10%	25%	7%
Key Stage 1	No in Cohort: 5    Pupil Premium		
% achieving the expected standard or above			
Reading	Writing	Maths	r/w/m combined
80%	40%	60%	40%
% achieving greater depth			
Reading	Writing	Maths	r/w/m combined
16%	0%	16%	0%

Key Stage 2	No in Cohort: 119			
% achieving the expected standard or above				
Reading	Writing	Maths	GPS	r/w/m combined
76%	76%	70%	74%	60%
(73%)	(71%)	(73%)	(71%)	(59%)
% achieving greater depth				
Reading	Writing	Maths	GPS	r/w/m combined
37%	18%	36%	37%	16%

Key Stage 2	No in Cohort: 15    Pupil Premium			
% achieving the expected standard or above				
Reading	Writing	Maths	GPS	r/w/m combined
67%	47%	67%	53%	33%
% achieving greater depth				
Reading	Writing	Maths	GPS	r/w/m combined
27%	0%	7%	13%	0%

We have analysed the performance of our school's disadvantaged pupils during the 2022 / 23 academic year, using national assessment data, our Trust data and our own internal summative and formative assessments.

The data demonstrated phonics success in Year 1 with 100% (6 pupils) of Pupil Premium pupils achieving the pass mark in the screening test and 86% (6/7 pupils) in Year 2. This in turn is impacting our pupils' reading achievements with 80% of Pupil Premium pupils achieving the expected outcome, an increase of 47% from the previous year. KS 2 SAT results show 67% of Pupil Premium pupils achieving the expected level in Reading and 16% reaching Greater Depth, a rise of 34% and 16% respectively.

KS Maths has also increased from 33% to 67% reaching the expected level and 11% to 16% at Greater Depth.



We have used also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance. This included attendance reports and meetings with the EWO, behaviour reports and wellbeing reports, alongside notes from meetings.

### **Attendance 2022-2023**

Whole school : 94.45%  
Non Pupil Premium: 94.86%  
Pupil Premium – 90.18%

Persistent absence (90% or lower)

98 pupils whole school 13.82% (23 of those were PP pupils 24%)

The data demonstrates a slight rise in the attendance of Pupil Premium pupils but an increase in the levels of persistent absence across the whole school by 8.73%

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024 /25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicate that the reading scheme we have been using over the past 2 years, Little Wandle and targeted interventions run by a highly trained member of staff are having a positive impact.

A continued wellbeing support priority across the school remains a focus for us to ensure our pupils have the best opportunities to reach their potential.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation and evaluation processes.

## **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>
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)

### Additional activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium. That will include:

- Utilising a *Therapy Dog* who comes in weekly to support the wellbeing of pupils across the school, particularly disadvantaged pupils.
- Training and support from CLEAPS through “Science Ninjas” a practical approach to teaching Science
- Utilising a DfE grant to train a two senior mental health leads. The training we selected supported us in achieving the WAS (Wellbeing Award for Schools), changing the long-term culture toward wellbeing in our school community. It used an evidenced-based framework to drive change, helping us deliver staff and pupil wellbeing, review our staff training and revise policies.
- Support from the EWO. We hold fortnightly meetings between the Principal, Attendance Officer and Educational Welfare Officer with the aim to support families whose attendance is persistently low.

### Planning, implementation and evaluation

In planning our 3-year strategy, we evaluated why previous activities undertaken have not had the level of impact we had expected.

Each year we triangulate our evidence collected through assessments, observations & book scrutinises and discussions with pupils, staff and parents, using guidance from the EEF, including The EEF Guide to the Pupil Premium, the Menu of Approaches: evidence brief and supporting resources and The Tiered approach to Pupil Premium Spending to support our choices.

At the beginning of each academic year, a diagnostic assessment is carried out against each pupil on our Pupil Premium register. This assessment tool applies a range of criteria to identify pupils who are likely to need additional support. This includes: SEND, attendance, behaviour for learning, progress and mental and physical health.

We believe we have a robust provision of support and strategies in place for our disadvantaged pupils and hope that over time we secure better outcomes for our pupils.