Repton Manor Primary School
Pupil Premium Strategy Plan 2023-2024

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	447
Proportion (%) of pupil premium eligible pupils	95 (21.3%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jackie Chambers
Pupil premium lead	Louise Summers
Governor / Trustee lead	Leke Babalola

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,850
Recovery premium funding allocation this academic year	£13,654
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£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*	£149,504

Part A: Pupil premium strategy plan

Statement of intent

As a school community, including all staff, volunteers and the Governing Body, we are fully committed to ensuring that children eligible for pupil premium funding are given the same opportunities to be as successful as their peers. We are committed to ensuring that their pastoral, social and academic needs are met in a nurturing environment. We hope to ensure that each child leaves our school ready for their next academic chapter, recognising their strengths and being able to reflect positively on areas of needs. We aspire to ensure that each child feels valued and proud of their own progress, whether that be in the classroom, socially with friends or in a sporting activity.

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Repton Manor Primary School will:

● Ensure the school staff are aware of who the Pupil Premium children are and ensure that the team are working in collaboration to promote their best interests and accelerate progress (academically, as well as socially and emotionally).
● Never confuse eligibility for the Pupil Premium children with low ability, and focus on supporting them to achieve the highest levels.
● Draw on research evidence (such as the EEF Guide to Pupil Premium, Sutton Trust Toolkit etc) and other relevant evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
● Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each child, rather than relying on interventions. Quality First Teaching is paramount.
● Review interventions and strategies to ensure they are meeting the needs of the children and are in their best interests and make adjustments accordingly.
● Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve.
● Target funding to ensure that all children have access to trips, including residential trips and first hand learning experiences, improving Cultural Capital for all.
● Provide appropriate nurture support across the curriculum to enable children to access learning within and beyond the classroom.
● Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for children.
● Have a clear understanding on spending the Pupil Premium, agreed by governors and publicised on our website.
● Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for children.

- Ensure that personalised provision is in place for children who are Pupil Premium-eligible and that they have their barriers for learning identified and educational needs accurately assessed and met.
- Utilise evidence (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.
- Have systems in place which carefully monitor, manage and support good behaviour and attendance for all our children. If poor attendance is an issue, this is addressed as a priority.
- Ensure every effort is made to engage and empower parents and carers in the education and progress of their child.
- Aim to instil an enduring passion for learning in all our children by providing a strong grounding in English and Mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Aspirational expectations of children as part of QFT and Assessment processes.
2	Attendance, including punctuality. Particular focus on Persistent Absentees.
3	23% of children identified as Pupil Premium, also have at least one identified Special Educational Need/ Disability.
4	Cultural Capital – children have limited wider experiences and skills.
5	Further support for development of social, emotional and mental health.

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
Ensure Key Stage 1 and 2 children make accelerated progress, closing the gap between their peers, as a result of aspirational expectations through the Mastery Curriculum in all core subjects but particularly Maths.	Children will achieve outcomes that are in-line with, or above, national average by the end of KS1 and KS2. Children will be achieving in line with their peers in the top 20% of schools (FFT 20 targets).

	Children will have made accelerated progress, in all core subjects but particularly in Maths.
Ensure provision allocated at either a targeted or personalised level, particularly in Maths, via interventions adds value to the learning journey of children.	Clear identification processes established at whole school, group and individual level – ensuring the individual needs of children are met. Targeted interventions for Maths reasoning and problem solving identified to build on application of fluency and automaticity.
Support the social, emotional and mental health and wellbeing of children eligible for Pupil Premium; enabling them to become more engaged and resilient, independent and confident.	Children are able to positively build upon areas of development. Staff are able to use Metacognition strategies effectively, using the EEF Framework to inform practice. Targeted children are able to access their learning in the classroom with their peers, using Metacognition strategies. Children are prepared for transitions and able to successfully move to their "next steps." Progress in their Boxall Profile scores.
Support attendance and punctuality at school to ensure that children are able to access a full and engaging curriculum offer.	Attendance will be inline, or above national average. The number of persistent absentees will reduce, with appropriate support identified and implemented on a needs basis – noting improved attendance and punctuality.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to understanding and Implementing the Maths Mastery Curriculum.	All staff will have a sound knowledge of teaching for Maths Mastery and implement the fundamental elements of teaching for Maths Mastery in their practice. Accelerated progress of Pupil Premium children is a responsibility for all staff. Staff will recognise their children's specific needs and actively seek support and development where necessary to address them.	1, 2, 3, 4, & 5

