

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Poplar Farm
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Hodson, Headteacher
Pupil premium lead	Bryony Mason, Assistant Headteacher
Governor / Trustee lead	Lynne Proctor, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,282
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	£57,282 (estimated currently due to pupil premium only being confirmed for April 22-March 23)

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, achieve high attainment across all subject areas and experience a range of enriched activities. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. 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're 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 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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. In Year 2, (May 2022) 47% of disadvantaged pupils were achieving aged related expectations in reading, this is comparative to 76% of non-disadvantaged pupils. A similar gap is notable from EYFS to Year 1 with pupils' early reading. In EYFS, 70% of pupils achieved GLD in July 2022 in comparison to 82.4% of non-disadvantaged pupils.
3	Data shows disadvantaged pupils have lower levels of numeracy than non-disadvantaged pupils. In Year 2, (May 2022) 53% of disadvantaged pupils achieved aged related expectations compared to 76% of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to pressures at home, unsettled home lives & levels of trauma. 17 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs through small group intervention or 1:1 pastoral support by Emotional Literacy support assistant; 3 disadvantaged pupils are currently receiving play therapy.
5	Our assessments, observations and discussions with pupils indicate that wider experiences outside of school are limited for many of our disadvantaged pupils. This is as a result of a range of social and economic factors. A lack of experience and enrichment opportunities impacts on pupils' 'cultural capital' as they are missing out on some of the wider knowledge and experiences that they need to provide context for their learning and to make connections. Pupils require 'cultural capital' to ensure that they have the essential knowledge needed to prepare them for their future success.

6	Our attendance data shows there is a slight gap in attendance between disadvantaged pupils and non-disadvantaged. There is a proven impact of poor attendance on academic achievement.
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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 oral language skills and vocabulary among disadvantaged pupils.	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. Whole school appraisal targets are met in relation to the school development plan.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
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 student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for	Sustained high attendance from 2024/25 demonstrated by:

all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.	By 2024/25 there are an increased number of extra-curricular visits, experiences and opportunities available for pupils throughout school. All children, including those who are disadvantaged, access the opportunities available to them as any barriers (i.e. financial) are supported.
To ensure disadvantaged pupils are represented in various roles across the school.	Disadvantaged pupils will form at least 25% of members on the school council, eco warriors, librarians and 'rights respecting rangers.'

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: **£20,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for pupils in Key Stage 1 and 2 – Renaissance STAR reading/maths</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£2,300</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>Purchase of interactive maths support (Numbots/Times Table Rockstars) for whole school</p> <p>£150</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Purchase of Read Write Inc. Spelling for Years 2-4 Spelling and Grammar curriculum.</p> <p>Training for staff delivered by Literacy subject lead to ensure planning and lessons are interpreted and delivered correctly.</p> <p>£200</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1, 2

<p>Purchase of interactive Spelling resource for Key Stage 1 and 2.</p> <p>£200</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>£2000</p>	<p>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</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund lead teacher release time to embed key elements of guidance in school and to access White Rose Maths resources and CPD.</p> <p>£1,500</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: 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 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by funding an Emotional Learning Support Assistant (ELSA) and The Nest.</p> <p>£14,000</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, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4, 6

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

Budgeted cost: **£22,732**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Nuffield Early Language Intervention NELI to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. £500	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonics sessions delivered by Year 1 teacher (phonics subject lead) targeted at disadvantaged pupils who require further phonics support. £500	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Academic gaps in learning will be supported by the Intervention Lead TA. £20,000	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	1, 2, 3, 4, 6
Precision Teaching intervention and Dyslexia Friendly classroom training by the dyslexia outreach team. £532	Effectiveness of Precision Teaching on word reading skills: https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf Improving Literacy in Key Stage 2:	2, 3

	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
Specialist Teaching Team support to assess and identify barriers to learning in Pupil Premium children. £1,200	Identifying-special-educational-needs-in-the-early-years.pdf (nasen-prod-asset.s3.eu-west-2.amazonaws.com)	1, 2, 3, 4

