

Pupil premium strategy statement (Including ACE)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Smarden Primary and Nursery School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	7th November 2022
Date on which it will be reviewed	1st September 2023
Statement authorised by	M Hardwick
Pupil premium lead	C Miller
Governor / Trustee lead	M Hardwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,210
Recovery premium funding allocation this academic year	£2,000
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	£26,210

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged pupils at Smarden Primary School

Smarden School is determined to ensure that **all** children achieve their potential. We have high expectations for **all** pupils, and seek to inspire disadvantaged pupils, and their families, to share these expectations; to value education as a way to change lives.

Our objective is to ensure that disadvantaged pupils make at least as much progress as their more advantaged peers, with the focus on disadvantaged pupils making accelerated progress. This means supporting pupils to achieve their academic potential, and to grow in character. We aim to empower pupils to overcome barriers, and to develop resilience, perseverance and determination to succeed. All pupils in this school are encouraged to develop as independent learners, and to aspire to be leaders.

How our current pupil premium strategy plan works towards achieving those objectives

Our pupil premium strategy is centred on working closely in partnership with families to identify barriers quickly and provide effective intervention to overcome these barriers.

The key principles of our strategy plan

Consistently sound Inclusive teaching at Smarden ensures that all pupils learn the knowledge and skills that they will need in later life. At Smarden, it is our aim for **every** child to leave us at age related expectations in reading. However, some children, including those who are disadvantaged, need extra support to achieve this goal. Identifying early the barriers children may have to becoming fluent readers, including for example, daily opportunities to read to an adult or having a supply of books at home, mean that we encourage **all** children to develop a love of reading.

As a school, we therefore understand the need to focus on identifying barriers as soon as possible and providing early intervention, particularly in EYFS and KS1 to ensure that any gaps are swiftly addressed. We have therefore invested in a strong foundation in phonics delivered through Read Write Inc. We have invested heavily in mathematics teaching at Smarden and follow the Mathematics Mastery scheme of learning and TKAT's arithmetic curriculum from Year 1, and the Mastering Number Program in EYFS.

Additional focussed support and pastoral care is given to those children who require it, so that all can achieve their full potential. This year, we will be continuing to provide all pupil premium pupils at Smarden with a 'Champion' who will build positive relationships with families and empower pupils to overcome their barriers. The Champion is a member of school staff who meets weekly with the pupil for 1:1 tutoring, to include 1:1 reading, who also ensures that the pupil has an appropriate book that they are enjoying. The Champion also has weekly contact with the family to build relationships and overcome barriers. Most members of staff, including the Headteacher and Deputy Headteacher at Smarden, have at least one pupil premium tutee, and the intention is that this Champion will remain with the pupil as they move up through the school. Our ACE programme is part of the TKAT project started in September 2021, which has been externally evaluated.

"Overall the evaluation from the ACE programme's pilot year sees promising evidence of impact, particularly on pupils' attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future." ImpactEd September 2021.

Smarden's ACE provision was the subject of a Headteacher' Update article in May 2022 which can be accessed here: [Headteacher Update article on Smarden's ACE tutoring](#)

Smarden Primary believes that mental well-being is the precursor of all academic achievement. We therefore focus heavily on ensuring our children are nurtured to be in the right frame of mind to achieve their best. This year, we are proud to be part of the National Nurturing Schools Programme, working with Nurture Uk to establish our school as a Nurturing provision. We began the programme by focussing on all pupil premium pupils. We have already completed a Boxhall Profile on all PPG pupils and from these have identified targets for each pupil which we will be addressed in tutoring sessions.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance.</u></p> <p>Last year, Pupil premium attendance stood broadly in line with non pupil premium attendance (PP attendance 93.6%, non PP 94%) However, of the 18 pupil premium pupils, 6 or 33%, were classified as persistently absent. Persistent absence for the whole school stood at 14.29%. Too many pupil premium children are persistently absent and we must reduce this.</p> <p>Some PP families think daily attendance is not important or do not value education as highly as family excursions or mental well-being. We will</p>

	<p>approach this by communicating with families and raising their expectations. Building the relationship with these families will be key which is why the ACE tutors will be so important.</p> <p>Some PP children do not want to come to school because of low attainment or poor self-esteem, and parents too easily let their children stay at home. We need to improve PP pupils' well-being at school and self-efficacy. This will be achieved through strong inclusive teaching, support, timely intervention and tutoring, to improve academic achievement. Nurture and support for well-being from ACE tutors will improve self-esteem. Other referrals will be made to support well-being or SEN as necessary as quickly as possible to improve progress.</p> <p>We need to work with parents to improve parenting skills and to help them understand the importance of regular attendance.</p> <p>Some parents of PP pupils have lower mental well-being themselves, and this impacts on their ability to support regular attendance.</p>
2	<p><u>School Engagement including goal orientation, motivation, self-efficacy and behaviour.</u></p> <p>Expectations of some pupil premium pupils, and their families, need to be raised. However, this is not true for all PP families; our strength at Smarden is knowing our families well; each is different and has its own challenges. Our approach is centred on developing relationships in order to enable families to overcome these challenges.</p>
3	<p><u>Attainment.</u></p> <p>SEN and disadvantage should not necessarily be linked, but at Smarden the percentage of children who are disadvantaged and also SEN is high. This remains the most significant barrier to the future attainment of disadvantaged pupils here. It is therefore vital for us to focus on improving high quality inclusive teaching at Smarden. CPD will concentrate on evidenced based adaptive teaching strategies which will have a strong impact on the progress of all pupils, including SEN. All teachers will be trained to use the EEF 5 a day approach consistently across the school in daily teaching. We also need to identify needs correctly and quickly, providing timely and effective intervention where necessary e.g. pre-teaching prior knowledge, and to seek specialist advice and support where necessary so that pupils can catch up with their peers.</p>
4	<p><u>Take-up of school opportunities</u> -all pupil premium pupils to take up their offer of ACE tutors and interventions offered to their children.</p> <p>All pupil premium pupils are taking advantage of the wider opportunities in the school, including individual music lessons and clubs.</p>

