

Pupil premium strategy statement 24-25



School overview

Detail	Data
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Fendley
Pupil premium lead	Helen Fendley
Governor / Trustee lead	Marianne Light

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,760
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£91,760

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 high attainers.

We will consider the challenges faced by all 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	<ul style="list-style-type: none">• Attendance and punctuality of disadvantaged pupils are not as good as for 'all' pupils.
2	<ul style="list-style-type: none">• Historically too few pupils (eligible for Pupil Premium funding) have achieved ARE.
3	<ul style="list-style-type: none">• Many disadvantaged pupils have not had the exposure to a broad range of experiences and knowledge that others bring to their work.
4	<ul style="list-style-type: none">• Some families have additional challenges within their homes and family life, which can affect pupils' ability to access learning.

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
To increase the percentage of disadvantaged achieving ARE.	<ul style="list-style-type: none">• Percentage gap between disadvantaged and non-disadvantaged has decreased.• Disadvantaged children gaining ARE is in line with national picture of non-pupil premium children.
To increase the percentage of disadvantaged pupils achieving GD.	<ul style="list-style-type: none">• Percentage gap between disadvantaged and non-disadvantaged has decreased for those achieving GD.

	<ul style="list-style-type: none"> Disadvantaged children gaining ARE is in line with national picture of non-disadvantaged pupils.
To decrease the time lost to learning through lateness and absence.	<ul style="list-style-type: none"> Data comparing disadvantaged and non-disadvantaged regarding attendance will be in line with each other. Voice from teachers regarding pupil progress of disadvantaged pupils is not impacted by attendance or lateness. Attendance plans in place to ensure improvement if needed.
To ensure children are exposed to a wide range of experience and knowledge.	<ul style="list-style-type: none"> Planned curriculum ensure enhanced curriculum for pupils. The knowledge across the curriculum is carefully planned to meet needs of all learners and build on previous knowledge through each lens.
To ensure families are signposted and access support as needed.	<ul style="list-style-type: none"> PSA is accessible to all families PSA has up to date training and is aware of support available. Families to access the support as suggested.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure children access all curriculum areas</i>	<p>Quality first teaching is fundamental to all children.</p> <p>Carefully designed curriculum can widen children's understanding of the world.</p>	3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants (£75,633.75) 3.75 scale D TA's at 27.5 hours.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2

	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employ PSA (parent support advisor) to support families. 50% of cost £13,511</i></p>	<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</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> <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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1 and 4</p>

Total budgeted cost: £ £ 92,144 (91,760 from Pupil premium funding.)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>23/24 data picture</p> <p>Percentage of pupils meeting the expected standard in reading, writing and maths <i>Reffley Academy Disadvantaged pupils</i> 60% <i>Local authority non-disadvantaged pupils</i> 60% <i>National authority non-disadvantaged</i> 67%</p> <p>Attendance data</p> <p>Overall 2023 - 2024 93.9%</p>		
Target	Success criteria	Progress / Target met?
To provide families with the support they need to enable pupils to arrive at school, on time and ready for their learning.	<ul style="list-style-type: none"> All pupils eligible for PP will have an attendance rate of 96% or better. All pupils eligible for PP will have 0 late minutes. 	<ul style="list-style-type: none"> Continues to be a target. Summer term was an improvement compared to Autumn and Spring term.
To raise attainment of pupils eligible for PP funding through the use of targeted intervention.	<ul style="list-style-type: none"> The number of pupils who are eligible for PP funding are achieving age related expectations (ARE) in line with the national average for all pupils. The number of pupils who are eligible for PP funding are achieving greater depth (GD) in line with the national average for all pupils. 	<ul style="list-style-type: none"> 60% for ARE for school in line with local authority but not with national non-pupil premium. GD percentages continue to be a target.
To ensure pupils eligible for pupil premium funding have access to a range of experiences.	<ul style="list-style-type: none"> Pupils access clubs/trips in line with all pupils. Free clubs are provided to ensure pupils eligible for pupil premium can experience a range of activities. 	<ul style="list-style-type: none"> Continues to ensure all children access all areas of curriculum.
To ensure all pupils have access to a quality curriculum.	For all pupils to be able to articulate their knowledge and understanding across the curriculum at an age appropriate level.	<ul style="list-style-type: none"> Monitoring showed that all children have accessed the curriculum. The pupil voice for pupil premium was inline with pupil voice activities from non-pupil premium pupils.