

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Paxton Primary School
Number of pupils in school	535
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Autumn 2021 to Summer 2024
Date this statement was published	30.12.2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	J Muhammad Headteacher
Pupil premium lead	Laura Talbot-Ponsonby Deputy Headteacher
Governor / Trustee lead	Anita Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,510
Recovery premium funding allocation this academic year	£18,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£193,070

## Part A: Pupil premium strategy plan

### Statement of intent

At Paxton Primary School it is our aim to ensure that every child, including those from less advantaged backgrounds, can access and progress academically, physically, spiritually, socially, and emotionally. It is our intended aim, to provide the highest quality provision for all children, with the expressed intention of holding the highest aspirations and expectations for all our children. Notwithstanding this, we appreciate the importance of providing additional, specialised and often bespoke support where necessary, for all disadvantaged pupils.

Through our current Pupil Premium Strategy, we work towards ensuring an approach which provides quality first teaching provision for all. It is our aim to ensure we provide fair access to learning and promote high quality outcomes for all children, including disadvantaged groups. We stand on the premise that we make no assumptions relating to disadvantaged children, but ensure that the required support is available, based on our comprehensive knowledge of the community we serve.

Our principles are based on equity of provision and removing barriers to success, for all children. This is evidenced in:

- A commitment to quality first teaching, within the classroom, which provides all children with a rich and engaging curriculum and promotes success for all, including disadvantaged children.
- A whole school ethos and approach toward achievement, respect and caring as a platform for all to feel empowered in their learning.

We seek to ensure that EYFS provision is excellent, to close the gap between disadvantaged and non-disadvantaged, at the earliest point of the child's learning career.

All interventions are evidence based, and follow on from careful assessment and review; which are both diagnostic and strategic.

Our approach will be both robust and responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Our strategies will not be based on assumptions about the impact of disadvantage. We will seek to ensure all approaches are dovetailed, so as to provide a consistent, comprehensive and cohesive package of support, where needed.

To ensure these approaches are effective, we will:

- ensure disadvantaged pupils are consistently challenged in the work that they're set
- ensure we intervene effectively and offer early support, at the point need is identified
- promote and monitor the adoption of 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	Our assessments, observations, and discussions with and relating to pupils, indicates (among our most disadvantaged cohort), children beginning their learning in EYFS are attending with significantly delayed speech and language, listening and attention skills. This impacts on their readiness to learn and access at the earliest points of development.
2	Our assessments, observations, and discussions with, and relating to pupils, indicates disruption to learning, due to school closures, has resulted in all children, but particularly those from disadvantaged backgrounds being negatively impacted with regard to their attainment and personal and social development.
3	Our assessments, observations, and discussions with and relating to pupils, indicates the impact of school closures has impacted on the ability of some of our pupils to effectively emotionally regulate and manage the demands of the school environment and multiple social interactions. These for our most disadvantaged can compound existing barriers to learning and accessing curriculum.
4	Our assessments indicate significant gaps in attainment and progress in reading, writing and maths exist between disadvantaged and non-disadvantaged children. This includes both access to resources outside of school and developing the skills to fully access their learning. This has resulted in significant skills and knowledge gaps emerging between disadvantaged and other pupils.
5	For pupils experiencing disadvantage, access to range of enrichment opportunities remains a barrier. This in turn impacts on widening the vocabulary gap, further impacting these pupils attainment and development.
6	Our attendance data over the past 3 years shows disadvantaged pupils are disproportionately represented with regard to persistent absence.

