

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.

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	Akaal Primary School Derby
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	69 (31%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	20th November 2023
Date on which it will be reviewed	20 th November 2024
Statement authorised by	Miss Z Parkes
Pupil premium lead	Miss Z Parkes
Governor lead	Mr T Sidhu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,920
Recovery premium funding allocation this academic year	£8,555
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	£95,475

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 high attainers.

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 raise expectations of what they can achieve
- Link staff appraisal targets to explicitly support pupil premium children

Our priorities will be focused on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of EYFS, Year 2 and Year 6.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills, (Including high levels of newly arrived children with EAL or that are new to country).
2	Attainment gaps for PPG and disadvantaged against non-PPG and disadvantaged children, when they transition between EYFS to KS1 and KS1 to KS2.
3	Lack of experiences outside of school including less exposure to a variety to quality reading and text, a reduction in accessing after school clubs.
4	Lack of full parental capability to engage, possibly due to EAL barriers, financial worries, social emotional and mental health concerns.
5	Safeguarding issues and concerns, lack of focus and confidence, possibly due to disadvantaged, poverty, mental health and well-being.
6	41/69 of pupils with Pupil Premium have poor attendance of 97% and below

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
<p>Pupils' will continue to access high quality teaching and learning in class, including in class interventions using QFT, to develop language and communication skills. Their spiritual, moral, faith, physiological and safety are priority within our virtues and values led ethos, to promote a good mental health and well-being with a positive self-worth and self-esteem.</p> <p>Measured through learning walks, books, pupil voice and working closely with parents and carers.</p>	<p>Pupils are ready to learn in class without the need for external interventions which is embedded within the wider curriculum, subject knowledge and knowledge of the child.</p> <p>Good mental health and well-being which increases self-esteem to promote greater independence and ownership to develop language acquisition.</p> <p>Pupils are far more resilient and equipped for life in Modern Britain.</p>
<p>To maintain that gaps are closed in the transitional stage from KS1 to KS2 by having consistent outstanding QFT, provide children with extensive learning opportunities, depth of curriculum and promote the love of reading.</p> <p>Formative and summative assessment will be used to demonstrate the gaps being addressed.</p>	<p>Pupils will be able to apply learning in context of lesson, they will have fostered a love of reading and are reading more fluently and confidently.</p> <p>GLD improves between PPG pupils and non-disadvantaged pupils.</p>

	Pupils will continue to make (or exceed) expected progress.
Pupils will continue to be provided with experiences in class and after school clubs, that they may not have at home; this is to broaden their knowledge of the world around them and equip them for life after school	Children will discuss their experiences openly and honestly, using democracy and PSHCE resources to help improve mental health and well-being. Pupils will be exposed to wider experiences to draw upon, to enable them to share their experiences with
The office lead, Head Teacher/ SENDCo will offer support for vulnerable families. Offering to translate or acquire a translator where needed. This will include either signposting to or providing English and Maths classes for parents Parent's will also be invited to sessions and workshops in school to work alongside their children where possible. This will be measured through parental engagement, attendance data, participation and surveys where appropriate. Greater % of parent engagement.	Parents will feel more confident when communicating with others and supporting their children. School staff will support families that are EAL with interpreters for clarity of understanding to strengthen in building these relationships. Relationships will continue to strengthen with school community.
Many Safeguarding issues and concerns involve our PPG children with some at times being at CP, CIN or EH are also PPG. This can create low aspirations, lack of motivation to learn and engage, and a general lack of focus and confidence. This is often because of Domestic Abuse, poverty, poor mental health and well-being.	Office lead and Deputy and Head Teacher/ SENDCo extensively support and work closely with parents and professionals. Parental engagement will improve attendance. Parental engagement will improve outcomes for children.

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: £ 26,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to further improve the quality of learning & teaching of Reading & Writing through targeted developmental sessions, observations, Book Looks drop ins & marking and feedback.</p> <p>Ensure early identification and appropriate intervention minimise gaps between PPG and Non-PPG.</p> <p>Interventions to be teacher led, where possible but always teacher planned.</p> <p>An additional teacher has been placed in Year 5 and 6 to boost support to close the gap, ensuring smaller classes with more intense support for those most vulnerable.</p>	<p>Evidence taken from the 'EEF Guide to the Pupil Premium' June 2019:</p> <p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i></p> <p><i>'Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i></p>	<p>1 and 2</p>

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

Budgeted cost: £55,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing support in place.</p> <p>TA's and behaviour mentor to support pupils as/when required.</p> <p>Refer identified pupils to SENDCo for support & nurture /emotional coaching.</p> <p>Provide parent-child interactions/ adult learning/ workshops, to equip parents with necessary skills to carry out a positive parenting role. Including support from office lead.</p> <p>Refer identified pupils/families to external agencies for further support.</p> <p>TA's have a PPG focus during in class support.</p>	<p>Evidence taken from the EEF Toolkit:</p> <p><i>'When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their ability to learn. By improving staff's understanding of the impact on adverse and stressful experiences, more can be done to improve and build children's resilience.'</i></p> <p><i>'Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average.'</i></p> <p><i>'Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.'</i></p> <p><i>'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness'.</i></p> <p><i>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i></p>	<p>1, 2, 3, 4 & 5</p>

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

Budgeted cost: £13,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our ethos invests heavily in maintaining close relationships with parents; therefore, we will continue to work with families to break down any barriers</p> <p>Identified staff, support our families and signpost them to expert agencies as appropriate.</p> <p>Support from the Head Teacher/ SENDCo and Office lead.</p>	<p>Evidence taken from the 'EEF Guide to the Pupil Premium' June 2019:</p> <p><i>'Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact'.</i></p>	<p>4 & 5</p>

Total budgeted cost: £ 95,475

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 2022 to 2023 academic year.

1. Year 2 PP (SAT TA)

Subject	PP pupils % Expected + progress ()	Non-PP pupils % Expected + progress ()
Reading	43%	59%
Writing	29%	32%
Maths	43%	64%

*No published data for this cohort at EYFSP – unable to give a milestone-to-milestone progress % due to pandemic

2. Year 6 (SATS TA)

Subject	PP pupils % Expected + progress (11)	Non-PP pupils % Expected + progress (19)
Reading	20%	43%
Writing	0%	17%
Maths	20%	52%

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
Football	Khalsa Sports Club
Mixed martial arts	G Force Martial Arts