

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Old Palace Primary
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	29.3%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	March 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,773
Recovery premium funding allocation this academic year	£14,881
Pupil premium funding carried forward from previous years	£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	£159,654

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining highly.

We will consider the challenges faced by vulnerable pupils, 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 is at the heart of our approach, with a 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 pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, 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:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and seek to ensure that they achieve the highest academic standards possible

Challenges

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

Challenge number	Detail of challenge
1	Internal data indicates that the attainment of disadvantaged pupils is often lower than of their non-disadvantaged peers in Reading, Writing and Maths. Where they exist, we seek to narrow these gaps to ensure that all pupils achieve their full potential.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are especially evident in Reception and KS1 and in general, are more prevalent among our disadvantaged pupils, than their peers.
3	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.
4	Our observations and discussions with pupils and families indicate that often pupils have limited access to educational and cultural experiences outside of school. This is especially the case for disadvantaged pupils. We believe that such experiences are crucial in helping children to develop their comprehension skills and cultural capital. Therefore we wish to reduce any financial barriers which may prevent disadvantaged pupils from accessing enrichment activities provided by the school.
5	Our observations and discussions with families indicate that some parents lack the language skills and/or knowledge of the primary curriculum that are needed to effectively support learning at home. This is especially the case for disadvantaged pupils. Some of our disadvantaged parents also require additional support to access services and training, which support pupil wellbeing and adult employability.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for several pupils, which require additional support. Some of these pupils are disadvantaged.

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
Reduced gaps in attainment between disadvantaged and non-disadvantaged pupils where these exist.	KS2 outcomes in 2024/25 will show the attainment of disadvantaged pupils is in line or above the national average for this group at expected and above.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, work surveys and observations will indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS1 outcomes in 2024/25 will show that the attainment of disadvantaged pupils is in line or above the national average for this group at expected and above

Improved access to extra-curricular educational and cultural experiences for disadvantaged pupils.	A range of enrichment activities and clubs will be delivered. Registers will indicate high levels of participation in these events by disadvantaged pupils.
Sustained structures will be in place to support the welfare, home learning and employability of disadvantaged families	A record of the support provided to disadvantaged parents will be maintained, along with soft data to show the impact of this on pupil outcomes.
Sustained structures will be in place to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupils and parent surveys and teacher observations • record of pupils attending nurture groups • record of pupils who have received support from the School Counsellor

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: £98,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher to support smaller group teaching in Maths & English lessons</i>	AHT takes a smaller group of up to 12 pupils. EEF identifies the advantages of small group tuition. Our internal data also supports this strategy. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £38,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of NELI to targeted pupils in Reception	<p>Nuffield Early Language Intervention (NELI) is a recommended teaching assistant intervention which supports early language development</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2
Additional phonics & early reading sessions targeted at disadvantaged pupils who require further support	<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> <p>The EEF also supports the use of small group reading comprehension activities</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3
Delivery of small group Speech & Language groups by teaching assistants, under the direction of the school's Speech and Language Therapist.	<p>Internal data shows the positive impact of this strategy over many years.</p> <p>EEF also recognises small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
Additional TA lead small group Maths interventions in KS1	<p>Internal data shows the positive impact of this strategy over many years.</p> <p>EEF also recognises small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £23,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Recognised strategy to support the emotional health of pupils	6
<i>Delivery of family learning sessions and workshops to help the parents of disadvantaged pupils to support learning at home</i>	Previous evaluations of our Pupil Premium spending, show the effectiveness of this approach. It is also an approach supported by EEF: Parental engagement EEF (educationendowmentfoundation.org.uk)	5
<i>Cost towards providing/ subsidising enrichment activities for disadvantaged pupils</i>	This will support disadvantaged pupils accessing enrichment activities, which may not otherwise be available to them due to financial constraints.	4
<i>Part funding of second Parent Support Worker to allow the school to provide a range of workshops and 1to1 to support family wellbeing and employability</i>	Previous evaluations of our Pupil Premium spending, show the effectiveness of this approach. It is also an approach supported by EEF: Parental engagement EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £159,654

Part B: Review of Pupil Premium Strategy 2022-23

Reception

10 out of 12 disadvantaged pupils (83%) achieved GLD

Key Stage 1

In addition to first quality teaching, 18 Key Stage 1 Pupil Premium (PP) children received additional support, either 1to1 or as part of a small group intervention.

94% of PP children passed the Y1 Phonics Screening compared with 67% nationally.

By the end of KS1, 90% of PP pupils had passed the phonics screening

Attainment in the KS1 SATs (Y2) was as follows:

% At Expected () national	Reading	Writing	Maths
All	73 (68)	77 (60)	83 (70)
Disadvantaged 13	62 (73)	62 (65)	77 (75)

% At Above	Reading	Writing	Maths
All	33 (19)	10 (8)	35 (16)
Disadvantaged 13	31 (22)	0 (10)	23 (19)

25% of the disadvantaged pupils in Year 2 received School SEND Support

Key Stage 2

In addition to first quality teaching, 49 Key Stage 2 Pupil Premium (PP) children received additional support, either 1to1 or as part of a small group intervention..

The results in the KS2 SATs (Y6) were as follows:

% at Expected () = National Average	Reading	Writing	Maths	Combined
All	93 (73)	93 (71)	95 (73)	87 (60)
Disadvantaged 21	95 (60)	100 (58)	91 (59)	86 (44)

% at Above	Reading	Writing	Maths	Combined
All	50 (29)	35 (13)	58 (24)	28 (8)
Disadvantaged 21	59 (17)	36 (7)	50 (13)	32 (3)

In terms of wider strategies:

School Counsellor – 5 pupils received 1 to 1 or group support. An additional 25 pupils accessed Talk Time sessions.

Time to Engage sessions were delivered in Reception and years 1-3. In total, the families of 17 Pupil Premium children attended these sessions.

Additional Parent Support Worker - the school provided extensive support for parents. This included delivering a wide range of workshops as detailed in the School Newsletter. Some of these were used to specifically target the needs of Pupil Premium families such as Emotional First Aid and Speaking English with Confidence and the .

56 Pupil Premium parents also benefited from 1to1 support on a range of issues including topics such as attendance, supporting homework, SEND & secondary transition.