## 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
All children, including those identified as disadvantaged can access school life and learning, Specific interventions are in place and effectively supporting pupils, this will be evidenced by children acquiring the skills necessary to ensure closing of identified gaps in speech and language skills.	Rapid and accelerated progress through tracking of speech and language groupings, teacher conferencing and through scheduled monitoring round. This will be augmented by daily learning walks and observation in the classroom and at play, of key pupils. Children will be fully engaged and readily able to access their learning opportunities and wider school life.
Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in reading.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in writing	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
Increased percentages of children, particularly those eligible for pupil premium (to be on track at key benchmarks and) finishing the academic year and each key stage on track at age-related or above in maths.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and evidence a developing culture of pupil empowerment and ownership of learning, for all pupils.	<p>Sustained high levels of wellbeing from 2024/25 will be demonstrated by heightened monitoring and profile:</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 bullying, supported by peer mediation and staff</li> <li>• a significant increase in participation in wider elements of school life and involvement (including widening of enrichment activities, particularly among disadvantaged pupils) by also optimising parental engagement and involvement.</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li><li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.</li></ul>
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## 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: **£77,228**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership and implementation of phonics secures consistency throughout the whole school. A range of professional development activity, including regular review and monitoring through learning walks etc. will support the continued implementation embedding of Little Wandle Phonics to secure impact of the scheme.</p> <p>Greater focus to be placed on implementation of phonics higher up the school for children who have not yet mastered the phonics code, including through keep up sessions and careful deployment of TAs and appropriate professional development.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Phonics approaches have been consistently found to be highly effective in the teaching of early reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 2, and 4</p>
<p>Destination Reader programme in place from Year 2/3 upwards throughout the school for those pupils who have mastered the phonics code and are ready to move on to the next stage of reading development</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p>	<p>4</p>

<p>This is led and quality assured by our ML for reading.</p>	<p>This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.</p>	
<p>Maths Mastery is embedded as a pedagogical approach across the school. Our Maths Middle Leadership (ML) offers opportunities for support, CPD, coaching and modelling to other teachers.</p> <p>This is underpinned by regular and differentiated whole-school CPD</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Report from the EEF highlighted many of the components of Maths Mastery as being key to success in Maths in key stage 2 and 3.</p> <p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p>	<p>1, 2 and 4</p>
<p>ML for writing leads on improving and embedding pedagogy for writing, promoting use of talk for writing approach and planning around high-quality texts to improve vocabulary and provide quality models and stimulus for writing. ML offers opportunities for CPD, coaching and mentoring.</p> <p>Continued professional development to embed and sustain practice that was developed last year.</p> <p>Investment in CUSP curriculum where there is a strong focus on vocabulary development to support with bridging language, vocabulary and knowledge gap.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20literacy</a></p> <p>EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil's language capabilities for writing.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a key way to support children from disadvantaged backgrounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.</p>	<p>2 and 4</p>

<p>Embedding of implementation of recently reviewed behaviour policy based on relational approaches and behaviour as communication. This is targeted to support disadvantaged children who struggle to regulate (including S &amp; L deficit), with this proving a subsequent barrier to their access to learning. Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties.</p> <p>Develop professional development opportunities to embed practice, especially in relation to 'local' implementation of key tools – zones of regulation as well its application in the playground.</p>	<p>Relationships and relational approaches are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.</p>	<p>1 and 2</p>
<p>Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.</p>	<p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p>	<p>1 and 5</p>



<p>Specialist advisory teacher employed by our federation of schools with a focus on supporting development of whole-class strategies to effectively include and improve curriculum access for children who experiences significant barriers to learning and to engaging in the classroom environment</p>	<p>Recommendations are based on specialist assessment and observation and are informed by the graduated approach. Recommendations are evidence-based and are regularly reviewed to ensure intended impact and increased access to a range of appropriate and ambitious curriculum opportunities.</p>	<p>1, 2, 3, 4</p>
<p>Specialist music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils</p>	<p>Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.</p>	<p>1, 3, 4 and 5</p>

<p>SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.</p>	<p>As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes. Whole-school resources are provided to support communication (communication friendly strategies) and this remains high-profile across the school via displays etc.</p>	<p>1 and 3</p>
<p>Review and adaptation to school's approach to monitoring, refining monitoring model to target specific improvements to quality first teaching and feedback to children to impact on lower-attaining children and appropriate support and coaching led by MLs.</p>	<p>Quality first teaching and feedback to children are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.</p>	<p>1, 2, 3 and 4</p>
<p>Careful focus and addressing of attendance at all levels as a whole school focus (including identifying issues and proactively resolving and removing barriers)</p> <p>Monitoring and meticulous recording and application of systems for optimising pupil attendance.</p> <p>Sharing of individual and whole school targets with parents</p> <p>Discussion and monitoring of attendance as part of wider monitoring and pupil progress discourse</p> <p>Timely investigation and support package around poor or persistent absence through parental engagement.</p>	<p>A robust system for monitoring and recording attendance is dovetailed with a schedule of assessment and review of whole school and individual attendance against targets; which are shared with all stakeholders as appropriate.</p> <p>Attendance review meetings are held alongside fortnightly Safeguarding review meetings which enables effective monitoring and daily interventions and recording to be regularly captured and assessed. This provides additional rigour to daily protocols. As well as ensuring timely communication and action by all stakeholders is coordinated, effectively.</p>	<p>2, 3 and 6</p>