	Through the teaching for Maths Mastery Approach further Maths interventions will be implemented to build on Maths Fluency, to further support Reasoning and Problem Solving https://www.ncetm.org.uk/maths-hubs/ https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ https://enigmamathshub.co.uk/wp-content/uploads/2022/10/Rosenshine-and-TfM-Primary-1.pdf	
Nurture School Accreditation	Nurture School UK – whole school curriculum has the Nurture Principles embedded meeting the academic needs of children, as well as their social and emotional needs. Children are able to learn in a calm and nurturing environment. Children are clear with expectations and positive approaches to behaviour allow for children to address their areas of need with confidence. https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/ https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 3, 4, & 5
Recruitment of FLO/ Attendance and Admissions Officer to support children with attendance and pastoral needs.	Pupil Premium children's attendance and punctuality in line with national average or above. Children in receipt of pupil premium are able to be in school on time ready for learning. Reduce number of persistent absentees. Accelerated progress of pupils with both an identified need as Pupil Premium, as well as SEND. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2, 3, 4, & 5
Cultural Capital – life experiences and purposeful learning.	Whole school Curriculum plan for trip and life experiences. All children have greater opportunities to engage in meaningful learning that makes links to real life experiences within their local community and wider. Children have greater opportunities to develop their life skills, in all aspects of life through enrichment activities offered by the school.	1, 4 & 5.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group and one to one interventons, including tutoring	Accelerated progress from the child's starting points. Termly tracking and monitoring of targeted academic support. Greater autonomy and confidence in learning moving forward. Greater access to a wider range of Maths interventions to further support the application of fluency. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20grou	1, 2, 3 & 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of FLO and Attendance and Admissions Officer time specific to Pupil Premium attendance including punctuality.	Pupil Premium children's attendance and punctuality in line with national average or above. Children in receipt of pupil premium are able to be in school on time ready for learning. Breakfast club established to support attendance and ensure children regularly have breakfast (where appropriate). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2 & 3

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfas	
Outreach to wider community	One-Stop shop developed – access to cheaper uniform for families. Families are aware of services available to them re additional support and funding available to them. Care packages allocated to families (where appropriate). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 4 & 5
Young Carers implemented and embedded in school.	61% of our Young Carers are in receipt of Pupil Premium. In conjunction with Crossroads Young Carers and Kent Young Carers, a support group is a recommendation to wider social experiences and build resilience. Young Carers recognise the positive attributes associated with their caring role. Identify support network in school – to provide additional support to Young Carers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20grou	4 & 5

Total budgeted cost: £149,504

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS End of Year Assessments 22-23:

	Attainment:			
	PP	**Not PP**	**Gap**	**PP & SEND (3)**
Good Level of Development	75%	76%	-1%	33% (1)
Reading: **Comprehension:** **Word Reading:**	88% 88%	89% 79%	-1% +9%	67% (2) 67% (2)
Writing	88%	76%	+12%	67% (2)
Maths: **Number:** **Numerical Patterns:**	88% 88%	85% 83%	+3% +5%	67% (2) 67% (2)

Key Stage 1 End of Year Assessments 22-23:

	Attainment (Working at the expected standard):			
	PP (13 chn)	**Not PP**	**Gap**	**PP & SEND (4)**
Reading	39%	79%	-40%	25% (1)
Writing	31%	66%	-35%	25% (1)
Maths	23%	81%	-58%	25% (1)

Key Stage 2 End of Year Assessments 22-23:

	Attainment (Working at the expected standard):			
	PP (23 Chn)	**Not PP**	**Gap**	**PP & SEND (9)**
Reading	57%	73%	-16%	33% (3)
Writing	61%	77%	-16%	22% (2)
GPS	52%	71%	-19%	11% (1)
Maths	26%	64%	-38%	22% (2)

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
Kent Inclusion Leadership Programme	LLSE - Leadership Learning Securing Excellence EDT - Education Development Trust NASEN
Maths Hub – Maths Mastery	The Education People NCETM
Nurture Schools Accreditation	National Nurturing Schools Programme/ The Nurture Group Network.