

Paxcroft Primary School-Pupil premium strategy statement

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	287
Proportion (%) of pupil premium eligible pupils	21% 61/287
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	1.12.2023
Date on which it will be reviewed	1.12.2024
Statement authorised by	Lou Rhodes, Headteacher
Pupil premium lead	Lou Rhodes, Headteacher
Governor / Trustee lead	Louise Currant Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,195
Recovery premium funding allocation this academic year	£ 3,645
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£0
Total budget for this academic year <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>	£ 97,840

Part A: Pupil premium strategy plan

Statement of intent

At Paxcroft Primary School we want every child, regardless of their background or the challenges they face, to feel safe and happy at school, to make good progress and to achieve highly across all areas of the curriculum. We want every child to be successful and to develop the confidence and skills needed to prepare them for secondary school and beyond.

The focus of our pupil premium strategy is to ensure the appropriate level of support (as well as the appropriate level of challenge for those who are already high attainers) so that every disadvantaged child can flourish at school and achieve those goals.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching across all classes and in all areas of the curriculum sits at the heart of our approach at Paxcroft, with a key 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and the individual needs of children. It will be 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:

- *act early to intervene at the point need is identified whether that need is a social, emotional, health or academic need*
 - *ensure disadvantaged children have the appropriate level of support and challenge in the work that they are set*
 - *ensure disadvantaged children have a clear voice in the life of the school (e.g., representation in Pupil Voice groups such as the School Council) and prioritised access to the wider school offer (e.g., sports clubs, music lessons)*

- *adopt a whole school approach in which all staff take responsibility for disadvantaged children's 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	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged children continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps across all subjects for disadvantaged children. This has resulted in children falling further behind age-related expectations.</p> <p>Analysis for disadvantaged pupils for 2022/23: Writing, key focus for Reception-Year 5 Reading, key focus Reception, Years 1, 3 and 5 Maths Years 1, 2, 3, 5 and 6</p>
2	<p>Our attendance data over the last 3 years indicates that school attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged pupils. Unauthorised absence is between 0.5-1% higher for disadvantaged children over the same period. Punctuality is also worse with 1.5% more late attendances for disadvantaged children for 2022/23- this shows a worsening picture over the last 3 years.</p>
3	<p>Our assessments, observations and discussions have identified social and emotional issues for many children and their families. There has been a significant increase in reported safeguarding concerns and referrals to MASH or other agencies e.g., domestic abuse charities and food banks. Challenges for families include mental health, financial concerns, and drug/alcohol misuse. These particularly affect disadvantaged children, including their attainment.</p> <p>Teacher referrals to the Pastoral Support Team remain high.</p>

	30 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 18 (5 of whom are disadvantaged) receiving small group interventions.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
6	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, between 60 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 48% - 64% of other pupils. This gap remains steady to the end of KS2.

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 writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 95%, 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 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Year 1 Phonics Screening test outcomes in 2025/26 show that more than 80% of disadvantaged children achieve the pass mark</p> <p>KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p>

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: £77,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments- NfER assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,4,6
<p>Deputy Headteacher has no class teaching commitment to focus with Headteacher on development of the curriculum and strengthening quality of teaching and learning for 2023/24</p> <p>Headteacher/Deputy Headteacher both delivering weekly coaching and feedback sessions for ECTs to support development of quality teaching and learning, in addition to requirements of ECT framework.</p> <p>Weekly staff training sessions to support planning and teaching led by Deputy Headteacher (Walk thru coaching resource purchased to support T & L)</p>		1,3,6
DfE validated Systematic Synthetic Phonics programme (Sounds-Write)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	4.5,6

<p>embedded with support from Ramsbury English Hub/Specialist Early Reading teacher.</p> <p>Sounds-Write training for x3 teachers to secure stronger phonics teaching for all children in line with DfE and EEF guidance.</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time funded to embed key elements of guidance in school and to access Mobius Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2</p>	1,4,5,6
<p>Enhancement of our teaching of reading and curriculum planning in line with DfE and EEF guidance.</p> <p>Additional books purchased, linked to topics and children’s interests.</p> <p>Raised profile of reading across the school, including weekly use of library for every class</p> <p>Children able to apply for role as school librarian.</p>		
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p>		4,5,6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine</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,</p>	2,3

<p>educational practices and supported by professional development and training for staff.</p> <p>New Pastoral Support Team established (ELSA, Parent Support Advisor and new role of Pastoral Support Advisor)</p> <p>Pastoral Support Advisor to complete Thrive training</p> <p>Additional staff training led by Wiltshire Behaviour Support Service</p>	<p>attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13767

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 Ramsbury 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,4,5,6
<p>Individual booster sessions for Year 6 disadvantaged children led by Deputy Headteacher</p>		1, 6
<p>Disadvantaged children prioritized for feedback in English and Maths lessons</p>		1,4,5,6

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6190

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. Embedding Paxcroft Citizen values</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>Further development of high-quality outdoor learning curriculum supported by Wiltshire Wildlife Trust Termly Forest School sessions-small group-led by Wiltshire Wildlife Trust Teaching assistant to complete Forest School training</p>	<p>Supports pupil engagement, physical and mental health and development of life skills such as resilience, problem solving and teamwork</p>	<p>2,3</p>
<p>Teaching Assistant/Pastoral Support Advisor disadvantaged mentoring programme to support wellbeing and develop positive attitudes to</p>		<p>2,3</p>

learning/improve attendance. Helping to embed Paxcroft Learners' values		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and time for SLT to develop and implement new procedures and appointing attendance/support officers to improve attendance/engage and support families</p> <p>Increased engagement with Education Welfare Officer to support processes</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
<p>Increased representation in pupil voice groups and wider life of the school such as sports clubs, after school activities, music lessons, school trips</p> <p>Tracking and prioritization for clubs</p>	Supports pupil engagement, good attendance, development of self-esteem, life skills, oracy skills, physical/mental health	2,3

Total budgeted cost: £ 97840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils in the 2022 to 2023 academic year

Y6 Reading Writing Maths ARE+			
Subject	PP	ALL	Gap
Writing	66%	82%	-16%
Reading	56%	62%	-6%
Maths	33%	64%	-31%

Y6 Reading Writing Maths GDS			
Subject	PP	ALL	Gap
Writing	0%	13%	-13%
Reading	33%	29%	+4%
Maths	0%	16%	-16%

EYFS GLD			
Subject	PP	ALL	Gap
GLD	57%	55%	+2%

Y1 Phonics Screener			
Subject	PP	ALL	Gap
Phonics Screener	58%	59%	-1%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.