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

Budgeted cost: £ 77,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led phonics interventions in Years 1 and 2 based on Little Wandle Phonics approach to target the children with the widest gaps in learning.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches</p>	4
Early identification of S&LT needs targeted in EYFS by Chatterbugs programme. All staff receive regular and appropriate CPD and coaching to ensure best-quality of delivered.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	1
Creative Arts therapy and TiS approaches to support mental health delivered by therapists and TiS trained HLTA. This supports children with SEMH barriers to learning to access specialised support to build their ability to emotionally regulate.	Supporting children's well-being and mental health through relationships and relational approaches. This is highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.	2 and 3
Targeted evidence-based intervention interventions e.g. precision teaching and target readers for identified children to support them to close gaps in learning.	Using diagnostics-based assessment to inform appropriate interventions and strategies to be taught, in precision-based teaching sessions. This has supported the underpinning of core skills, raised pupil confidence and promoting greater and deeper access to the curriculum at point of need.	4

Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs.	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	1 and 2
Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. Lego-therapy, target readers, precision teaching.	1, 4
Chill-out provision at lunchtime for key groups and responsive support for key children run by SENPs/TAs and Sports Coaches to support with SEMH need	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	3 and 5

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

Budgeted cost: £ 38,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated FSO (Family Services Officer) whose role on each site is to support families, to support their children, to achieve best possible outcomes as young learners.	Importance of holistic view to addressing social and emotional barriers to children's attendance, learning and enjoyment at school.	2, 3, 5 and 6
Implementation and embedding of new attendance analysis and procedures to better identify key groups and provide targeted support.	Large body of evidence shows what a detrimental effect poor attendance at school has on children's attainment and progress. Importance of early intervention and working with families to prevent persistent absence.	2, 3 and 6

Partnership with Future Men for a full-time project worker across all the sites in the federation.	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programmes and approach to prevent incidents of exclusion, anxiety, school refusal etc.	2, 3 and 6
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<p>Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support targeted to support new teachers, ECTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school e.g. reducing bullying.</p>	<p>Evidence-base from a range of research as referred to by PSHEE Association.</p>	<p>2 and 3</p>
<p>Whole school ethos of Achieve, Respect &amp; Care underpins a wide range of strategies used in school, to support the development of emotional literacy and well-being: This includes Emotional Explorers, Zones of Regulation, Restorative Approaches to support behaviour, relationships, conflict resolution and well-being.</p>	<p>These are evidence-based programmes that have staff have received training in to support with conflict and emotional regulation.</p>	<p>2 and 3</p>

**Total budgeted cost: £193,070**

## 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.

Due to continued disruption and the specific challenges presented by the Covid-19 pandemic, and the disruption caused to pupils' education due both to absence from school of staff and pupils and the adjustments, the strategic implementation and delivery of our pupil premium strategy has been tested and required continual revision and adaptation.

There was a strong focus on closing gaps with regard to basic skills in reading, writing and maths and the impact of this was reflected in phonics, KS1 and KS2 results and attainment. However, this impacted the breadth of curriculum pupils experienced as well as opportunities for enrichment. This will need to be the focus in 2022/23 academic year. Implementation of the CUSP curriculum for a range of foundation subjects and the accompanying professional development for staff will support this process.

Significant levels of staff absence and disruption during 21/22, including for leadership, impacted strategic leadership both at a senior and middle leadership level. This will be a key focus to secure consistency for all pupils, including disadvantaged pupils against the above stated aims to achieve intended outcomes.

The disruption also had impact on consistency of behaviour expectations so a continued focus on consistency and creating opportunities for key skills in relation to emotional regulation will also be key.

22/23 will also require a specific focus on enrichment and how this supports development of children's knowledge and vocabulary to close gaps for disadvantaged 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



## 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.*