

# Pupil premium strategy statement – Seven Fields Primary School

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	237
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 – 2026/27
Date this statement was published	03/2024
Date on which it will be reviewed	12/2026
Statement authorised by	LGB
Pupil premium lead	John Quinn
Governor / Trustee lead	Simon Robins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228033
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£21750
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£249783

# Part A: Pupil premium strategy plan

## Statement of intent

At Seven Fields Primary School our intent is that all pupils feel safe, have their pastoral needs met so that they can make good progress and achieve highly across all subjects of the curriculum. The focus of our strategy is to ensure all our pupils feel supported due to the very high number of disadvantaged pupils. Therefore, what we do for one we do for all.

At the heart of this strategy is the need for high quality teaching. We realise that nothing will impact our pupils more than the benefit of a good teacher teaching a highly aspirational, well sequenced curriculum. High quality teaching cannot be replaced as the number one factor that will impact progress for all and help to close the disadvantaged attainment gap. We understand that for this to happen we need to provide a wide range of pastoral support for our pupils, especially our vulnerable pupils who receive external support from social workers or Early Help.

The challenges we have identified below show the need for our approach to be two pronged. We have the challenge of supporting our pupils so that they are in a position to, ready to and willing to learn. We will instil a sense of pride and high aspirations in our disadvantaged pupils and expose them to experiences they may not have the opportunity to explore due to their home situation.

We use a range of strategies and approaches to fulfil these aims. All our activities will be rooted in research and used to complement each other, so that the cumulative effect will be positive for our disadvantaged pupils.

Through constant review and adaptability, we expect our strategy to achieve its intended aims. We will use assessment effectively to identify how well we are doing towards our aim and intervene as quickly as we can to address areas that need further support.

## Challenges

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

Challenge number	Detail of challenge
1	School data demonstrates that attainment on entry is very low with particular weaknesses in Communication, Language and Literacy, Maths and Personal, Social and Emotional Development. EYFS is also showing signs of limited physical development
2	Low achievement of our disadvantaged pupils in most year groups
3	Attendance of Pupil Premium pupils is now in line with Non-Pupil Premium pupils. It is improving but below the national
4	A higher proportion of pupils with Special Needs (SEND) are pupil premium - 74% of SEND also PP

5	Some families have low aspirations and fail to support the school in developing their child's progress, reading at home, support with homework.
6	The "Cultural Capital" of our pupil premium pupils is poor. As such, opportunities for enrichment from home are limited

## 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
EYFS - Early Language Development Through focused support during the Early Years children will have made accelerated progress with language acquisition.	Children will achieve ELG for language and communication in line with national averages.
Phonics and Early Reading Through the use of targeted support, children in year 1 will be able to decode words and sounds. In year 2 children develop their comprehension skills. This will be achieved through the use of Read Write Inc phonics and English programme and employing a HLTA to work one to one and provide the necessary support.	In year 1 there will be no gap between the achievement of disadvantaged children and those not known to be disadvantaged in the Phonic Screening Check In year 2, there will be no achievement gap.
Achievement across the school By overcoming as many academic barriers as possible and through high quality teaching, early identification and intervention, we will see a reduction in the gap between disadvantaged children and those not known to be disadvantaged.	Using KS2 SATs as one measure we will see there is no gap in achievement. Through the school, any internal assessment information will show no gap or a diminishing gap as children progress through the school.
Children who are SEND and in receipt of PP Through investing in people, time and training we will improve the outcomes for children with SEND who are in receipt of pupil premium.	We will see an increase in the number of SEND children who are at age related expectation throughout the school These children will have the right provision for them as validated by external or Trust quality assurance.
Pastoral Support Further build upon the outstanding pastoral support we provide. We will support families so as to mitigate as many external barriers to learning as possible. We will do this through funding a Pastoral Team and maintaining our focus on holistic support for all.	Children will feel ready to learn. They will tell us they feel safe and secure whilst at school. They will want to come to school and engage fully in their learning.
Attendance We want to see an increase in overall attendance but especially with those children who are disadvantaged. We will endeavour to do this through directly supporting children	We will see overall attendance improve to at least 95% for those children who are disadvantaged.

who are persistently absent, identifying barriers to their attendance and working with parents to improve their attendance. We will also make school the place they want to come to by refining our curriculum offer so that it engages all children.	
Development of Cultural Capital Children will develop their cultural capital whilst here at school that they will mostly likely not be able to do outside of school. We will use our Passports to Learning and curriculum offer to provide these whilst also funding real life experiences, enrichment opportunities, cultural experiences and trips and visits.	When asked, children will be able to talk about cultural experiences. They will be able to use these experiences to enrich their imagination.

## 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: £97006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to further develop our high-quality teaching and learning through the development and implementation of our Teaching and Learning Strategy <b>Deputy Head to lead project development and implementation</b>	EEF <a href="#">Teaching and Learning toolkit</a> highlights the evidence upon which the strategy will be based Trust wide <a href="#">Core Principles of Teaching and Learning</a>	1 and 2
The use of diagnostic assessments in reading and maths to identify academic barriers to pupils' achievement <b>Star Reading and Star Maths</b>	EEF <a href="#">Using Digital Technology to support learning</a>	2 and 3

Engagement with English hub to secure improvements in early reading <b>Support by an exceptional Leader</b>	EEF <a href="#">Teaching and Learning toolkit</a>	1
Engagement with Maths Hub Identification of need and planned CPD for teachers across the school in a Mastery approach to Mathematics <b>supported by an exceptional Subject Leader</b>	EEF <a href="#">Effective Professional Development</a>  Mentoring and Coaching research report highlights the many benefits of using a coaching model within school	1 and 2
Providing quality first teaching for our children with SEND. Providing support for our teachers so that they can support the children in the classroom <b>Non-teaching SENCo Trust support from Co-Author of SEND Handbook</b>	EEF <a href="#">SEND Guidance</a>  <a href="#">SEND Handbook from NASEN which highlights the need for Quality First Teaching and how it can be achieved</a>	4