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

Budgeted cost: **£14,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. £150	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. £200	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Implementation of weekly yoga sessions for disadvantaged children to support self-regulation and wellbeing. £2,000	Yoga can positive influence pupil's physical and mental health. Yoga impacts equally boys and girls. https://www.kheljournal.com/archives/2017/vol4issue5/PartB/4-5-5-493.pdf	4

<p>Funding of a play therapist to deliver sessions for disadvantaged children.</p> <p>£6,000</p>	<p>Child centred play therapy positively impacts self-concept.</p> <p>Impact of School-Based Child-Centered Play Therapy on Academic Achievement, Self-Concept, and Teacher-Child Relationships - Child-Centered Play Therapy Research - Wiley Online Library</p>	4
<p>Funding of Educational Psychologist and Cognitive Behavioural Therapy</p> <p>£1,500</p>	<p>Cognitive Behavioural Therapy for Anxiety Disorders in Children:</p> <p>https://www.cochranelibrary.com/cdsr/doi/10.1002/14651858.CD013162.pub2/pdf/full</p> <p>Trauma focused Cognitive Behavioural Therapy:</p> <p>Trauma-Focused Cognitive Behavioural Therapy for Children and Parents - Cohen - 2008 - Child and Adolescent Mental Health - Wiley Online Library</p>	4
<p>Training of Intervention Lead TA to deliver Lego Therapy intervention and provision of resources.</p> <p>£300</p>	<p>Lego Therapy for improving inclusion and social skills among children with Autism.</p> <p>https://www.sciencedirect.com/science/article/abs/pii/S1936657416301728?via%3Dihub</p> <p>Long term outcome of social skills intervention based on interactive Lego play:</p> <p>https://www.researchgate.net/profile/Daniel-Legoff-2/publication/6879964_Long-term_outcome_of_social_skills_intervention_based_on_interactive_LEGOC_play/links/56b2183608ae795dd5c79d5e/Long-term-outcome-of-social-skills-intervention-based-on-interactive-LEGOC-play.pdf</p>	4
<p>Training of Intervention Lead TA to deliver Drawing and Talking intervention.</p>	<p>Art therapy can be effective in improving children's quality of life; anxiety; self-concept; problem-solving skills, attitudes towards</p>	4

£300	school; emotional and behavioural difficulties: https://www.tandfonline.com/doi/abs/10.1080/17454832.2020.1751219?journalCode=rart20	
Resourcing of sensory/calm stations within the school. £500		5
Contingency fund for acute issues. £3,000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Funding of a school dog and targeted disadvantaged pupils to participate in weekly walking club. £250		4, 5, 6

Total budgeted cost: £57,282

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils in Key Stage 1 was variable in key areas of the curriculum and was below national. In the statutory phonics screening, 80% of disadvantaged Year 1 pupils made the expected standard. In the End of Key Stage 1 assessments, 40% of disadvantaged pupils reached the expected standard across reading, writing and maths. Writing is an area of concern based on attainment data from the previous year (2021/22) and as a result there is an increase focus in the School Development Plan (SDP) and the Pupil Premium Strategy for the upcoming academic year.

Our assessment of the reasons for these outcomes points primarily to the long-term effects of Covid-19 impact, which continued to disrupt all our subject areas to varying degrees due to increased pupil absence last year. The impact was mitigated by the implementation of quality first teaching strategies and interventions.

Although overall attendance in 2021/22 was lower than in the preceding year at 94.5%, it was higher than the national average of 91.5%. Absence among disadvantaged pupils was 1% higher than their peers. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health continues to be an area of support which an increasing number of disadvantaged pupils are continuing to access. Last academic year, 10/12 pupils receiving ELSA support were disadvantaged. In addition to this, 2/3 pupils receiving play therapy were disadvantaged. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Yoga	Real Jo Yoga
Extra-curricular sports clubs	Carres Grammar School Outreach

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired a Pastoral Support Assistant who provided support to the emotional wellbeing and academic achievement of service children. The pupils have access to 'The Nest', our pastoral room for either one to one sessions or group nurture sessions.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing and attention amongst service children. Informative assessments demonstrated progress in subject areas where extra support classes were provided.