

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	Paganel Primary School
Number of pupils in school (including 19 part time Nursery)	422 (403)
Proportion (%) of pupil premium eligible pupils @ CENSUS October 2022	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Bethan Gingell
Pupil premium lead	Bethan Gingell
Governor	Tony Bottle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,845
Recovery premium funding allocation this academic year	£30,305 TBC
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	£303,150

Part A: Pupil premium strategy plan

Statement of intent

At Paganel Primary School we embrace the fact that all children are different. Our aim is to offer high quality, inclusive teaching which enables all children to make the best possible progress in school and feel they are a valued member of the school community. Through our core values of “respect, enquire and persevere” we strive to develop the whole child, this is through adaptive teaching; a support, scaffold and challenge model. Pupil Premium funding is aligned to the long term strategy of the School Development Plan and enables our school to implement a blend of short, medium and long term interventions ensuring additional support for disadvantaged children both academically and emotionally are given this supports us in delivering a broad, balanced and enriched curriculum.

We aim to identify the needs of our children early in order to remove their barriers to learning and diminish the difference in attainment between our disadvantaged pupils and their peers. Almost sixty percent of our children are eligible for Pupil Premium funding which is significantly above national average. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is done alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and cannot be catered for in one uniformed way.

All teaching staff are involved in the analysis of data and identification of pupils, this ensures they are aware of individual children who need additional support at some point during the academic year.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all
- pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

“Understanding our pupils, their families, and barriers to learning is at the heart of our strategy to support disadvantaged pupils.

Demography and School Context

Paganel Primary is a two form entry school with a part time nursery located in Selly Oak / Weoley Castle in South Birmingham

Challenges

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

Challenge number	Detail of challenge
1	The progress of Pupil Premium children in writing and reading . This impacts on the percentage of children achieving the combined expected standard in Early years, KS1 and KS2. This has increased due to Covid-19 and children being out of school between March 2020 and September 2020 and then again between January and March 2021. During that period of time they missed at least 22 weeks of schooling
2	Pupil premium children achieving greater depth is lower than non-pupil premium
3	Supporting children to access learning by supporting their emotional, behavioural needs, and mental health issues this has increased since the Pandemic. Mental health in families, particularly single parents affects attendance. Poor mental health in children – lack confidence and self efficacy
4	Attendance for Pupil Premium children was 90.1%. (2022-23) This reduces their school hours and causes them to fall behind their peers.
5	Education is not given a high priority by some of our families
6	Mobility of children is significantly higher than national (currently 41% stability at Paganel) Only 25% of our current Year 6 (2023-4) and 37% of current year 4 have been in Paganel since reception.

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 attainment and progress for PP children compared to National	Pupils eligible for pupil premium to make accelerated progress in maths, writing and reading. Measured from reception – year 6 by teacher assessments and successful moderation practices established across school. Target setting data available.

For children with emotional and behavioural difficulties to receive targeted intervention to ensure they can access and ultimately make progress in their learning.	PP children to make progress in their learning and have strategies to deal with their emotional difficulties
To close the gap between Paganel PP children and all children nationally;	PP children identified in class and their barriers to learning recognised. Interventions in place. Regular discussions to monitor PP <u>progress</u> against ARE at Raising Improvement Meetings (RIPs).
Increase attendance rates for pupils who are eligible for Pupil Premium by reducing number of PP children below 90%	Reduce the number of persistent absentees among pupils eligible for PP to below 15% currently it is 30.7% whole school of which 60% of these children are PP (22-23 figures) Overall PP attendance improves so that it is in line with other pupils. Increase the attendance figure for PP.

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: £174,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the teaching and learning by supporting children in smaller teaching groups in year5 and 6	“We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy” EEF 23	1 The progress of Pupil Premium children in maths, writing and reading in year 6 will continue to accelerate and the gap between PP and non PP will close:

Data (July 2023) shows weakness in reading and writing particularly in disadvantaged groups some also LA or SEND.

Year Group	Reading Attainment ARE	Writing Attainment ARE
Year 5	52	48
5A	52	52
5B	52	45

Year Group	Reading Attainment		Writing Attainment	
	All ARE	PP ARE	All ARE	PP ARE
Year 5	52	41	48	33

Year Group	Reading Attainment ARE	Writing Attainment ARE
Year 4	55	57
4A	54	50
4B	57	65

Year Group	Reading Attainment		Writing Attainment	
	All ARE	PP ARE	All ARE	PP ARE
Year 4	55	42	57	42

Smaller groups started 11/9/23

Regular raising improvement meetings in each year group to assess impact and tweak interventions, at least half termly.

EEF (18) states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results. EEF state that this can increase progress by 3 months.

To increase the number of children at ARE in reading and writing by end of year 2

RWI project: Target to improve KS1 reading and writing result. Resources to support delivery and CPD for identified staff.

EEF states that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.