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

Budgeted cost: £24591

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group or peer academic tuition from Maths lead for pupils who are working just below ARE	EEF guidance suggests that tuition in small groups can have a positive impact of +5 months <a href="#">Teaching and Learning toolkit</a>	2 and 4
Targeted interventions following diagnostic assessment	Limited independent research however, local anecdotal evidence shows that children will improve reading ages by +3 months in one year and maths by +2 in one year EEF reading comprehension strategies +6 months	2 and 4

Teaching assistant deployment	+4 months on Teaching and learning Toolkit	5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £128306

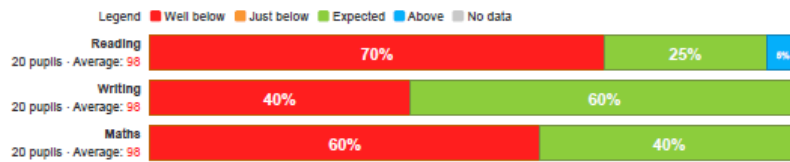
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Communicating with and supporting parents - Family Support Workers	If we can get parents to engagement in their child's learning will we see an improvement of +3 months - <a href="#">Teaching and Learning toolkit</a>	4 and 5
Targeted breakfast club provision	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	3
Extracurricular activities to develop 'Cultural Capital' including school trip, arts participation and physical activity and residential trips	Teaching and Learning Toolkit <a href="#">Teaching and Learning toolkit</a> arts participation shows +3 months physical activity +1 month	6
Supporting pupils' social emotional and behavioural needs - Behaviour Support Worker	Supporting emotional learning +4 months Behaviour interventions +4 months <a href="#">Teaching and Learning toolkit</a>	1

**Total budgeted cost: £ 249903**

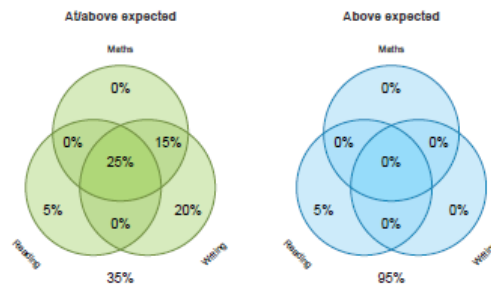
# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

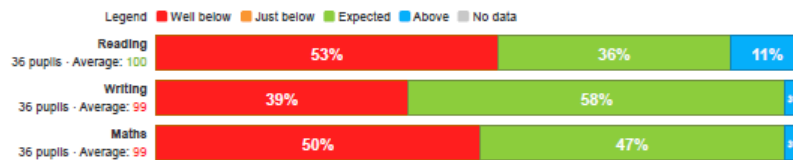
Attainment Overview for Pupils (from 2022-2023) in Year 6, who are pupil premium - 2022-2023 Summer - SAT Scaled Score



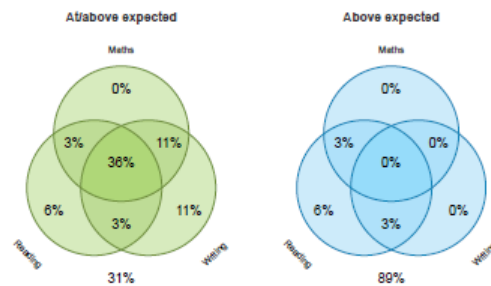
### Combined attainment



Attainment Overview for Pupils (from 2022-2023) in Year 6 - 2022-2023 Summer - SAT Scaled Score



### Combined attainment



### Progress score in reading, writing and maths ?

The academic progress that pupils make from the end of key stage 1 to the end of key stage 2.

#### Reading

The banding for this school is 'well below average' because the score is lower than -2.7 and the entire confidence interval is below 0.

<b>Banding</b>	<b>WELL BELOW AVERAGE</b>
<b>Score</b>	-4.1
<b>Confidence interval <span>?</span></b>	-6.2 to -2.0

[Show score details](#)

#### Writing

The banding for this school is 'average' because the confidence interval spans both above and below 0.

<b>Banding</b>	<b>AVERAGE</b>
<b>Score</b>	-0.7
<b>Confidence interval <span>?</span></b>	-2.7 to 1.3

[Show score details](#)

#### Maths

The banding for this school is 'well below average' because the score is lower than -3.3 and the entire confidence interval is below 0.

<b>Banding</b>	<b>WELL BELOW AVERAGE</b>
<b>Score</b>	-4.0
<b>Confidence interval <span>?</span></b>	-6.0 to -2.1

[Show score details](#)

	School dis. pupils	L
Number of pupils at the end of key stage 2	21	
Progress score in reading (confidence interval)	-4.2 (-6.8 to -1.5)	
Progress score in writing (confidence interval)	-0.1 (-2.7 to 2.4)	
Progress score in maths (confidence interval)	-3.7 (-6.2 to -1.2)	
Percentage of pupils meeting the expected standard in reading, writing and maths	24%	
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	
Average score in reading	97	
Average score in maths	97	



## 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
Maths Tuition	Third Space Learning

## Further information (optional)

We have a significantly high number of pupils who require pastoral support in one way or another. This includes support from Social Workers either at Child in Need or on a Child Protection Plan. To ease the workload of this and enable us to provide the required levels of support we have a larger than average Pastoral Support Team. This is funded, in part, by our Pupil Premium Strategy. Without us using our funding in this way, we would be unable to provide the necessary support to our pupils and families.