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
PP pupils over time and relevant to the context, will have:	

<ul style="list-style-type: none"> ● Rapidly improving attendance or attendance that is at or above the national average for all non-Pp pupils. 	<p>Target is 98% average attendance for PP pupils for academic year 2022-2023. % PA reduced to be in line with non PP persistent absence - below 10%. PP Pupils want to come to school.</p>
<ul style="list-style-type: none"> ● Rapidly improving or good pupil engagement compared to their peers 	<p>PP pupils know their targets and are motivated to achieve them. Behaviour of PP pupils improves. Improved progress and attainment. Improved engagement in class. All pupils are happy, feel safe and confident (as measured by Boxhall profile online and the Impact Ed survey) at school and pupil voice surveys. Pupils are resilient and do not give up when they find learning hard. All PP pupils have an ambition.</p>
<ul style="list-style-type: none"> ● Rapidly improving outcomes or outcomes that are at or above the national average for all non-PP pupils. 	<p>Improved progress and attainment. Gap between the attainment of PP pupils and their non PP peers is reduced. 100% of PP Year 6 pupils leave at age related expectations in reading.</p>
<ul style="list-style-type: none"> ● Increased uptake of opportunities offered by the school outside of the classroom including raised career aspirations. 	<p>A similar % of PP pupils are taking individual music lessons as non PP pupils. PP pupils regularly take part in clubs. PP pupils will be given priority booking for all clubs and ACE tutors will encourage participation.</p>
<ul style="list-style-type: none"> ● Increased communication between school and home with rapid intervention or referral processes, as required 	<p>Regular weekly communication between ACE tutor and family. Improved communication. Swifter referral to external services or specialist help. To be measured: number of referrals made by tutors.</p>

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: £42,677 (of which the PPG contributes £7112.83 ((42,677/18) X3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Single Forms in Year 2, and Year 5, instead of having a split Year 2/3 and 4/5 class.</p>	<p>EEF Research on smaller classes concluded that they only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive (see Feedback).</p> <p>At Smarden, we believe that investing in single year group classes was important to ensure adaptive teaching could meet the needs of all pupils. There is a significant range of abilities in Year 2 and 5 alone, without these being split year groups. We expect splitting these classes to not only positively impact on pupil progress, but also to reduce teacher workload which will lead to higher teacher retention.</p>	<p>3</p> <p>To ensure that all PP pupils make progress in line with their non PP peers.</p> <p>To ensure that all PP pupils leave Smarden at ARE in reading.</p>

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

Budgeted cost: £ 17,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ACE tutoring 1 hour/week targeted support for every pupil. 50 mins 1:1 tutoring 10 mins weekly meeting with parent. Extra time for referrals as necessary.</p>	<p>“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.” ImpactEd September 2021. EEF 1:1 tuition + 5 months</p>	<p>1,2,3,4</p>
<p>ACE program Appoint and train Tutors for any new pupils Continue to Communicate programme in and out of school Monitor recording and tracking system for ACE Support Tutors to ensure pupils have appropriate goals/targets Provide supervision support for Tutors</p>	<p>See above + Impact of ACE program at Smarden 2021-2022 - see below.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Half price Wrap around Care</p>	<p>This is part of improving parental engagement with school. EEF research on Effective parental engagement +3 months During this period of economic crisis, we aim to support families to be able to work, and to provide heat and meals where necessary.</p>	<p>1, 2 and 4</p>

	EEF wider strategies EEF social and emotional learning +4 months EEF Extending school day +3 months	
Half Price Music lessons	EEF - Arts Participation + 3 months	4
Half Price trips including School residentials	EEF - social and emotional learning +4 months	4

Total budgeted cost: £ 26,210

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.

<p>The Implementation of Ambition Tutor programme (ACE) saw a continued increase in engagement for our most disadvantaged pupils and their parents with school life. The attendance of some pupil premium pupils has improved as a result of this.</p> <p>Pupil Premium pupils made good progress in reading over the year and SATS results confirmed this. Every pupil premium pupil achieved age related expectations in reading in both Key Stage 1 and Key Stage 2 SATS assessments in May 2022.</p> <p>56% of pupil premium pupils achieved their targets set for ACE tutoring and 50% of pupils thought that the tutoring was having a significantly positive impact for them.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ACE training	TKAT

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.