2 To close the progress gap between Paganell PP children and all children nationally;

	<p>85% of the year 1 cohort (22-23) passed the phonics screening. 13% (6 children) that did not pass were PP, 4% (2 children) were non PP</p>	
<p>To use TA support for PP SEND & EAL children To support English and maths, working 1:1 or 1:2-1:4 groups</p> <p>To fund 3 Teaching Assistants across the Early Years , KS1 and KS2</p>	<p>June 2022 data shows gaps between PP and National (see above data)</p> <p><i>The EEF toolkit states that early intervention for children at a young age can add +5 months to progress. This will allow children to enter KS1 with the ability to cope with the demands of the curriculum in reading and maths.</i></p> <p>5 minute box (1:1) and interventions including SALT, reading fluency and vulnerable readers (bottom 20%)</p>	<p>2 To close the progress gap between Paganel PP children and all children nationally;</p>
<p>To increase story books and non fiction books across school for home reading offer</p> <p>SDP target 23-24 “To raise attainment in reading across school through a developed home reading offer”</p>	<p>DFE 2021</p> <p>“children to have time to browse and re-read or retell stories that have been read to them”</p> <p>“non fiction books should be made available for children to read in school and take home”</p> <p>Paganel SDP 23-24 <i>Raise the profile of home reading both at home and in school. Increase in time spent reading and discussing reading to lead to raised attainment</i></p>	<p>EARLY READING</p> <p>3 To close the gap between Paganel PP children and all children nationally</p>

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

Budgeted cost: £22,934 contribution to school led tutoring£19,758

Activity	Evidence that supports this approach	Challenge number(s) addressed														
To use Third space (1:1 maths intervention) in year 6	<p>Children, following the pandemic, continue to have gaps in their learning and knowledge. This will be part of the recovery package.</p> <p>“Research has shown that 1-to-1 is one of the most effective ways of improving pupils’ attainment and confidence in maths.” 3rd Space learning</p> <p>“One to one tuition is very effective in helping learners catch up” EEF</p> <p>“Tuition is more likely to make an impact if it is additional to normal lessons.” EEF</p> <p>“one to one tuition enables learners to catch up with their peers” EEF</p> <table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="2">Maths Attainment</th> </tr> <tr> <th>All ARE</th> <th>PP ARE</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>69</td> <td>63</td> </tr> </tbody> </table>	Year Group	Maths Attainment		All ARE	PP ARE	Year 5	69	63	3 To close the gap between Paganel PP children and all children nationally;						
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To increase the number of children reading at ARE year 3-6.	<p>LTS to work 5 hours a week with identified children in each year group</p> <table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="2">Reading Attainment</th> </tr> <tr> <th>All ARE</th> <th>PP ARE</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>52</td> <td>41</td> </tr> <tr> <td>Year 4</td> <td>55</td> <td>42</td> </tr> <tr> <td>Year 3</td> <td>67</td> <td>58</td> </tr> </tbody> </table>	Year Group	Reading Attainment		All ARE	PP ARE	Year 5	52	41	Year 4	55	42	Year 3	67	58	3 To close the gap between Paganel PP children and all children nationally in reading
Year Group	Reading Attainment															
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £85,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer 0.4 of	We can't improve attainment for children if they aren't actually attending school.	4. Increase attendance rates for pupils who are eligible

<p>the week to focus on:</p> <ul style="list-style-type: none"> -increasing PP attendance -reducing the gap between PP and non PP -reduction of PP PA -in light of Covid-19 to re educate parents in bringing children to school. 	<p>DfE Improving school attendance Jan 22 ‘clear messages about how absence affects attainment, wellbeing and wider outcomes’</p> <table border="1" data-bbox="347 304 951 600"> <thead> <tr> <th></th> <th>ALL</th> <th>PP</th> <th>PA</th> <th>PP PA</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>91.7</td> <td>90.1</td> <td>30.73</td> <td>60.14</td> </tr> <tr> <td>2021-2022</td> <td>91</td> <td>89.5</td> <td>29%</td> <td>21%</td> </tr> </tbody> </table> <p><i>NFER briefing</i> for school leaders identifies addressing attendance as a key step.</p> <p>“Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category” EEF 2023</p>		ALL	PP	PA	PP PA	2022-2023	91.7	90.1	30.73	60.14	2021-2022	91	89.5	29%	21%	<p>for Pupil Premium.</p>
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<p>To fund 80% of pastoral team (Learning Mentor, and Pastoral Manager) to develop and support children’s social, emotional and behavioural needs. The Pastoral team develops targeted behavioural interventions for specifically identified,</p>	<p>Improvements in children’s emotional well-being will increase engagement and resilience when learning.</p> <p>Behaviour interventions seek to reduce challenging behaviour in the classroom. Our experience has shown parents value the work that the Learning Mentor and pastoral team carries out with their children.</p> <p>The EEF toolkit and the Ofsted Report, 2013 on Pupil Premium spending suggests that targeted interventions matched to specific needs of behaviour can be effective. This will allow academic attainment to rise.</p> <p>EEF states that “Behaviour interventions seek to improve attainment by reducing challenging behaviour.”</p>	<p>2. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning</p>															

pupil premium children.		
Identified children to receive dog therapy	<p>Identified children with SEMH / behaviour issues receive dog therapy. Through dog therapy the aim is to impact on their attainment and progress</p> <p>EEF:SEL, Wellbeing and mental Health - 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p>	2 Supporting children to access learning by supporting their emotional, behavioural needs, and mental health issues this has increased since the Pandemic
Ensure children have fuel for learning every day	Children to be offered a bagel at the beginning of every day to ensure they eat before lunchtime.	2 Supporting children to access learning by supporting their emotional, behavioural needs, and mental health issues this has increased since the Pandemic
Family Support and Pupil Mentoring	<p>We need to continue to tackle the underlying social and emotional needs of identified pupil premium children. The interventions we employ seek to improve attainment by improving the social and emotional dimensions of learning instead of tackling with the academic element of learning.</p> <p>When these issues have been tackled, the <i>EEF Toolkit</i> suggests a gain +4 months on attainment. To do this, we will use external agencies to tackle the root causes of the social, emotional and behavioural needs of Pupil Premium children.</p> <p>Returning from Covid-19 we experienced and are continuing to experience a sharp rise in mental health / emotional and behavioural difficulties for children, parents and staff.</p>	2 For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.

Total budgeted cost: £283,199 –

Part B: Review of outcomes in the previous academic year

See separate report